

**PROPOSED AGENDA
BOARD OF EDUCATION MEETING
SEDALIA SCHOOL DISTRICT #200**

**Regular Meeting
Monday, January 22, 2018
6:30 P.M.**

**Skyline Elementary
2505 West 32nd Street**

Comments from the audience are welcome at the time a particular agenda item is being discussed. Please, however, approach the podium, be recognized by the presiding officer, and introduce yourself for the record. Thank you!

I. CALL TO ORDER

1. Call to Order and Welcome Guests
2. Staff and Patron Input –Sedalia School District Foundation; Sedalia Community Educators Association; Skyline Elementary Flexible Seating Presentation
3. Approve Agenda

II. CONSENT ITEMS

1. Minutes for Monthly Business Meeting, December 18, 2017
2. Minutes for Work Session Meeting, January 8, 2018
3. Personnel
4. Treasurer’s Report
5. Payment of Bills

III. ITEMS FOR DECISION

1. Seal of Bi-literacy
2. Smith-Cotton High School Planning Guide 2018-19
3. Public Notice: Adoption of School Calendar for 2018-2019 School Year
4. District Calendar 2018-19
5. Enhancement Grant – PLTW Biomedical Science and Engineering Programs
6. Summer School Program Schedule
7. Notice of Election Ballot
8. Board Meeting Schedule Revision
9. Missouri Assessment Partnership

IV. DISCUSSION

1. Grow Your Own
2. LAUNCH
3. Policy Updates

V. INFORMATION

1. Attendance 90/90 Report
2. Building Quarterly Reports – PCEC; Heber Hunt; Horace Mann; Parkview; Skyline; Washington; SMS; SCJH; SCHS; Whittier
3. Sedalia Motorcycle Association Donation

VI. ADJOURN TO CLOSED SESSION

These subjects may be discussed in closed session with closed record and closed vote pursuant to Section 610.021 (2) Leasing, Purchase or Sale of Real Estate (3) Personnel, (13) Protected Records, of the Missouri statutes.

Board meeting agenda and minutes are posted on the district’s website at www.sedalia200.org

Please note that items to be added to the agenda must be submitted in writing (two pages or less) to the Board of Education Office at least five work days prior to the board meeting, in accordance with guidelines appearing in the District’s Policies and Procedures Handbook, Policy 0412.

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**Sedalia School District #200
Board of Education Regular Meeting
Smith-Cotton High School
Heckart Performing Arts Center
Open Session Minutes
December 18, 2017**

BOE Members Present:

Dr. Jeffrey Sharp, President
Mr. David Wolf, Vice President
Mr. Kenny Coffelt, Treasurer
Mr. Scott Gardner
Ms. Diana Nichols
Mr. Michael Stees

Absent:

Ms. Stephanie Lefevers, Secretary

Also present were: Brad Pollitt, Superintendent; Dr. Nancy Scott, Assistant Superintendent; Steve Triplett, Assistant Superintendent; Michylah Hawkins, Student Advisor to the BOE; Lisa Hammerly, Recording Secretary; Chris Pyle, Carla Wheeler, Bob Satnan, Kelly McFatrigh, Lisa Volk, Jason Curry, Brett Hieronymus, Wade Norton, Rob Davis, Jim Allain, Pam Crafton, Ashley Burris, Carmen Brock, Andrea Young, Deidre Esquivel, Paula Schupp, media, and various others.

I. Call to Order

1. The Chair called the meeting to order at 6:30 pm.
2. The Secretary is absent; Diana Nichols will act as the Secretary Pro Tem

2. Request of District Patrons and Recognitions

- Sedalia School District Foundation
- Sedalia Community Educators Association (SCEA)
- Fall Sports Recognitions

3. Approve Regular Meeting Agenda

Scott Gardner moved to amend and approve the regular meeting agenda with the following changes listed below. Kenny Coffelt seconded the motion. The Chair then took a vote and with a majority in favor the regular meeting agenda was approved.

a) Move Item from Item for Discussion #1 ECSE – Additional Personnel, to Item for Decision #3

b) Additional Item for Discussion #4, Brainspring Contract Agreement

II. Approve Consent Agenda

After the consent items were reviewed, the Chair asked if there were any additions or corrections. Kenny Coffelt moved to approve the consent items 1- 4 as presented which include the following transfers listed below. Scott Gardner seconded the motion.

Motion to fund transfer \$2,299,652.00 from General (Incidental) fund 001, to the Capital Projects Fund (004), an allowable ASBR transfer \$162,326 or 7% \times SAT \times WADA for:

- A. Replace Parking Lot Lights with LED @ S-C*
- B. Replace Roof Sections @ HM*

**Sedalia School District #200
Board of Education Regular Meeting
Smith-Cotton High School
Heckart Performing Arts Center
Open Session Minutes
December 18, 2017**

- C. Build Storage Facility Warehouse @ Maintenance Shop*
- D. Addition to Maintenance Shop*
- E. Asphalt Gravel Parking Lot @ Washington*
- F. Replace Exteriors Doors @ HM & Washington*

Motion to fund transfer \$96,999.00 from General (Incidental) fund 001, to the Capital Projects Fund (004), an allowable ASBR transfer for DNR loan NPDELT82 (Geo-Thermal).

Motion to fund transfer \$6,389.93 from General (Incidental) fund 001, to the Capital Projects Fund (004), an allowable ASBR transfer for Guaranteed Energy Savings Performance Contracts.

Motion to fund transfer \$28,309.46 from General (Incidental) fund 001, to the Capital Projects Fund (004), an allowable ASBR transfer for purchase of kitchen/food service related equipment as follows:

- A. Dish Machine @ SMS*
- B. Walk in Freezer @ SMS*

The Chair then took a vote and with a majority in favor the consent items 1 – 4 as follow were approved:

1. Minutes that have been distributed for monthly business meeting, November 20, 2017
2. Personnel
3. Treasurer's Report
4. Payment of Bills

III. Items for Decision

1. CHS Employment Services

Kenny Coffelt moved to approve the CHS Employment Services as presented. Diana Nichols seconded the motion. The Chair then took a vote and with a majority in favor was approved.

2. 2017-18 Candidates for Early Graduation

Kenny Coffelt moved to approve 2017-18 Candidates for Early Graduation as presented. Scott Gardner seconded the motion. The Chair then took a vote and with a majority in favor was approved.

3. ECSE – Additional Personnel

Kenny Coffelt moved to approve ECSE – Additional Personnel as presented. Scott Gardner seconded the motion. The Chair then took a vote and with a majority in favor was approved.

IV. Items for Discussion

1. **Seal of Bi-Literacy** - Dr. Scott presented a seal of bi-literacy, and discussion was held.
2. **E-Rate Funding** – Mr. Triplett presented on E-Rate funding, and discussion was held.
3. **Smith-Cotton High School Planning Guide 2018-19** – Ms. Ashley Burris, School Counselor Smith-Cotton High School presented the changes for the planning guide 2018-19, and discussion was held.
4. **Brainspring Contract Agreement** – Dr. Scott presented the Brainspring Contract Agreement, and discussion was held. Attachment IV- 4.

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Smith-Cotton High School
Heckart Performing Arts Center
Open Session Minutes
December 18, 2017**

V. Items for Information

1. Attendance 90/90 Report

2. Christ Trinity Lutheran Church Donation

Mr. Pollitt presented the Christ Trinity Lutheran Church donation.

VI. Adjourn To Closed Session

Kenny Coffelt moved to adjourn to closed session for purposes listed in sections RSMo.610.021 (1) Legal, (2) Leasing, Purchase or Sale of Real Estate, (3) Personnel, (6) Student, and (13) Protected Records. Michael Stees seconded the motion. The Chair then took a vote and with a majority in favor adjourned to closed session. Roll call vote: Kenny Coffelt, aye; Scott Gardner, aye; Diana Nichols, aye; Michael Stees, aye; David Wolf, aye; Dr. Jeffrey Sharp, aye.

Time: 7:37pm

Dr. Jeffrey Sharp, President
Board of Education

Diana Nichols, Secretary Pro Tem
Board of Education

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**Sedalia School District #200
Board of Education Regular Meeting
Smith-Cotton Junior High School
Media Center
Work Session Open Minutes
January 8, 2018**

BOE Members Present:

Dr. Jeffrey Sharp, President
Mr. David Wolf, Vice President
Ms. Stephanie Lefevers, Secretary
Mr. Kenny Coffelt, Treasurer
Mr. Scott Gardner
Ms. Diana Nichols
Mr. Michael Stees

Absent:

Also present were: Brad Pollitt, Superintendent; Dr. Nancy Scott, Assistant Superintendent; Steve Triplett, Assistant Superintendent; Dr. Harriet Wolfe, CFO; Lisa Hammerly, Recording Secretary; Chris Pyle, Carla Wheeler, Todd Fraley, Stephanie Jackson, Kelly McFatrigh, Lisa Volk, Jason Curry, Kendra Barton, Wade Norton, Deidre Esquivel, L. J. Hart, media, and various others.

I. Call to Order

1. The Chair called the meeting to order at 6:30 pm.
2. **Request of District Patrons and Recognitions**
Smith Cotton Junior High – Instructional Technology Presentation
3. **Approve Open Work Session Meeting Agenda**
Scott Gardner moved to approve the regular meeting agenda as presented. Kenny Coffelt seconded the motion. The Chair then took a vote and with a majority in favor the regular meeting agenda was approved.

II. L. J. Hart & Company

Discussed financial possibilities for No-Tax Increase Ballot Issue and Construction Options.

III. 2018-2019 School Calendar

1. **Public Notice: Adoption of School Calendar for 2018-2019 School Calendar**
2. **Discussed Calendar Options**

IV. Enhancement Grant Application to DESE

1. **Discussed Enhancement Grant**

V. Adjourn To Closed Session

Kenny Coffelt moved to adjourn to closed session for purposes listed in sections RSMo.610.021 (3) Personnel and (13) Protected Records. Michael Stees seconded the motion. The Chair then took a vote and with a majority in favor adjourned to closed session. Roll call vote: Kenny Coffelt, aye; Scott Gardner, aye; Stephanie Lefevers, aye; Diana Nichols, aye; Michael Stees, aye; David Wolf, aye; Dr. Jeffrey Sharp, aye.

**Sedalia School District #200
Board of Education Regular Meeting
Smith-Cotton Junior High School
Media Center
Work Session Open Minutes
January 8, 2018**

Time: 7:48 pm

Dr. Jeffrey Sharp, President
Board of Education

Stephanie Lefevers, Secretary
Board of Education

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

Bank & Cash Reconciliation

Fund Cash Balance by Fund		Cash Balance Comments	
Fund Number and Description	Cash Balance	Reconciled Balance	Comments
001 - General Fund	25,179,265.19	.00	.00
002 - Special Revenue Fund	3,607,742.48	7,723.64	7,723.64
003 - Debt Service Fund	.00	5,534,017.82	5,534,017.82
004 - Capital Projects Fund	11,032,284.33	2,725,825.57	2,725,825.57
Adjustment 1 :	.00	.00	.00
Adjustment 2 :	.00	18,239,314.66	18,621,318.16
Adjustment 3 :	.00	10,906.18	10,906.18
Adjustment 4 :	.00	39,524.16	39,524.16
TOTAL :	39,819,292.00	13,261,979.97	13,261,979.97
			-382,003.50
			.00
			.00
			.00
			.00
			.00
			39,819,292.00

Bank Cash and Reconciled Balances:

Account Code & Bank	Cash Balance	Reconciled Balance	Comments
xxxx41.1 - Series 2015B - UMB BANK	.00	.00	
xxxx1387 - Chris E Egdorf - US Bank	7,723.64	7,723.64	
xxxx1251 - General Funds - MOSIP	5,534,017.82	5,534,017.82	
xxxx1252 - Capital Funds - MOSIP	2,725,825.57	2,725,825.57	
xxxx57.3 - Series 2016 - UMB BANK	.00	.00	
xxxx0278 - - - Equity Bank	18,239,314.66	18,621,318.16	
xxxx0294 - - - Equity Bank Activity Gate	10,906.18	10,906.18	
xxxx0213 - Portfolio Cash - MOSIP	39,524.16	39,524.16	
xxxx0213 - Portfolio Invst - MOSIP	13,261,979.97	13,261,979.97	
Outstanding Amount: xxxx0278 - - - Equity Bank	.00	-382,003.50	
Adjustment 1 :	.00	.00	
Adjustment 2 :	.00	.00	
Adjustment 3 :	.00	.00	
Adjustment 4 :	.00	.00	
TOTAL :	39,819,292.00	39,819,292.00	

Bank Cash and Fund Cash are in Balance

Cash Flow Summary For month of December

	Fund - 001	Fund - 002	Fund - 003	Fund - 004	All Funds
A. Cash Balance as of 12/01/17	19,972,586.91	3,402,630.64	0.00	9,727,630.89	33,102,848.44
B. Revenues (5XXX) :	6,534,293.51	2,603,348.25	0.00	1,340,498.02	10,478,139.78
C. Expenses (6XXX) :	1,327,812.46	2,423,337.37	0.00	35,844.58	3,786,994.41
D. Excess Revenue (B - C) :	5,206,481.05	180,010.88	0.00	1,304,653.44	6,691,145.37
E. New Cash Balance (A + D) :	25,179,067.96	3,582,641.52	0.00	11,032,284.33	39,793,993.81
F. Net Change in Fund Balance (3XXX) :	0.06	0.00	0.00	0.00	0.06
G. Net Change in Other Assets & Liabilities (1200 - 2999) :	197.17	25,100.96	0.00	0.00	25,298.13
H. Final Balance as of 12/31/17	25,179,265.19	3,607,742.48	0.00	11,032,284.33	39,819,292.00

Fund Balance Report

for the period ending December, 2017

Fund	1	2	3	4	Total
	General Fund	Teachers Fund	Debt Service Fund	Capital Projects Fund	Total
Beginning Fund Balance	26,408,175.82	-0.00	0.00	8,587,626.18	34,995,802.00
Revenues	8,698,253.29	14,201,317.77	0.00	1,477,305.11	24,376,876.17
Transfer To	0.00	0.00	0.00	2,431,350.39	2,431,350.39
Transfer From	2,431,350.39	0.00	0.00	0.00	2,431,350.39
Expenses	7,565,938.17	10,431,212.48	0.00	1,463,997.35	19,461,148.00
Ending Fund Balance	25,109,140.55	3,770,105.29	0.00	11,032,284.33	39,911,530.17
From General Fund to Debt Service Fund	0.00				
From General Fund to Capital Projects Fund	0.00				

ASSETS

Cash & Investments

TOTAL ASSETS

\$39,819,292.00
\$39,819,292.00

LIABILITIES

Flexible Spending Account

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

TOTAL LIABILITIES

\$3,325.75
 \$96,636.06
\$99,961.81

NET ASSETS

Restricted For:

US Bank Egdorf Scholarship Fund

TOTAL NET ASSETS

(\$7,723.64)
\$39,911,530.17

Current Month Budget Report for December

Account Code	Account Description	Budget/ (Open Bal)	MTD Activity	YTD Activity	Current Balance	Encumbrance	Next MTD Activity	Projected Balance	% of Budget
Fund 001 Totals	Total Assets (10xx)	26,418,347.81	5,206,768.28	-1,238,982.62	25,179,365.19		-833,898.56	24,345,466.63	
	Total Liabilities (20xx)	-2,457.67	-287.17	-1,653.77	-4,111.44		-185,861.25	-189,972.69	
	Fund Balance (30xx)	-26,415,890.14	-0.06	2,372,951.51	-24,042,938.63	0.00	-218.60	-24,043,157.23	
	Total Revenues (50xx)	19,179,161.39	6,534,293.51	8,698,253.29	10,480,908.10	0.00	27,302.67	10,453,605.43	45.49
	Total Expenditures (60xx)	17,969,244.68	1,327,812.46	7,565,938.17	10,403,306.51	236,393.22	1,047,281.08	9,119,632.21	49.25
	Expenditures - Revenues	-1,209,916.71	-5,206,481.05	-1,132,315.12	-25,175,253.75	236,393.22	1,019,978.41	-1,333,973.22	
	Ending Fund Balance	-27,625,806.85	0.00	0.00	0.00		0.00	-23,918,882.12	86.58
	Ledger Balance	0.00	0.00	0.00	0.00		0.00	0.00	
Fund 002 Totals	Total Assets (10xx)	34,716.42	205,111.84	3,573,026.06	3,607,742.48		-1,454,581.30	2,153,161.18	
	Total Liabilities (20xx)	-34,716.42	-25,100.96	197,079.23	162,362.81		-870,861.76	-708,498.95	
	Fund Balance (30xx)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
	Total Revenues (50xx)	29,602,632.68	2,603,348.25	14,201,317.77	15,401,314.91	0.00	36,965.98	15,364,348.93	48.10
	Total Expenditures (60xx)	29,716,319.50	2,423,337.37	10,431,212.48	19,285,107.02	3,212.34	2,362,409.04	16,919,485.64	43.06
	Expenditures - Revenues	113,686.82	-180,010.88	-3,770,105.29	-3,770,105.29	3,212.34	2,325,443.06	1,555,136.71	
	Ending Fund Balance	113,686.82	0.00	0.00	0.00		0.00	-1,441,449.89	-1,267.91
	Ledger Balance	0.00	0.00	0.00	0.00		0.00	0.00	
Fund 003 Totals	Total Assets (10xx)	0.00	0.00	0.00	0.00		0.00	0.00	
	Total Liabilities (20xx)	0.00	0.00	0.00	0.00		0.00	0.00	
	Fund Balance (30xx)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
	Total Revenues (50xx)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
	Total Expenditures (60xx)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
	Expenditures - Revenues	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
	Ending Fund Balance	0.00	0.00	0.00	0.00		0.00	0.00	
	Ledger Balance	0.00	0.00	0.00	0.00		0.00	0.00	
Fund 004 Totals	Total Assets (10xx)	8,587,626.18	1,304,653.44	2,444,658.15	11,032,284.33		-44,300.53	10,987,983.80	
	Total Liabilities (20xx)	0.00	0.00	0.00	0.00		0.00	0.00	
	Fund Balance (30xx)	-8,587,626.18	0.00	-2,431,350.39	-11,018,976.57	0.00	0.00	-11,018,976.57	
	Total Revenues (50xx)	3,436,187.10	1,340,498.02	1,477,305.11	1,958,881.99	0.00	31,072.00	1,927,809.99	43.90
	Total Expenditures (60xx)	5,509,952.80	35,844.58	1,463,997.35	4,045,955.45	173,675.02	75,372.53	3,796,907.90	31.09
	Expenditures - Revenues	2,073,765.70	-1,304,653.44	-13,307.76	-11,032,284.33	173,675.02	44,300.53	1,869,097.91	
	Ending Fund Balance	-6,513,860.48	0.00	0.00	0.00		0.00	-10,814,308.78	166.02
	Ledger Balance	0.00	0.00	0.00	0.00		0.00	0.00	
Grand Total	Total Assets (10xx)	35,040,690.41	6,716,533.56	4,778,701.59	39,819,392.00		-2,332,780.39	37,486,611.61	
	Total Liabilities (20xx)	-37,174.09	-25,388.13	195,425.46	158,251.37		-1,056,723.01	-898,471.64	
	Fund Balance (30xx)	-35,003,516.32	-0.06	-58,398.88	-35,061,915.20	0.00	-218.60	-35,062,133.80	
	Total Revenues (50xx)	52,217,981.17	10,478,139.78	24,376,876.17	27,841,105.00	0.00	95,340.65	27,745,764.35	46.87
	Total Expenditures (60xx)	53,195,516.98	3,786,994.41	19,461,148.00	33,734,368.98	413,280.58	3,485,062.65	29,836,025.75	43.91
	Expenditures - Revenues	977,535.81	-6,691,145.37	-4,915,728.17	-39,977,643.37	413,280.58	3,389,722.00	-2,090,261.40	
	Ending Fund Balance	0.00	0.00	0.00	0.00		0.00	-36,174,640.79	0.00
	Ledger Balance (10xx + 20xx + 30xx)	0.00	0.00	0.00	0.00		0.00	0.00	

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



Account Statement
For the Month Ending December 31, 2017

Consolidated Summary Statement

Sedalia School District #200

Portfolio Summary

Portfolio Holdings	Cash Dividends and Income	Closing Market Value	Current Yield
MOSIP	7,336.20	7,813,367.55	1.14 %
MOSIP CD Program	0.00	486,000.00	* N/A
MOSIP Managed Account	15,370.01	13,261,979.97	* N/A
Total	\$22,706.21	\$21,561,347.52	

* Not Applicable

Investment Allocation

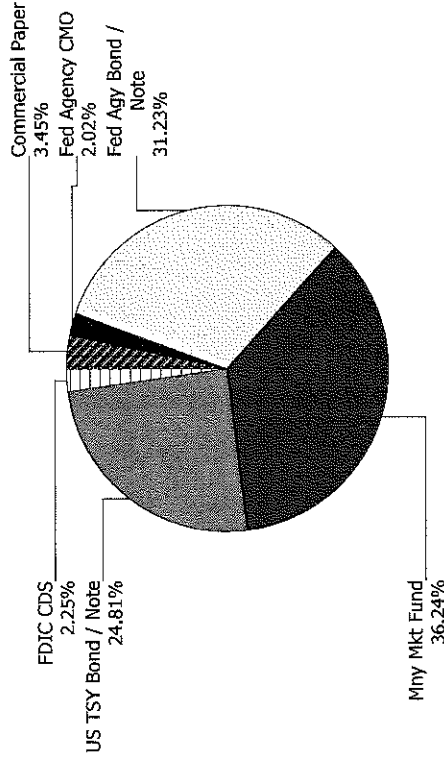
Investment Type	Closing Market Value	Percent
Commercial Paper	744,685.00	3.45
Federal Agency Collateralized Mortgage Obligation	436,058.42	2.02
Federal Agency Bond / Note	6,732,920.60	31.23
Money Market Fund	7,813,367.55	36.24
U.S. Treasury Bond / Note	5,348,315.95	24.81
FDIC Insured Bank Certificates of Deposit	486,000.00	2.25
Total	\$21,561,347.52	100.00%

Maturity Distribution (Fixed Income Holdings)

Portfolio Holdings	Closing Market Value	Percent
Under 30 days	8,299,367.55	38.50
31 to 60 days	0.00	0.00
61 to 90 days	0.00	0.00
91 to 180 days	744,685.00	3.45
181 days to 1 year	1,060,278.03	4.92
1 to 2 years	4,711,897.31	21.85
2 to 3 years	6,378,409.97	29.58
3 to 4 years	366,709.66	1.70
4 to 5 years	0.00	0.00
Over 5 years	0.00	0.00
Total	\$21,561,347.52	100.00%

Weighted Average Days to Maturity 415

Sector Allocation



Memorandum

To: Director – Board of Education

CC: Bradley Pollitt/Nancy Scott/Steve Triplett

From: Harriet Wolfe

Date: January 22, 2018

Re: Payment of Bills

**Attached are the payment of bills from December 13 – January 17, 2017.
Total Amount of \$1,685,496.25**

BOE AP Check Register Report December 13 - January 17 2018

Selection Criteria : Check # Range From ACH009044 To ACH009132 | Check # Range From ACH009023 To ACH009042 | Check # Range From ACH009009 To ACH009021 |
Check # Range From ACH008940 To ACH009007 | Check # Range From 111785 To 112019 | Invoice Number <> P-Card |

Vendor Name	Amount
Total 3M Cogent	40.30
Total 4N6 Fanatics.com, LLC	150.00
Total ACT - KS	600.00
Total AdvancePierre Foods Inc	620.76
Total AG Coop Services Inc	26.83
Total Allied Signs Inc	46.00
Total American Auto Rental	1,465.44
Total American Legion Post 642	1,600.00
Total Amos, Brian C	20.00
Total Apsher, Olivia B	40.30
Total AT&T Mobility	687.86
Total B&H Photo & Video	454.84
Total Baileigh Industrial Inc	1,545.00
Total Baldwin Elizabeth	301.50
Total Bandanas Bar-B-Q	457.87
Total Barton, Kendra A	115.62
Total Beckman, Jonathan E	20.00
Total Bell Plumbing Supply Inc	421.54
Total Benton, Victor	170.00
Total Bird, Anna M	118.08
Total Blue Cross Blue Shield of KC	394,082.58
Total Bound To Stay Bound Books	908.93
Total Bouslaugh, James A	40.00
Total Boys n Girls Club of Sedalia	16,073.18
Total Brockway Ronald D	360.00
Total BSN Sports	1,350.14
Total Campe, Marsha K	32.51
Total Cardmember Service	1,496.97
Total Carey, Mark S	90.00
Total Cash	800.00
Total CBS Manhattan LLC	441.51
Total CenterPoint Energy Services	1,829.22
Total Central RPDC	630.00
Total Charter Communications	71.80
Total City of Sedalia Mo	60.00
Total Claim Care Inc	1,529.53
Total Clark, Deanna L	26.00
Total Clark, Dilbert G	20.00
Total Classroom Direct	126.53
Total Collins, John R	20.00
Total Cornine Joshua A	240.00
Total Crane, Jennifer L	24.60
Total Crescent Parts and Equipment	2,033.22
Total Crisis Prevention Institute	150.00
Total Crow Burlingame Co	30.20
Total Cunningham, Dyana I	22.50
Total Curry, Jason G	51.16
Total Curry, Robert J	20.00
Total Curry, Stacy L	187.86
Total Cusack Michael	287.00
Total Custom Meeting Planners Inc	4,250.00
Total Custom Shades LLC	1,139.50
Total Davis, Robert P	187.60
Total DC Battery	959.00
Total DECA Inc	40.00
Total Demco Inc	480.08
Total Dianna Greene	532.29
Total Dickman, Keri M	45.51
Total Dillon, Randy A	240.00
Total Discount Dance Supply	921.84
Total DISH	45.02
Total Ditzfeld & Weaver Charter Service	2,800.00

BOE AP Check Register Report December 13 - January 17 2018

Vendor Name Amount

Total Ditzfeld Container Service LLC	1,249.76
Total Ditzfeld Transfer Inc	3,467.00
Total Dons Truck Twng and Truck Wash Inc	75.00
Total Doyle, Joseph G	60.79
Total Dugan Glass Inc	912.40
Total Dugan Paints Inc	84.45
Total El Espolon	800.00
Total Elite Linen Service	1,027.27
Total Energize Electronics Inc	878.95
Total Engineering Surveys and Services	6,854.00
Total Fastenal Company	1,085.56
Total FCCLA	114.00
Total FedEx	162.59
Total First Student Inc	184,686.27
Total Fisher, Wendy S	35.18
Total Flinn Scientific Inc	83.25
Total Follett School Solutions Inc	421.73
Total Forrest T Jones & Company Inc	131.00
Total Fun and Function LLC	50.93
Total Gardner Steven	104.00
Total Gerber Todd	182.00
Total Giangrosso Dominic B	278.00
Total Global Equipment Company	139.54
Total Golden Corral Family Restaurant	276.93
Total Gopher Sport	1,696.79
Total Graphic Edge Inc	1,862.64
Total Graves Menu Maker Foods	7,955.97
Total Great Circle	2,240.00
Total Guardian Life Insurance Co.	28,145.77
Total Gumdrop Books	3,601.58
Total Haas Factory Outlet Kansas city	1,175.00
Total Hagedorn, Bradley J	169.41
Total Hanson Robert	287.00
Total Harris, Monica L	20.00
Total Hawkins, Keith D	20.00
Total Hawkins, Michael C	148.00
Total Hayes, Whitney	142.50
Total Heartland Vision Consultants Inc	4,200.00
Total Herrick, Timothy C	20.00
Total Herrman Lumber	457.28
Total Hieronymus, Brett R	20.00
Total Hiland Dairy Foods	46,541.46
Total Hillyard Columbia	122.42
Total Homan, Ashley R	373.92
Total Home Heating and Air Co Inc	65.00
Total Houghton Mifflin Harcourt	3,387.42
Total Howieson, Carrie L	46.61
Total Hugh OBrian Youth Leadership	1,015.00
Total Hulsey, Joseph M	90.30
Total Hunsaker, Shawn C	60.00
Total Husong, Marcinda M	63.87
Total IBT Inc BIN 150031	473.78
Total Insurance and Benefits Group	70.00
Total Internal Revenue Service	288,778.48
Total Jackie Lollis	797.04
Total Jackson Stephanie E	240.39
Total Jackson William Benjamin	80.00
Total Jaco, Kyla M	767.52
Total Jefferson City High School	325.00
Total JL Golf Company	426.00
Total John Deere Financial	1,039.96
Total Johnson Chase A	60.00
Total Johnson, Tracy L	6.44
Total Johnston, Chris D	20.00
Total JTM Provisions Co Inc	1,897.51

BOE AP Check Register Report December 13 - January 17 2018

Vendor Name Amount

Total Jurkowski, Odin	124.00
Total Kaysinger Conference	27.00
Total KCP&L	67,591.18
Total Keck, Larry T	188.00
Total Kelly Burkholder	684.30
Total Kemna Gene Scott	169.00
Total Kendrick, Grace A	20.00
Total Kendrick, Kyra S	20.00
Total Kiefer Swim Products	105.36
Total Kimminau, Gregory T	198.00
Total Kindle, Christopher	500.00
Total Kindle, Jason P	40.52
Total L & R Specialties	803.50
Total La Monte R IV School District	160.87
Total Lane, Steven D	20.00
Total Lansing, Lucas Hunter William	170.00
Total Lansing, William	250.00
Total Little Big Horn	320.00
Total Lowes Companies Inc	3,533.36
Total MAEA	130.00
Total MAESP	549.00
Total Magana, Melissa P	98.71
Total Makings John	144.00
Total Maledy, Charles G	43.38
Total Marnholtz, Chad M	124.00
Total Marsh, Aaron	108.00
Total MartinezFlores Maria G	28.82
Total MASA	1,040.00
Total MASC	160.00
Total MASL	320.00
Total Mathieu, Gerard J	20.00
Total Mazzios Corporation	329.87
Total McMaster-Carr Supply Company	958.46
Total McNeal, Eric K	50.00
Total MDHE Collections Custodial Account	91.40
Total MedinaFlores, Rosario	26.81
Total MEI Total Elevator Solutions	1,353.42
Total Menard Inc	2,744.90
Total Menjivar, Ana G	20.00
Total Meyer Laboratory Inc	398.00
Total MF Athletics	320.95
Total Mid Atlantic Trust Company	33,223.32
Total Mid City Lumber Co Ltd	22.50
Total Midland Printing Co Inc	18.00
Total Midwest CompuTech	58,444.11
Total Missouri Department of Revenue	55,522.00
Total Missouri FBLA	480.00
Total Missouri NEA	441.48
Total Missouri State Fair	626.80
Total MO Family Support Payment Center	2,645.50
Total MOAQUA Ltd	362.00
Total MO-DEC	2,360.00
Total Moon, Cindy G	2.79
Total Moores Flower Shop & Greenhouse	146.00
Total Morrison, Katherine E	23.44
Total MSTA	13,151.75
Total Murray, Adam R	35.00
Total NAPA Auto Parts	63.81
Total Narron Timothy T	264.00
Total NCS Pearson Inc	432.05
Total Neff Company	135.70
Total Newton, Cheridan R	6.15
Total Nichols, Michael Eugene	133.00
Total Nichols, Sara J	50.00
Total Nightwatch Security & Telephone	710.00

BOE AP Check Register Report December 13 - January 17 2018

Vendor Name Amount

Total Noble, Linda	988.00
Total Noland, Robert T	599.00
Total Norton, Patrick W	100.04
Total Oelrichs, Ryan F	76.26
Total Oriental Trading Co Inc	537.64
Total Palen Music Center	749.00
Total Papa Johns Pizza	69.83
Total Parents as Teachers Natl Center Inc	40.00
Total Parker Alvin	236.00
Total PDQ.com Corporation	450.00
Total PEERS	493.62
Total Perma Bound	5,657.72
Total Petterson, Roxanne N	20.00
Total Pettis County Circuit Clerk	253.93
Total Pettis County Sheriffs Office	8,020.30
Total Philips and Company-Sedalia	8,631.07
Total Phillips Media Group LLC	107.60
Total Pitney Bowes	909.00
Total Platte County R3 High School	175.00
Total Polk, Jordan K	20.00
Total Pollard, Heidi A	257.07
Total Pollitt Bradley R	351.02
Total Praxair Distribution Inc	154.13
Total Pro Ed	194.70
Total Provance, April N	84.60
Total PSAT/NMSQT	896.00
Total PSRS	296.94
Total Pummills Sporting Goods	2,680.50
Total Purchase Power	1,510.00
Total Pyle, Christopher L	253.17
Total Rack Performance LLC	500.00
Total Reedy, Lesther M	20.00
Total Rehmer Malinda K	105.49
Total Ricoh USA Inc	18,921.56
Total Sadler, Tammy L	14.91
Total Saltsgaver, Shelbi D	20.00
Total Samson, Rachel S	16.89
Total Satnan, Robert H	111.53
Total Schlup Jr, Kenneth F	20.00
Total Schmidli Richard L	134.00
Total Scholastic Inc	542.82
Total School Lunch Solutions	1,823.42
Total School Pride Ltd	1,921.00
Total School Specialty Inc	9,150.96
Total Scott, Nancy L	236.42
Total Scott, Tara D	15.21
Total Sedalia Chamber of Commerce	500.00
Total Sedalia Rotary Club	228.00
Total Sedalia School Dist 200 FS	10,139.05
Total Sedalia School District 200	3,935.27
Total Sedalia School District 200	840.00
Total Sedalia School District Foundation	1,033.82
Total Sedalia Water Department	7,059.59
Total Silvey, Nicole L	20.00
Total Simoncic, Amy L	84.38
Total Simons Jr, Richard D	20.00
Total Socket Telecom LLC	4,886.30
Total SonEquity Pest Management	1,122.50
Total Specialty Sportswear	1,901.50
Total Spratley, Brooke A	20.00
Total Springfield Grocer Company Inc	149,648.84
Total Springfield Public Schools	150.00
Total Staten, Amber	10.00
Total Stidham, Sarah R	83.14
Total Super Duper Publications	169.85

BOE AP Check Register Report December 13 - January 17 2018

Vendor Name	Amount
Total Superior Lawns	1,133.33
Total Sutherland Lumber Company	79.35
Total Swafford, Sharon L	158.15
Total Synchrony Bank/Amazon	10,543.80
Total T Mobile	583.21
Total Tallman Company	864.80
Total Tan Tar A Resort	219.88
Total Taylor, Nataliya O	20.00
Total Tech Electronics Inc	646.15
Total The Grizzley LLC	1,092.00
Total Therapro Inc	111.08
Total Tietz, Haley J	233.20
Total Timpo	2,038.20
Total Tomo Drug Testing	240.00
Total Treasurer State of Missouri	17,826.98
Total Tresona Multimedia LLC	272.00
Total Triarco	65.80
Total Triplett, Linda M	5.41
Total Triplett, Steven G	170.00
Total Uline Inc	741.46
Total UMB Healthcare Services	35,445.70
Total United Way	1,325.88
Total University of MO	295.00
Total UPS Store	86.08
Total US School Supply	56.65
Total USi Inc	41.59
Total Valesa, Yelena M	20.00
Total Verizon Wireless	229.29
Total Vex Robotics Inc	1,339.39
Total Vitt, Russell	635.00
Total Volk, Lisa L	20.00
Total W & M Welding Inc	36.94
Total W Schiller and Company Inc	23,884.00
Total WageWorks	6,097.53
Total Walmart Community/RFCSLLC	6,421.75
Total Walters, Rush E	45.00
Total Warehouse Tire and Muffler	1,493.48
Total Wells Kimberly C	185.73
Total Western Extralite Company	4,678.91
Total Westlake Hardware	661.06
Total WEX BANK	12,458.18
Total Wheeler, Carla J	150.00
Total Wheeler, Gary D	296.00
Total Whitley, Alison M	60.00
Total William V MacGill & Company	185.00
Total Woods Super Markets Inc	890.37
Total Woolery, Denise R	44.19
Total Worlds Finest Chocolate	1,200.00
Total Wrestling Central	997.05
Total Wyatt, Robin C	20.00
Grand Total	1,685,496.25

Memorandum

To: Director – Board of Education

CC: Bradley Pollitt/Nancy Scott/Steve Triplett

From: Harriet Wolfe

Date: January 22, 2018

Re: Payment of Bills with P-Card

**Attached are the payment of bills using the P-Card from December 13 – January 17, 2018.
Total Amount of \$18,341.34**

BOE AP P-Card Report December 13 - January 17 2018

Selection Criteria : Check Date Range From 01/09/2018 To 01/09/2018 | Invoice Number = Card |

Vendor Name	Amount	Invoice Number
Total Aleph Objects Inc	3,491.24	
Total Amazon	215.16	
Total Andymark Inc	11.65	
Total Automation Direct	9.32	
Total Bandanas Bar-B-Q	147.13	
Total Benjamin B Nelson OD	160.00	
Total Best Donuts	52.97	
Total Buffalo Wild Wings	54.46	
Total Coltons Steakhouse and Grill	50.00	
Total Comfort Inn & Suites Lees Summit	468.56	
Total Constant Contact	96.00	
Total Dairy Queen	134.82	
Total Dollar General	4.00	
Total Dollar Tree	42.00	
Total Dominos Pizza	194.75	
Total El Tapitio	36.61	
Total Fitters 5th Street Pub	400.00	
Total Flitways Transportation	-5.00	
Total Harbor Freight Tools	271.77	
Total Hobby Lobby Stores Inc	143.80	
Total Holiday Lanes	260.00	
Total Home Depot	1,789.20	
Total HON Accessories	17.50	
Total IKEA	567.82	
Total JC Penney	192.22	
Total Jimmy Johns	97.93	
Total Kmart	63.90	
Total KOHLs	114.85	
Total Learning Headphones	488.65	
Total Limelight for FRC	404.15	
Total Little Caesars Pizza	255.00	
Total Lodge of Four Seasons	220.42	
Total Lowes Companies Inc	47.50	
Total MAESP	299.00	
Total Marriott St Louis Grand	2,104.02	
Total Mazzios Corporation	38.94	
Total Menard Inc	943.45	
Total Mo Dept of Revenue	17.00	
Total Mo State Highway Patrol	135.90	
Total Moores Flower Shop & Greenhouse	50.00	
Total Panera LLC	57.51	
Total Perkins Restaurant	84.25	
Total PESI	389.99	
Total Pettis County Health Center	17.00	
Total Pioneer Valley Books	209.00	
Total Readers World	25.48	
Total South 65 Car Wash	20.00	
Total State Food Safety	10.00	
Total Tiemart	90.00	
Total TJ MAXX	46.98	
Total Tumblebooks	799.00	
Total US Postal Service Sedalia	16.78	
Total Vaughan Pools of Sedalia	225.90	
Total Walgreen Drug Stores	3.22	
Total Walmart Community/RFCSELLC	1,984.10	
Total Woods Super Markets Inc	26.58	
Total Yummy Donuts	85.86	
Total Zoo Online	163.00	
Grand Total	18,341.34	

SEDALIA #200 SCHOOL DISTRICT

Resolution: SEAL OF BILITERACY

Rationale:

The Sedalia#200 School District upholds that the mastery of two or more languages makes important contributions to a student’s cognitive development, understanding of diverse cultures, and economic opportunities.

WHEREAS, literacy in two or more languages represents a challenging academic standard;

WHEREAS, developing a child’s home language is a strong foundation for academic literacy in English;

WHEREAS, bilingualism builds trust and understanding across languages and cultural groups in our community;

WHEREAS, the study of world languages prepares students to communicate effectively in a global political, social and economic context;

WHEREAS, the demand for employees to be fluent in more than one language is increasing both in Missouri and throughout the world;

The Sedalia #200 School District hereby adopts a *Seal of Biliteracy* to be placed on transcripts of students who have attained high levels of proficiency in English and one other language. Through the implementation of this *Seal of Biliteracy*, the district seeks to:

- Encourage students to develop biliteracy skills;
- Revitalize and promote world and heritage language instruction in our schools;
- Encourage the development of K-12 dual language immersion programs in our schools;
- Recognize and honor our rich and diverse language assets;
- Provide universities and employers with a method of identifying people with language and biliteracy skills.

NOW, THEREFORE BE IT RESOLVED by the Sedalia #200 Board of Education of Sedalia, Missouri approved the **Seal of Biliteracy**, effective immediately.

ADOPTED _____

I hereby certify the foregoing to be a full, true and correct resolution duly adopted by the Board of Education of the Sedalia #200 School District.

President, Sedalia #200 School District

Secretary of the Board

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
Web Site**

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)	English I, English II, English III, English IV <u>Advanced Placement:</u> AP English Literature 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), Economics, Law & You, Geography, Missouri History, Current Events, The Holocaust, History of Vietnam War, History of Civil War <u>Advanced Placement:</u> AP US History, AP World History <u>Dual Credit:</u> US History Before 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
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	 <p>State Fair Community College</p> <p>HIGH SCHOOL Diploma</p> <p>HIGH SCHOOL Diploma</p> <p>ACT or Accuplacer Placement Score is Required</p> <p>STATE TECH STATE TECHNICAL COLLEGE OF MISSOURI</p> <p>U.S. AIR FORCE U.S. ARMY</p>	<p>HIGH SCHOOL Diploma</p> <p>ASVAB Score is Required</p>
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 over the life span 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 personal plans of study organized around programs of study and their personal, career, and educational goals.
3. **Personal Plan of Study (PPOS):** 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.
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 a personal plan of study by selecting courses and co-curricular activities that relate to your career 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, child care, 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	Sheetmetal 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 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)
Courses for 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 \$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 Languages Level IV & V		

Courses for Dual Credit

All dual credit courses taken on 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 University of Missouri S&T 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 also enroll in day or evening dual credit classes offered on the SFCC campus with approval of their school counselor. 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 not taken “on level” or 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 a student 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
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
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’ll 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 S & T. See 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 towards a student's grade point average. Weighted courses offer a more rigorous curriculum to prepare students for post-secondary education.

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

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

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

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. Each entry will be signed off by the person(s) responsible for the supervision of the student. A brief checklist will also rate the success of the effort. The student will also compose a summary of the total experience and submit it along with the documentation in order to receive credit. **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 are building the first 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 by providing virtual course options for the students. Through this program, S-C can offer high quality virtual courses which Missouri learning standards are taught by Missouri teachers. Administrative approval required to be a part of this program.

MISSOURI OPTIONS

Students that will complete or have completed their elective coursework 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, providing the basic requirements have been met in accordance with the MISSOURI OPTION 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** before requesting A+ Student Financial Incentive Assistance by filling out the Free Application for Federal Financial Aid (FAFSA).
- 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?

It is easy to become part of the A+ Schools Program. Simply read the citizen guidelines and complete the agreement. It is recommended that students sign up early in their high school careers. This allows students to complete the tutoring portion of the A+ requirements and receive college and career information from the A+ Coordinator. It also allows the coordinator to monitor the students' GPA and attendance.

It is also recommended that students 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. The A+ benefits are available to all A+ graduates up to four years after high school graduation.

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 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 coursework. This means that students must earn 3.0 credits per semester if enrolled only at S-CHS 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 School Office.

CORE UNITS REQUIRED FOR NCAA CERTIFICATION

	<u><i>Division I</i></u>	<u><i>Division II</i></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

Students are encouraged to create a six (6) year plan (starting their 7th grade year) of studies with parents and counselors. This enables students to acquire a better-balanced high school education and allows them to receive all courses desired during high school.

CHANGING SCHEDULES: Changes have to be requested during the first two days of the semester. See your counselor for this information. It is the student's responsibility to complete the enrollment form accurately. If a student has a question during pre-enrollment, that is the time to ask for clarification.

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)

English I	1 unit
English II	1 unit
English III	1 unit
English IV	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

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 to 1877 #*	½ unit
World Civilization before 1500 #*	½ unit
The Law and You	½ unit
Missouri History	½ unit
Current Events	½ unit
Economics	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	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
Broadway Velocity	1 unit
A Cappella Choir	1 unit
Cabaret	1 unit
New Score	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
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
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
Business Leadership	½ unit
Personal Finance	½ unit
Accounting I	1 unit
Accounting II*	1 unit
Accounting III*	1 unit
Marketing	½ unit
Advanced Marketing	½ unit
Advertising & Public Relations	½ unit
Entrepreneurship	½ unit
Sports & Entertainment Marketing	½ unit

ADDITIONAL PRACTICAL ARTS (page 34)

Life Skills TTR	1 unit
On Job Training	varies

PHYSICAL EDUCATION & HEALTH (page 35)

Personal Fitness	½ unit
Athletic Conditioning	1 unit
Lifetime Sports	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
Library Media Skills	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 Lab TTR	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

ENGLISH I: One (1) credit – 9th grade. Students will complete a rigorous study of vocabulary, grammar, usage, punctuation, sentence development, sentence structure, sentence combining, literature, note-taking, and the writing process. The writing process will include writing a literary analysis and an argumentative essay. Students will be introduced to documenting sources on a works cited page using MLA format. The study of literature will include short stories, nonfiction, poetry, epic, drama, and a novel.

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 a 4-year 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 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 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: A 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: A 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 AS A SECOND LANGUAGE (ESL) – 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.

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 this 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 to 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 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.**

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.

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.

CURRENT EVENTS: One-half (1/2) credit – 9th, 10th, 11th, & 12th grades. This course is designed to develop attitudes which will enable students to evaluate and make informed judgments on events of the times. Students will be exposed to the various forms of news reporting and the mass media.

ECONOMICS: One-half (1/2) credit – 11th & 12th grades. This course is designed to introduce students to the fundamentals of economic theory. Students will gain a better understanding of how individuals and businesses make economic decisions. This course will provide an overview of the economy as a whole and help students understand international economics.

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. 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 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 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 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 IA. 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. *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 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 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 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 variable, 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 the calculus. These include the use of first and second derivatives and aids in graphing functions, extreme problems, approximation of areas of plane regions, and selected applications of the 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. 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 improve elements, and puppets. Students may take this course for two years to be in both Theatre III and then Theatre IV. 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 top-level 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 SCHS 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 SCHS that competes at tournaments throughout the state. Students must demonstrate and maintain good citizenship and good grades. As there are many extra hours required of this team, only students who are seriously interested in performing and working on advanced research should seek this class.

ART DEPARTMENT

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

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

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

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

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

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

COMMERCIAL ART AND DESIGN: One (1) credit – 10th, 11th & 12th grades. Prerequisite: Digital Arts & Photography and recommendation from an art teacher. A materials fee of \$25 per semester is required. This course will provide students 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 2 concerts during the year.

BROADWAY VELOCITY: One (1) credit – 9th 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.

CABARET: One (1) credit – 10th, 11th & 12th grade females. By audition only. *Students will be required to participate in ALL choral performances, concerts, and contests throughout the year.* This 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 Cabaret are strongly encouraged to enroll in another performing choir.

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.

BAND: One (1) credit – 9th, 10th, 11th & 12th grades. Prerequisite: 8th grade band or by audition. This course consists of marching band during 1st 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. This course is an introduction to the study of various jazz styles, jazz theory and improvisation. Students will perform at concerts and area festivals.**

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: Students must be taking private lessons (vocal/instrumental) or be in an auditioned ensemble at SCHS with prior teacher approval. *This course is WEIGHTED.* The goal of AP Music Theory is to develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. This course instills a mastery of the rudiments and terminology of music, including hearing and notating: pitches, intervals, scales & keys, chords, meter, and rhythm. This course prepares students for pursuing music courses at the collegiate level. **Students choosing to take the Advanced Placement Music Theory examination in May will pay a testing fee of \$94.00.**


PRACTICAL ARTS


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


ENGINEERING DEPARTMENT

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

 **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. **This course is eligible for dual credit.**

 **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. **This course is eligible for dual credit.****

 **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. **This course is eligible for dual credit.****


 **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. Project Lead the Way, in conjunction with Maxion Wheels, 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 Maxion Wheels. 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 Project Lead the Way 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 Maxion 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'll 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. **Cybersecurity will be available fall 2019.**

 **PLTW (PBS) PRINCIPLES OF BIOMEDICAL SCIENCE: 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. This course is eligible for dual credit.**

 **PLTW (HBS) HUMAN BODY SYSTEMS: 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. **This course will be available fall of 2019. Students enrolled in this course must become a member of HOSA. This course is eligible for dual credit.**

 **PLTW (MI) MEDICAL INTERVENTIONS: 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 2019. Students enrolled in this course must become a member of HOSA. This course is eligible for dual credit.**

 **PLTW (BMI) BIOMEDICAL INNOVATIONS: 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 2020. Students enrolled in this course must become a member of HOSA. This course is eligible for dual credit.**

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. Prerequisite: Nutrition and Wellness. 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 – 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.**

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 – 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 – 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.**

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.

ADVANCED MARKETING: One-half (1/2) credit - 9th, 10th, 11th & 12th grades. Prerequisite: Marketing. Fee for DECA is \$25. This course is for students who are interested in a career in the field of marketing and management. Major emphasis is placed on applying key marketing concepts, human relations, communications, economic concepts, marketing operations and management, civic consciousness, and leadership development. **DECA membership and completion of a DECA Chapter Project is required since it is an advanced marketing class. DECA is major part of this class and projects developed will be used in DECA competitions.**

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 \$25. 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.**

ENTREPRENEURSHIP: One-half (1/2) credit – 10th, 11th & 12th grades. Prerequisite: Marketing with a grade of C or better. Fee for DECA is \$25. This course will include enhanced marketing information as it relates to entrepreneurial activities. Subject matter will include introductory entrepreneurial concepts, business plan development, management responsibilities, and legal and ethical issues of business ownership. Students will take part in a mock business plan while researching the success/failures of local businesses. DECA is a major part of this class and projects 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 \$25. 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.**

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.

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.

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 AS A SECOND LANGUAGE (ESL) – 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 MEDIA SKILLS: One-half (1/2) credit – 9th, 10th, 11th & 12th grades. By application only (see Librarian). Students will learn and be able to perform various skills needed to work in a library setting. Students will perform, but not be limited to, the following duties: check books in and out, help students and teachers find items in the library, deliver materials to classrooms, and return books to bookshelves. Good customer service skills are required as students work with each other and all users of the library media center. **Class assignments include**

reading one book per quarter. Students may enroll in this class full-year or multiple times with instructor permission.

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 to the scientific study of behavior and mental processes. It will include a survey of historical and current theories, theorists and perspectives in psychology. The course goals will include increasing critical thinking and intellectual curiosity about psychological phenomenon and provides a basis for further study in the field. Topics include neurology, sensation and perception, consciousness, learning, psychometrics, personality development, and mental illness and wellness.

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 LAB TTR: One-half (1/2) credit – 11th & 12th grades. Prerequisite: Teacher/team referral required. This course will assist students in the transition process of moving from school to the post-secondary setting. Students will investigate post-secondary options of further education/training, direct employment after high school, and/or independent living skills.

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.**



SSD

Sedalia School District #200

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Chris Pyle, Ed.S.
Director of
K-12 Special Education

Carla Wheeler, M.E.D.
Director of Curriculum
Instruction & Assessment

Bob Satnan, B.A.
Communications Director

Public Notice: Adoption of School Calendar for 2018-2019 School Year

The Sedalia School District Board of Education hereby gives public notice that the Board of Education will hold a public hearing regarding the adoption of the 2018-2019 District school calendar at the regular Board Meeting at 6:30 p.m., on Monday, January 22, 2018 at the Skyline Elementary School located at 2505 West 32nd Street, Sedalia, MO 65301.

Opening Date More Than Ten Days Prior to the First Monday in September Section 171.031.1, RSMo, directs that a district may set an opening date that is more than ten calendar days prior to the first Monday in September only if the local school board first gives public notice of a public meeting to discuss the proposal of having an opening of school on a date more than ten days prior to the first Monday in September and the majority of the board votes to allow an earlier opening date. Public notice should specifically state the intent of the district to have an opening date that is more than ten days prior to the first Monday in September.

**Accredited with
"Distinction in
Performance
2011-2012
2012-2013"**

Sedalia #200 is an equal
opportunity and affirmative
action employer



DISTRICT OFFICE MEMO

To: Board of Education & Mr. Pollitt
From: Dr. Nancy Scott
Cc: Pam Moon
Date: 1/22/18
Re: 2018-2019 School Calendar

We have received the 2018-2019 school calendar voting results from each of the district sites. The results are as follows:

Draft 1: 182
Draft 2: 194

Draft 2 is recommended for your consideration.

Thank you.

SEDALIA SCHOOL DISTRICT #200 CALENDAR

DRAFT 1

Orange = Teacher Workday	End of Quarter/Semester
Orange w/* = Teacher PD Day	Snow Make-up days
Yellow = Student Day	81 Semester 1 Days
Green = Early Out Day	90 Semester 2 Days
Purple = Paid Holiday	171 Total Student Days
Blue - New Staff Days	171 SD + 3 Holidays + 5 Work Days + 7 PD days =
Pink = Non-Student/Staff Days	186 Teacher Days

18 Jan-2019 21				
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	

1	Christmas Break - No School
2	Certified PD Day - No School
3	Certified Work Day - No School
4	Certified PD Day - No School
14	Martin Luther King Day - No School

7 Aug-2018 10				
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

13	New Staff Orientation
14-17	Certified New Staff Training
20	Certified Work Day - No Mtgs
21-22	PD & Mtgs, Back to School
23	1st Day - K-12
27	1st Day - PK

18 Feb-2019 20				
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	

15	Certified PD Day - No School
	Snow Make-up Day
18	President's Day - No School

18 Sep-2018 19				
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

3	Labor Day, No School
4	Certified PD Day - No School

16 Mar-2019 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

13	End of 3rd Quarter
18-22	Spring Break

22 Oct-2018 23				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

5	Early Out - Homecoming
19	End of 1st Quarter
24	Parent Conf School in Session
25	Early Out - Parent Conf
26	Certified Work Day - No School (Certified Work Day due to evening parent/teacher conf. October 25th)

20 Apr-2019 20				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

19	Good Friday - No School
22	Easter Break - No School
	Snow Make-up Day

19 Nov-2018 20				
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	Early Out - Veteran's Day
21-23	Thanksgiving Break - No School

18 May-2019 21				
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

17	Early Out - Preceding Graduation
18	Commencement
24	Early Out - Last Day For Students
24	Cert Staff Stay for WD (not early out)
27	Memorial Day
28	Certified PD Day - No School
29	Certified Work Day - No School

15 Dec-2018 16				
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
31				

21	Early Out & End of 1st Semester
24-31	Christmas Break - No School

Feb 15, May 28, 29, 30, 31 - if used as make-up days, teachers will work June 3, 4, 5, 6 respectively

Priority order for designated make-up day as follows:

Feb 15, April 22, May 28, May 29, May 30, May 31

MAP WINDOW: April 1 - May 10, 2019, tentative

SEDALIA SCHOOL DISTRICT #200 CALENDAR

DRAFT 2

Orange = Teacher Workday	End of Quarter/Semester
Days w/* = Teacher PD Day	Snow Make-up days
Yellow = Student Day	81 Semester 1 Days
Green = Early Out Day	90 Semester 2 Days
Purple = Paid Holiday	171 Total Student Days (SD)
Blue - New Staff Days	171 SD + 3 Holidays + 5 Work Days + 7 PD days =
Pink = Non-Student/Staff Days	186 Teacher Days

18 Jan-2019 21				
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	

1	Christmas Break - No School
2	Certified PD Day - No School
3	Certified Work Day - No School
4	Certified PD Day - No School
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7 Aug-2018 10				
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

13	New Staff Orientation
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18 Feb-2019 20				
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	

15	Certified PD Day - No School
18	President's Day - No School

18 Sep-2018 19				
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

3	Labor Day, No School
4	Certified PD Day - No School

19 Mar-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

13	End of 3rd Quarter
21-22	Spring Break - No School
21	Snow Make-up Day

22 Oct-2018 23				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

5	Early Out - Homecoming
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19 Apr-2019 19				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

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22-23	Easter Break - No School
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19 Nov-2018 20				
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	Early Out - Veteran's Day
21-23	Thanksgiving Break - No School

16 May-2019 18				
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

17	Early Out - Preceding Graduation
18	Commencement
22	Early Out - Last Day For Students
23	Certified Work Day - No School
24	Certified Work Day - No School
23-28	Snow Make-up Day

15 Dec-2018 17				
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
31				

21	Early Out & End of 1st Semester
21	Cert Staff PD (not early out)
24-31	Christmas Break - No School

May 23, 24, 28 - if used as make-up days, teachers will work
 May 29, 30, 31 respectively

Priority order for designated make-up day as follows:

Mar 21, April 23, April 22, May 23, May 24, May 28

MAP WINDOW: April 1 - May 10, 2019, tentative

Enhancement Grant Request

Overview:

The Smith-Cotton Engineering Department would like to request approval to submit an Enhancement Grant application to DESE for the 2018-2019 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 Engineering Department is requesting funds to purchase equipment for the new PLTW Biomedical Science program, and for the PLTW Engineering program. The equipment being purchased will be used to enhance instruction and provide students technology that will better equip them for their future goals.

The items being purchased are for the new biomedical engineering program, expanding the CNC machining capabilities of the existing engineering program, and expanding the engineering program by adding an aerospace engineering course. 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: \$249,500

DESE Reimbursement to District: \$171,625

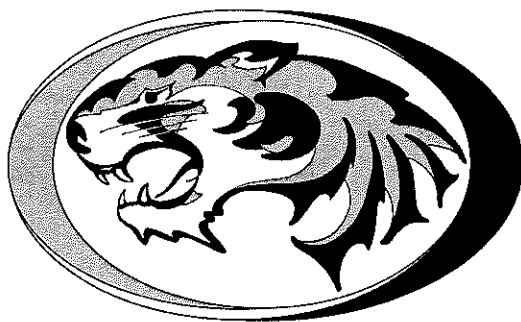
District Match Required: \$77,875

2018-2019 Enhancement Grant Budget Request

Biomedical Science Program						
Course Title	Item	Rationale	Qty.	Price	Total	District Match
Principles of Biomedical Science	PBS Classroom Supplies	Principles of Biomedical Science classroom supplies and instructional equipment. New course.	1	\$ 25,000.00	\$ 25,000.00	\$ 12,500.00
Human Body Systems	HBS Classroom Supplies	Human Body Systems classroom supplies and instructional equipment. New course.	1	\$ 15,000.00	\$ 15,000.00	\$ 7,500.00
Medical Interventions	MI Classroom Supplies	Medical Interventions classroom supplies and instructional equipment. New course.	1	\$ 8,500.00	\$ 8,500.00	\$ 4,250.00
Biomedical Innovation	BI Classroom Supplies	Biological Innovation classroom supplies and instructional equipment. New course.	1	\$ 3,500.00	\$ 3,500.00	\$ 1,750.00
All Biomedical Courses	Fume Hood	Fume hood for working with chemicals. New courses.	1	\$ 15,000.00	\$ 15,000.00	\$ 3,750.00
All Biomedical Courses	Microscopes	Compound light and dissecting microscopes for classes. New courses.	1	\$ 20,000.00	\$ 20,000.00	\$ 5,000.00
All Biomedical Courses	Eye Wash Stations	Eye stations and shower for safety. New courses.	1	\$ 2,500.00	\$ 2,500.00	\$ 625.00

Engineering Program						
Course Title	Item	Rationale	Qty.	Price	Total	District Match
All Engineering Courses	Haas CNC Mill	With the new engineering wing we will have room to increase our CNC machining capabilities. This will allow our students to have multiple machines to work on. We currently have one CNC mill.	2	\$ 38,000.00	\$ 76,000.00	\$ 19,000.00
All Engineering Courses	Haas CNC Lathe	With the new engineering wing we will have room to increase our CNC machining capabilities. This will allow our students to have multiple machines to work on. We currently have one CNC lathe.	1	\$ 45,000.00	\$ 45,000.00	\$ 11,250.00
All Engineering Courses	CNC Mill Tooling	This tooling package is required for each new CNC mill.	2	\$ 12,000.00	\$ 24,000.00	\$ 6,000.00
All Engineering Courses	CNC Lathe Tooling	This tooling package is required for each new CNC lathe.	1	\$ 5,000.00	\$ 5,000.00	\$ 1,250.00
Aerospace Engineering	Aero Classroom Supplies	Aerospace Engineering classroom supplies and instructional equipment. New course.	1	\$ 10,000.00	\$ 10,000.00	\$ 5,000.00

Grant Total	\$	249,500.00
District Match	\$	77,875.00



DISTRICT OFFICE MEMO

To: Board of Education and Mr. Pollitt
 From: Steve Triplett
 CC: Pam Moon
 Date: 1/22/2018
 Re: Summer School

- Community Summer Learning Program Grades 1-4
 Housing Authority of Sedalia, MO located at 500 Welch Court
 June 6 – June 29, 2018 – 9:00 a.m. to 12:00 p.m. (Mon-Fri)
 APPLICATIONS WILL BE TAKEN AT THE HOUSING AUTHORITY
- Reading Camp Grades 1-4
 July 5 – July 31, 2018 – 8:00 a.m. to 12:00 p.m. (Mon-Fri)
 APPLICATIONS WILL BE TAKEN AT THE BUILDING – CAN BE TAKEN AT CENTRAL OFFICE
- Elementary Enrichment (Math, Reading, Science) Grades 1-5
 June 4 – June 22, 2018 – 8:00 a.m. to 12:00 p.m. (Mon-Fri)
 By application only – accepting first 200 received at Central Office
- Credit Recovery Grades 9-12 – S-C High School
 June 4 – June 20, 2018 – 7:50 a.m. to 12:40 p.m. (two sessions)
 Make-up days will be June 21-22, 2018
 APPLICATIONS WILL BE TAKEN AT SMITH-COTTON HIGH SCHOOL ONLY
- High School Academic
 - ✓ Personal Finance Grades 11-12 – S-C High School
 - ✓ Health Grades 10-12 – S-C High School
 - ✓ Physical Education Grades 10-12 – S-C High School
 June 4 – June 20, 2018 – 7:45 a.m. to 12:25 p.m.
 Make-up days will be June 21-22, 2018
 APPLICATIONS WILL BE TAKEN AT SMITH-COTTON HIGH SCHOOL ONLY
- Student Paid Driver's Education Program
 June & July sessions dependent upon enrollment
 APPLICATIONS WILL BE TAKEN AT EITHER THE BUILDING OR CENTRAL OFFICE

NOTICE OF ELECTION

Notice is hereby given to the qualified voters of the Sedalia School District #200 of Pettis County, State of Missouri, that an election in said district will be held at regular polling places within said district on Tuesday, the third (3rd) day of April, 2018, beginning at 6:00 a.m. and closing at 7:00 p.m. of said day to vote upon the following proposition:

PROPOSITION 1:

1. Selection of Two (2) Directors

Done by order of the Board of Education on this 22nd day of January, 2018.

Stephanie Lefevers
Secretary
Board of Education
Sedalia School District #200

OFFICIAL BALLOT OF SEDALIA SCHOOL DISTRICT #200 OF PETTIS COUNTY, MISSOURI ELECTION ON TUESDAY APRIL 3, 2018

PROPOSITION 1: To choose by ballot two (2) directors who shall serve as members of the Board of Education of said school district for a term of three years each:

- Matthew Herren**
- Jeffrey Sharp**
- Steve Schilb**
- Richard Thomas**

INSTRUCTIONS: Vote for two (2) Candidates

Board Meeting & Work Session Schedule for School Year 2017-18



All Start at 6:30 pm

Schedule Updated as of January 22, 2018

Work Session	Board Meeting
July 2017 – None	July 24, 2017 – Horace Mann Elementary
August 2017 – None	August 28, 2017 – Smith-Cotton Junior High Library
September 25, 2017 (combined with Board Meeting)	September 25, 2017 – Heber Hunt Elementary
October 9, 2017 – (combined with Board Meeting)	October 23, 2017 – Smith-Cotton High School
November 20, 2017 (combined with Board Meeting)	November 20, 2017 – Parkview Elementary
December 18, 2017 – (combined with Board Meeting)	December 18, 2017 – Smith-Cotton High School Heckart Performing Arts Center
January 8, 2018 – Smith-Cotton Junior High	January 22, 2018 – Skyline Elementary
February 12, 2018 – Sedalia Middle School	February 26, 2018 - Whittier High School
March 26, 2018 – (combined with Board Meeting)	March 26, 2018 – Washington Elementary
April 16, 2018 – (combined with Board Meeting)	April 16, 2018 – Smith-Cotton High School Heckart Performing Arts Center
May 14, 2018 (combined with Board Meeting)	May 14, 2018 – Smith-Cotton High School
	May 19, 2018 – Smith-Cotton High School Graduation Mathewson Exhibition Center
June 2018 – None **	June 25, 2018 Smith-Cotton High School Heckart Performing Arts Center

** Holiday, summer, and MSBA meeting exceptions

MSBA Fall Conference is scheduled for October 5 – 8, 2018.

MSBA Regional Meetings are not scheduled at this time.

Instructions for Missouri Assessment Partnership Memorandum of Understanding and Payment

MOU

- Please complete the form indicating your commitment to join and financially support the Missouri Assessment Partnership.
- Send the signed MOU to: mgoodman@psdr3.org

PAYMENT*

- 2017-18 Founding Member payments are due by February 28, 2018.
- 2018-19 annual dues are due by August 1, 2018.

**Payment is based on official September 2017 K-12 student count.*

Memorandum of Understanding

This Memorandum of Understanding (MOU) establishes a collaborative partnership between the following Missouri public school districts and charter schools (hereinafter "the Districts").

WHEREAS the Districts desire to create the Missouri Assessment Partnership, a nonprofit collaborative network of districts committed to a free and appropriate public education for all children; and

WHEREAS the purpose of the Missouri Assessment Partnership will be to promote assessment for learning and continuous improvement practices that lead to high school and college/career/workplace readiness; and,

WHEREAS the Districts mutually agree and commit to the creation and development of Missouri Assessment Partnership; and,

WHEREAS the Missouri Assessment Partnership shall connect with existing educational agencies to support the purpose of the partnership in districts.

NOW THEREFORE, the Districts do hereby agree as follows:

I. Purpose and Scope

The purpose of the MOU is to declare a mutual agreement and commitment to the creation and development of the Missouri Assessment Partnership, and to support the primary purposes of the Missouri Assessment Partnership, as detailed above. The Districts understand that in addition to the creation of the educational partnership, the Missouri Assessment Partnership may seek federal tax exempt status or create related entities for that purpose.

II. Responsibilities

Each member district will work to develop the Missouri Assessment Partnership, and to support its purposes. The Districts also agree to pay all necessary membership and/or initiation fees as developed by the membership (and contained in by-laws when developed) of the Missouri Assessment Partnership. The Districts understand that the costs associated with membership will be cooperatively developed, and that other costs associated with the incorporation of the Missouri Assessment Partnership will be assessed to the Districts. In addition to any necessary financial contributions, the Districts will make intellectual contributions to the formation of the Missouri Assessment Partnership.

III. Term of Understanding

This MOU shall expire as to each participating District and Charter School upon the execution of a Contract with the Missouri Assessment Partnership, or upon the provision of written notice to all other participating Districts.

Name of Participating School District: _____

Authorized Signatory for Participating School District:

Signature: _____

Printed Name: _____

Title: _____

Date of Execution: _____

Address of Participating School District:

GROW YOUR OWN SEDALIA

2019 Eligibility Requirements

Must have attended Smith-Cotton High School as a junior and senior .

Must be a student in the 2019 high school graduating class.

Must have achieved a high school GPA of 3.00 or higher.

Must meet college admission requirements in the area of education.

Must enroll in a two/four-year college the first fall semester following high school graduation.

Must maintain full-time status.

Must complete the FAFSA in 2019 using 2018 tax return information.

Must apply for eligible Federal and State grants.

Must not have been convicted of a felony.

The intended recipient of the Tiger Legacy initiative must be a self-motivated student, desiring to obtain a college degree in order to become an educator in the Sedalia 200 School District.

Must be willing to teach in the Sedalia School District for 4 years following graduation.

Must obtain a Missouri teaching license.

Must complete an application by _____

Preference will be given to students who have completed the Career Pathway for the Teaching Profession Course at Smith-Cotton High School.

Only those interested in the following areas of teaching will be considered:

- Math
- Science
- Special Education

GROW YOUR OWN SEDALIA

Recipient Responsibilities

- Must maintain a graduation schedule of not more than five years.
- **Must maintain a cumulative grade point average of 3.00**
- Must apply for eligible Federal, State and Institutional grants.
- Must maintain a good character standing (no arrests – must self-report).
- Must maintain contact with the Tiger Legacy representative or funding will be stopped and repayment to the Sedalia #200 School District will begin.
- Must keep a current phone number and address on file with the Tiger Legacy representative.
- Must submit a current transcript (does not have to be original) to the Tiger Legacy representative within 30 days after the end of each semester.
- If cumulative grade drops below 3.00, a one-time appeal will be considered.

Memorandum of Understanding

This Memorandum of Understanding (MOU) establishes a partnership between Sedalia School District #200 and The School District of Springfield, R-12(fiscal agent).

I. MISSION

Launch is a program developed to provide students access to online courses. Online courses provide students access to courses not available in their school district, additional flexibility in scheduling and credit recovery opportunities. This partnership is being created in order to expand these opportunities for students across Missouri with high quality online learning environments developed by Missouri teachers and taught by highly qualified Missouri teachers.

II. PURPOSE AND SCOPE

The purpose of the MOU is to declare Sedalia School District #200 commitment to the Launch partnership. Partners who approve the MOU are agreeing to provide students the opportunity to enroll in Launch online courses and pay for these courses. Springfield R-12 will serve as the fiscal agent for Launch and will administer the Launch program. Springfield R-12 will construct an advisory council made up of member districts and other stakeholders to provide regular feedback regarding program performance and recommendations regarding future improvements.

III. RESPONSIBILITIES

- Each member will identify a liaison within their school district to work with Springfield R-12 to enroll students, monitor and receive course grades and act as a single point of communication.
- Each member will have access to Launch marketing materials and regular support from the Launch program coordinator.
- Each member will support the program by paying tuition fees based on enrollment and a one-time membership fee based on district total enrollment.
- Each member district will have access to all previously and future designed Launch online courses as long as this or future MOU's remain in effect.
- Each member will be responsible for costs associated with lost materials provided through the Launch program such as, but not limited to, Chromebooks and heart-rate monitors.

IV. TERMS OF UNDERSTANDING

The term of this MOU is for a period of two years (July 1, 2017 - June 30, 2019). The agreement may be extended upon written mutual agreement of both parties. The agreements shall be reviewed annually to ensure it is fulfilling its purpose and make any necessary revisions.

Either organization may terminate this MOU upon thirty (30) days written notice without penalties or liabilities.

V. PROTECTION OF LAUNCH MATERIALS.

All Launch online course materials were developed and are owned by The School District of Springfield, R-12 ("SPS"). SPS owns all rights in those materials, including the copyright. Each Member agrees to only use the materials in accordance with this MOU, and not to duplicate, copy, re-produce, re-sell, distribute or alter any of the materials. Furthermore, each Member agrees to inform SPS if the Member obtains information that any use of the materials is occurring which is not authorized by this MOU.

Organization: *The School District of Springfield, R-12*

Name: _____ Date: _____
Springfield Public Schools, Board President

Organization: _____

Name: _____ Date: _____
School Board President

Missouri Consultants for Education, LLC

803 West Lockwood Avenue
Glendale, Missouri 63122

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

January 18, 2018

Re: January 2018 MCE Updates

Dear Superintendent:

We have coordinated and consolidated our discrimination policies to add clarity and consistency in application. As you will note, Policy, Regulation and Form 1300 allows us now to delete PRF 1310, 4810 and 2130. Our foster care and homeless policies have been approved by DESE. We changed the title of the “Homeless Coordinator” to “Homeless Liaison” and added the phrase “unaccompanied youth.” We do not foresee additional updates until early summer.

If you have any questions concerning the new updates, please feel free to call me at the office, (314) 878-5600 or my cell (314) 330-8903. As you know, there is no charge for policy questions. The January 2018 updates are as follows:

Policy, Regulation and Form 1300 – Prohibition Against Harassment, Discrimination and Retaliation

As noted, we have consolidated four PRFs into one, 1300. We believe this will simplify consistency and compliance. Adoption of PRF1300 and the deletion of PRF1310, 4810 and 2130 are highly recommended.

Form 1300 which is required to be posted replaces Form 1310.1. As with all forms, this form does not require Board approval.

We have also removed references to the deleted PRFs as they appear in R2610 and PR4850. References have been changed to reference PRF 1300. Copies of these policies without reference to deleted polices are attached and do not require Board action.

January 18, 2018

Page 2

Policy, Regulation and Form 1621 – Title I and Policy 2740 – Student Safety

PRF 1621 and P2740 have been modified changing the Title “No Child Left Behind Act” to “Every Student Succeeds Act.” When NCLB was reauthorized, the title of the Act was changed to ESSA. No board action is required.

Policy and Regulation 2260 – Homeless Students

We have changed the title of the program coordinator to “liaison” and in two places added the words “unaccompanied youth.” Adoption is required.

Regulation 2673 – Reporting of Violent Behavior

The regulation has been updated to reflect legislative overhaul of the state’s criminal code. We have also added statutory references for general informational purposes. Adoption is mandatory.

Policy and Regulation 2760 – Students in Foster Care

We have corrected a typo in P2760 and have deleted the “Dispute Resolution” section in R2760 as it is redundant with P2760. Adoption is required.

Regulation 6145 – Service Animals in Schools

This regulation has been updated to comply with state and federal regulations. Adoption is mandatory.

Regulation 6250 – Instruction for Students with Disabilities

This regulation has been modified to comply with changes in state regulation. Adoption is mandatory.

Policy and Regulation 6273 – Instruction for Homeless Students

Our existing policy has been consolidated into PR2260 Homeless Students. PR6273 Instruction for Homeless Students has been deleted. Deletion is mandatory.

January 18, 2018

Page 3

BOARD ACTION

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

PR1300	R2673
PR2260	R6145
PR2760	R6250

Policies may be deleted with a single motion as follows. I move to delete the following policies and regulations:

PR1310	PR4810
PR2130	PR6273

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

Sincerely,

MISSOURI CONSULTANTS FOR EDUCATION, LLC



Thomas A. Mickes

TAM/ndb
Enclosures

GENERAL ADMINISTRATION

Policy 1300
(Regulation 1300)
(Form 1300)

Equal Opportunity

Prohibition Against Harassment, Discrimination and Retaliation

The District is committed to maintaining a workplace and educational environment that is free from discrimination, harassment, and retaliation in admission or access to, or treatment or employment in, its programs, services, activities and facilities. The District is committed to providing equal opportunity in all areas of education, recruiting, hiring, retention, promotion and contracted service. In accordance with law, the District does not discriminate on the basis of race, color, national origin, ancestry, religion, sex, disability, age, genetic information, or any other characteristic protected by law in its programs and activities. In addition, the District provides equal access to the Boy Scouts of America and other designated youth groups. Further, no person shall be excluded from participation in, be denied the benefits of, or otherwise be subject to discrimination based on the above listed characteristics under a school nutrition program for which the District receives federal financial assistance from the U.S. Department of Agriculture (USDA Food and Nutrition Service).

The following person has been designated as the District's Compliance Officer to handle inquiries or complaints regarding the District's non-discrimination policies:

Name
Title
Address
Telephone Number

For information regarding how to report a claim of discrimination, harassment, or retaliation, see Board of Education Regulation 1300. Policy and Regulation 1300 shall govern all complaints and concerns by parents, patrons, employees, or students of the District related to discrimination, harassment, or retaliation on the basis of race, color, national origin, ancestry, religion, sex, disability, age, genetic information, or any other characteristic protected by law.

STUDENTS

Policy 2260
(Regulation 2260)

Admission and Withdrawal

Homeless Students

The Board of Education is committed to providing equal access for all eligible homeless students to a free, appropriate education in the same manner as is provided to other District students. In carrying out this commitment, the District will identify and assess the needs of the District's homeless students; provide for the placement of its homeless students in the school of best interest; provide access to the District's programs; and appoint a homeless ~~liaison~~ liaison coordinator. The Superintendent will review all District policies to determine whether they act as barriers to the enrollment of homeless students. – Special attention will be given to policies regarding transportation, immunization, residency, birth certificates, school records and guardianship. (~~See also Policy and Regulation 6273—Instruction for Homeless Students.~~)

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STUDENTS

Policy 2760
(Regulation 2760)
(Form 2760)

Student Welfare

Students in Foster Care

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

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

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

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

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

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

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

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

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

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

Transportation

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

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

Dispute Resolution

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

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

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

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

Level I

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

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

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

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

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

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

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

Level II

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

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

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

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

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

GENERAL ADMINISTRATION

Equal Opportunity

Civil Rights, Title IX, Section 504

Policy 1310
(Regulation 1310)
(Form 1310,
1310.1, 1310.2)

The District assures that it will comply with:

1. Title VI of the Civil Rights Act of 1964, as amended, 42 U.S.C. 2000d et seq., which prohibits discrimination on the basis of race, color, or national origin in programs and activities receiving Federal financial assistance.
2. Section 504 of the Rehabilitation Act of 1973 (Section 504), as amended, 29 U.S.C. 794, which prohibits discrimination on the basis of disability in programs and activities receiving Federal financial assistance.
3. Title IX of the Education Amendments of 1972 (Title IX), as amended, 20 U.S.C. 1681 et seq., which prohibits discrimination on the basis of sex in educational programs and activities receiving Federal financial assistance. The provisions of Title IX apply to students with regard to educational opportunities and freedom from harassment, employees with regard to employment opportunities and freedom from harassment, and to individuals with whom the District does business.
4. The Age Discrimination Act of 1975, as amended 42 U.S.C. 6101 et seq., which prohibits discrimination on the basis of age in programs or activities receiving Federal financial assistance.
5. All regulations, guidelines, and standards lawfully adopted under the above statutes by the United States Department of Education.

The District shall appoint an administrator(s) to assure compliance with the Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, and the Age Discrimination Act of 1975. The District may designate one employee to serve as both the Title IX and Section 504 Coordinator. In that case, that individual must assume the responsibilities of both Coordinators. Those responsibilities are outlined in Regulation 1310.

It is the policy of the District to process all grievances in a fair and expeditious manner, with the intent of resolving them in a mutually agreeable manner. Regulation 1310 provides mechanisms for the resolution of grievances/complaints by employees, patrons and/or students relating to discrimination under Section 504 and Title IX.

This policy and the corresponding regulation do not pertain to the identification, evaluation or placement of students under Section 504. The topics of the identification, evaluation and placement of students under Section 504 are addressed in the following separate District

policies and regulations: Policy and Regulation 2110–Equal Education Opportunity, and Policy and Regulation 6250 – Instruction for Students with Disabilities.

For issues pertaining to freedom from harassment, refer to Policy and Regulation 2130 – Harassment, and Policy and Regulation 4810 – Sexual Harassment.

STUDENTS

Nondiscrimination and Student Rights

Harassment

**Policy 2130
(Regulation 2130)
(Form 2130, 2130.1,
2130.2)**

It is the policy of the District to maintain a learning environment that is free from harassment because of an individual's race, color, sex, national origin, age, ethnicity, disability, sexual orientation, or perceived sexual orientation. The School District prohibits any and all forms of unlawful harassment and discrimination because of race, color, sex, national origin, age, ethnicity, disability, sexual orientation, or perceived sexual orientation.

It shall be a violation of District policy for any student, teacher, administrator, or other school personnel of this District to harass or unlawfully discriminate against a student through conduct of a sexual nature, or regarding race, color, sex, national origin, age, ethnicity, disability, sexual orientation, or perceived sexual orientation as defined by this Policy.

It shall also be a violation of District policy for any teacher, administrator, or other school personnel of this District to tolerate sexual harassment or harassment because of a student's race, color, sex, national origin, age, ethnicity, disability, sexual orientation, or perceived sexual orientation, as defined by this Policy, by a student, teacher, administrator, other school personnel, or by any third parties who are participating in, observing, or otherwise engaged in activities, including sporting events and other extracurricular activities, under the auspices of the School District.

For purposes of this Policy, the term "school personnel" includes school board members, school employees, agents, volunteers, contractors, or persons subject to the supervision and control of the District.

The school system and District officials, including administrators, teachers, and other staff members will act to promptly investigate all complaints, either formal or informal, verbal or written, of unlawful harassment or unlawful discrimination because of race, color, sex, national origin, age, ethnicity, disability, sexual orientation, or perceived sexual orientation; to promptly take appropriate action to protect individuals from further harassment or discrimination; and, if it determines that unlawful harassment or discrimination occurred, to promptly and appropriately discipline any student, teacher, administrator, or other school personnel who is found to have violated this Policy, and/or to take other appropriate action reasonably calculated to end the harassment/discrimination.

The District prohibits retaliation against a person who files a complaint of discrimination or harassment, and further prohibits retaliation against persons who participate in related proceedings or investigations.

January 2011

PERSONNEL SERVICES

Policy 4810
(Regulation 4810)
(Form 4810, 4810.1)

Staff Welfare

Sexual Harassment

Sexual harassment constitutes unlawful sex discrimination. It is the policy of the Board of Education to maintain a learning and working environment that is free from sexual harassment.

It shall be a violation for any employee of the School District to harass another staff member or student through conduct or communication of a sexual nature. It shall also be a violation of this policy for students to harass other students through conduct or comments of a sexual nature.

Furthermore, it shall be a violation of this policy for any person who is not an employee or student of the District to harass a staff member or student of the District through conduct or comments of a sexual nature while such employee is engaged in the performance of duties for the District or while such student is under District supervision.

INSTRUCTIONAL SERVICE

Policy 6273
(Regulation 6273)

Instruction

Instruction for Homeless Students

The Board of Education is committed to providing access to educational opportunities to eligible homeless students. Services will be provided consistent with federal law and with Missouri's state plan Homeless Children and Youth. (See also Policy and Regulation 2260 – Admission of Homeless Students.)

Sept. 8, 2008

SEDALIA SCHOOL DISTRICT #200

ATTENDANCE - % of Students Over 90 % Attendance 2017-2018

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

School	Date	Adj Enrollment	On Target	%	On Track	%	Approaching	%	Floor	%
Heber Hunt Elem	9/14/2017	461.70	403.74	87.45	23.64	5.12	9.67	2.09	24.64	5.34
	10/12/2017	460.48	408.82	88.78	34.96	7.59	11.47	2.49	5.24	1.13
	11/13/2017	457.66	415.44	90.77	33.77	7.37	7.01	1.53	1.44	0.31
	12/11/2017	456.18	423.17	92.76	26.53	5.81	5.40	1.18	1.07	0.23
	1/11/2018	455.39	419.04	92.01	30.12	6.61	5.31	1.16	0.92	0.20
Horace Mann Elem	9/14/2017	277.44	258.51	93.18	12.00	4.33	4.14	1.49	2.79	1.00
	10/12/2017	277.60	263.34	94.86	10.85	3.90	2.91	1.04	0.50	0.17
	11/13/2017	278.33	268.43	96.44	6.31	2.26	3.46	1.24	0.13	0.04
	11/11/20172	279.00	264.02	94.63	12.17	4.36	2.70	0.96	0.10	0.03
	1/11/2018	279.67	262.33	93.79	14.12	5.04	2.84	1.01	0.39	0.13
Parkview Elem	9/14/2017	518.57	458.57	88.43	35.00	6.75	4.00	0.77	21.00	4.05
	10/12/2017	517.59	478.47	92.44	21.73	4.19	9.88	1.90	7.50	1.44
	11/13/2017	514.46	478.32	92.97	23.98	4.66	7.70	1.49	4.45	0.86
	12/11/2017	512.53	480.51	93.75	22.65	4.41	7.54	1.47	1.83	0.35
	1/11/2018	511.70	477.99	93.41	25.66	5.01	5.10	0.99	2.95	0.57
Skyline Elem	9/14/2017	494.14	451.50	91.37	23.14	4.68	5.43	1.10	14.07	2.85
	10/12/2017	493.78	469.71	95.12	16.30	3.30	4.33	0.87	3.44	0.69
	11/13/2017	493.28	464.08	94.08	22.71	4.60	5.21	1.05	1.28	0.25
	12/11/2017	493.57	463.89	93.98	22.08	4.47	6.15	1.24	1.45	0.29
	1/11/2018	493.80	463.92	93.94	22.57	4.56	6.13	1.24	1.18	0.23
Washington Elem	9/14/2017	238.21	217.57	91.33	13.64	5.73	3.00	1.26	4.00	1.68
	10/12/2017	241.31	224.58	93.06	11.00	4.55	5.17	2.14	0.56	0.22
	11/13/2017	243.42	226.96	93.23	13.25	5.44	2.07	0.85	1.15	0.47
	12/11/2017	244.43	231.65	94.77	10.01	4.09	1.91	0.78	0.86	0.34
	1/11/2018	244.77	232.89	95.14	9.13	3.73	2.00	0.81	0.75	0.30
SMS	9/14/2017	413.22	365.50	88.45	22.50	5.45	9.00	2.18	16.21	3.92
	10/12/2017	412.35	370.49	89.85	27.85	6.75	11.00	2.66	3.00	0.72
	11/13/2017	412.41	370.15	89.75	33.53	8.13	5.56	1.34	3.16	0.76
	12/11/2017	411.66	376.58	91.47	29.15	7.08	2.12	0.51	3.81	0.92
	1/11/2018	410.80	378.59	92.16	25.58	6.22	2.96	0.72	3.66	0.89

SEDALIA SCHOOL DISTRICT #200

ATTENDANCE - % of Students Over 90 % Attendance 2017-2018

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

School	Date	Adj Enrollment	On Target	%	On Track	%	Approaching	%	Floor	%
Smith-Cotton Jr High	9/14/2017	1129.00	1001.98	88.75	51.32	4.55	25.32	2.24	50.39	4.46
	10/12/2017	1121.64	1035.79	92.34	48.55	4.32	16.92	1.50	20.37	1.81
	11/13/2017	1116.56	1027.40	92.01	56.16	5.02	20.76	1.85	12.24	1.09
	12/11/2017	1113.98	1019.08	91.48	65.75	5.90	17.67	1.58	11.47	1.02
	1/11/2018	1112.13	1014.58	91.22	70.41	6.33	13.42	1.20	13.72	1.23
Smith-Cotton HS	9/14/2017	1433.17	1201.90	83.86	109.02	7.61	39.43	2.75	82.83	5.78
	10/12/2017	1432.72	1225.76	85.55	114.44	7.98	45.17	3.15	47.35	3.30
	11/13/2017	1430.22	1208.37	84.48	125.22	8.75	52.35	3.66	44.28	3.09
	12/11/2017	1426.90	1208.80	84.71	119.91	8.40	52.22	3.65	45.97	3.22
	1/11/2018	1377.49	1167.87	84.78	114.95	8.34	48.40	3.51	46.28	3.35
District Wide	9/14/2017	4965.46	4359.28	87.79	290.26	5.85	99.99	2.01	215.93	4.35
	10/12/2017	4957.46	4476.97	90.30	285.69	5.76	106.85	2.15	87.96	1.77
	11/13/2017	4946.34	4459.16	90.15	314.93	6.36	104.13	2.10	68.13	1.37
	12/11/2017	4938.24	4467.71	90.47	308.27	6.24	95.71	1.93	66.56	1.34
	1/11/2018	4885.75	4417.19	90.40	312.54	6.39	86.17	1.76	69.84	1.42

On Target 90.0% - 100%	On Track 85.0% - 89.9%	Approaching 80.0% - 84.9%	Floor 0.0% - 79.9%
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Pettis County Early Childhood Cooperative

Date: January 22, 2018

CSIP 1: Student Achievement

116 students have made progress on IEP goals
 55 students have mastered at least one IEP goal

Average Daily Attendance

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	Total
Early Childhood	95.7%	96.26 %	93.34 %	84.7 %	90.3%						

CSIP 2: Highly Qualified Staff

Trainings:

- Special Education Process
- SIS IEP
- HighScope
- Praise vs. Encouragement
- Anecdotal Record Keeping
- Sensory Integration
- Calendar Math
- Positive Behavior Supports
- Kagan Cooperative Learning
- Crisis Prevention Intervention Training
- Staff participated in a variety of other trainings designed for the specific needs of our students including but not limited to autism, health, and safety.
- Reflex Integration
- Poverty Training

Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	Total
Informal Daily walk throughs	4 NEE	11 NEE	5 NEE	5 NEE						

CSIP 3: School Environment

Drills conducted

- Fire Drill 8/31/17; 10/23/17; 1/10/18
- Tornado Drill 9/5/17
- Intruder Drill 9/14/2017; 10/3/17
- Earthquake Awareness 10/16/17
- Revised the rules/procedures for the gym and playground
- Revised patron sign-in procedures

Added more visual schedules throughout the school

CSIP 4: Family & Community

Open House

Farm Field Trip

Grandfriends' Day: 188 Visitors

Homecoming Parade

Visits From:

Fire Department

SFCC Dental Students

Kidsight

"Santa" - Greg Katzing

Soundsation (SCJH)

Provided training for First Student drivers and monitors, Head Start staff, and UCM students

Whittier students work weekly in the classrooms.

CTC students work weekly in the classrooms.

UCM students work in the classrooms throughout the quarter.

Developmental Screenings

Home Visits	P/T Conferences
1 st . qtr. - 162	Oct. 192/200 - held during scheduled times 8 held after original conference date - 100% completed
2 nd . qtr. - 8	
3 rd . qtr.	
4 th . qtr.	
Total=	

Month Team Connection(s) Held	# of Team Connection Events
September	1
October	1
November	4
December	1

**2017 – 2018 Heber Hunt Elementary Board Report
2nd Quarter**

CSIP 1: Student Achievement

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

AIMSWEB

Kindergarten

	Fall (Established)	Winter (Established)	Spring (Established)
Initial Sounds	37%		
Letter Naming Fluency	28%		
Phoneme Segmentation	N/A		
Letter Sounds	N/A		

1st Grade

	Fall (Established)	Winter (Established)	Spring (Established)
Letter Sounds	53%		
Oral Reading Fluency	48%		
Phoneme Segmentation	84%		
Early Literacy Composite	32%		

2nd Grade

	Fall (Established)	Winter (Established)	Spring (Established)
Reading Composite	28%		

3rd Grade

	Fall (Established)	Winter (Established)	Spring (Established)
Reading Composite	35%		

4th Grade

	Fall (Established)	Winter (Established)	Spring (Established)
Reading Composite	47%		

CSIP 1: Student Achievement

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

Attendance – Percentage of Students Meeting 90% Criteria

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	Total
Building Total		87.5%	88.8%	90.7%	92.7%	92.0%					

CSIP 2: Highly Qualified Staff

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

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	Total
NEE Observations	0	33	17	23	21	8					

CSIP 3: School Environment

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

Drills conducted (listed)**Fire; Tornado; Intruder; Earthquake; Environmental Leakage**

Fire- 9-1, 10-6

Tornado- 9-6

Intruder- 8-22, 10-3

Earthquake- 10-19 (safety procedures discussed)

Bi-Weekly Playground Checks

Discipline referrals

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	Total
Office/Recovery	5	28	47	44	18	2					
Bus	0	5	5	2	2	0					

CSIP 4: Family & Community

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

Building Activities (listed):

Open House

Parent/Teacher Conferences

PTA Carnival

Attendance Incentive Assemblies

PBS/Character Assemblies

Title One Reading Night

PTA Monthly Meetings

Sing at Fair View Nursing Home

Foundation Breakfast Performance

Party with the Principal

Fall Book Fair

Heber Hunt Walking School Bus

PBS Quarter Parties

PTA Fall Party

Annual Feast

Parent Teacher Conference Attendance Percentage

Grade	Face-to-Face	Phone Call	Total %
Kindergarten	85	0	97%
1 st Grade	91	4	93%
2 nd Grade	81	0	93%
3 rd Grade	60	14	95%
4 th Grade	53	10	95%
Mixed Age	39	0	95%

**2017 – 2018 Horace Mann Elementary Board Report
2nd Quarter**

CSIP 1: Student Achievement

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

AIMSWEB

Kindergarten

	Fall (Established)	Winter (Established)	Spring (Established)
Initial Sounds	34%	n/a	
Letter Naming Fluency	21%	66%	
Phoneme Segmentation	N/A	68%	
Number Naming Fluency	40%	62%	
Quantity Total Fluency	28%	49%	
Early Literacy Composite	N/A	56%	

1st Grade

	Fall (Established)	Winter (Established)	Spring (Established)
Letter Sounds	40%	n/a	
Oral Reading Fluency	29%	49%	
Phoneme Segmentation	76%	n/a	
Early Literacy Composite	23%	43%	
Early Numeracy	Not Tested	n/a	

2nd Grade

	Fall (Established)	Winter (Established)	Spring (Established)
Reading	26%	49%	
Aims MATH	51%	49%	

3rd Grade

	Fall (Established)	Winter (Established)	Spring (Established)
Reading	55%	60%	
Aims MATH	35%	60%	

4th Grade

	Fall (Established)	Winter (Established)	Spring (Established)
Reading	42%	69%	
Aims MATH	44%	67%	

CSIP 1: Student Achievement

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

Attendance – Percentage of Students Meeting 90% Criteria

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	Total
Building Total	-	93.18	94.86	94.63	93.79						

CSIP 2: Highly Qualified Staff

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

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	Total
NEE Observations	2	11	15	10	7						

CSIP 3: School Environment

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

Drills conducted (listed)

Fire; Tornado; Intruder; Earthquake; Environmental Leakage

Discipline referrals

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	Total
Office/Recovery	3	4	8	17	4						
Bus	0	1	1	0	1						

CSIP 4: Family & Community

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

Building Activities (listed):

Open House; Parent/Teacher Conferences; PTA Monthly Meetings; Homecoming Parade; Foundation Breakfast Performance; Food Bank Drive; Fall Parties; Fall Carnival; Title I Data, All Pro Dads; Winter Parties, Holiday Program

Parent Teacher Conference Attendance Percentage

Conference Attendance	% of Parents Attending	% of Parents did not show up for conference but were contacted and/or rescheduled
Fall	94%	4%

Parkview Elementary Board Report

2017-2018

2nd Quarter

CSIP 1: Student Achievement

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

AIMSWEB

Kindergarten

	Fall (Established)	Winter (Established)	Spring (Established)
Initial Sounds	27%		
Letter Naming Fluency	23%		
Letter word sounds			

Aimsweb Composite Reading Assessments

	Fall (Established)	Winter (Established)	Spring (Established)
First Grade	43%		
Second Grade	53%		
Third Grade	62%		
Fourth Grade	65%		

CSIP 1: Student Achievement

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

Attendance – Percentage of Students Meeting 90% Criteria

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	YTD
Building Total		88.43	92.44	92.97	93.75	93.41					

CSIP 2: Highly Qualified Staff

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

	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	Total
NEE Observations	14	24	22	9						

CSIP 3: School Environment

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

Drills conducted (listed)

Fire; Tornado; Intruder; Earthquake; Environmental Leakage

Discipline referrals

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	Total
Building Total	2	16	17	24	8						
Bus Total	0	2	6	8	6						

CSIP 4: Family & Community

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

Building Activities (listed):

- | | |
|---|---|
| Open House | Monthly Tiger Pride Assemblies |
| Homecoming Parade | Foundation Breakfast Performance |
| Parent/Teacher Conferences | Class Parties |
| PTA Monthly Meetings | Fire Safety Talks and Fire Safe House |
| PBS Family Night | 4th gr Winter Concert |
| Back to School Dance | Winter Dance |
| 1 st grade toured Fire Station | Native American Presentations 2nd grade |
| Book Fair | Christmas Connections w/ Staff and Students |
| Grandparent's Day | PTA Holiday Store for Students |
| Thanksgiving Festivities | |

Parent Teacher Conference Attendance Percentage

	Fall Conference Parents Attending	Parents Followed Up After Conference
Kindergarten	94/101 93%	3
1 st Grade	93/97 96%	2
2 nd Grade	90/96 94%	0
3 rd Grade	100/109 92%	4
4 th Grade	104/107 97%	1

**2017 – 2018 Skyline Elementary Board Report
2nd Quarter**

CSIP 1: Student Achievement

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

AIMSWEB

Kindergarten

	Fall (Established)	Winter (Established)	Spring (Established)
Initial Sounds	33%		
Letter Naming Fluency	25%		
Letter Word Sound Fluency			

Aimsweb Composite Reading Assessments

	Fall (Established)	Winter (Established)	Spring (Established)
First Grade	40%		
Second Grade	34%		
Third Grade	60%		
Fourth Grade	62%		

CSIP 1: Student Achievement

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

Attendance – Percentage of Students Meeting 90% Criteria

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	Total
Building Total	-	91.37	95.12	94.08	93.98	93.94					

CSIP 2: Highly Qualified Staff

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

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	Total
NEE Observations		6	21	18	5						

CSIP 3: School Environment

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

- Drills conducted - Fire, Tornado, Intruder**
- Implementation of PBIS Tier 1 and 2**
- Training in PBIS Tier 3**
- Daily School Assemblies with focus on school-wide expectations**
- Attendance Incentives**
- STEM Implementation**
- School Goal focus - Culture, Mission, Vision**
- Therapy Dog - Rayder**
- Mentor Program**
- Missouri Model District**

Discipline referrals

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	Total
Office/Recovery	2	26	24	16	13						
Bus	0	14	3	6	5						

CSIP 4: Family & Community

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

Building Activities (listed):

Open House
Parent/Teacher Conferences
PTA Monthly Meetings
PBS Family Night
Fire Safety Talks and Fire Safe House
Book Fair
SFCC Play
Winter Music Program

Homecoming Parade
Foundation Breakfast Performance
Food Drive
Class Parties
School Carnival
Grandparents Day
Mentor Breakfast

Parent Teacher Conference Attendance Percentage

	Percentage of Parents in Attendance	Number Rescheduled
Kindergarten	97%	3
1 st Grade	94%	6
2 nd Grade	98%	5
3 rd Grade	97%	5
4 th Grade	95%	6

**2017 – 2018 Washington Elementary Board Report
2nd Quarter**

CSIP 1: Student Achievement

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

AIMSWEB

Kindergarten

	Fall (Established)
Initial Sounds	22%
Letter Naming Fluency	17%
Letter word sounds	N/A

Aimswweb Composite Reading Assessments

	Fall (Established)	Winter (Established)	Spring (Established)
K		35%	
First Grade	21%	31%	
Second Grade	30%	52%	
Third Grade	51%	69%	
Fourth Grade	43%	56%	

CSIP 1: Student Achievement

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

Attendance – Percentage of Students Meeting 90% Criteria

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	Total
Building Total	-	91.33	93.06	93.23	94.77	95.14					

CSIP 2: Highly Qualified Staff

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

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	Total
NEE Observations	14 walk through	2	16	3	11	5					

CSIP 3: School Environment

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

Drills conducted (listed)

Fire; Tornado; Intruder; Earthquake; Environmental Leakage

Discipline referrals

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	Total
Office/Recovery	9	18	33	25	13	1 entered					
Bus	0	3	3	2	2						

CSIP 4: Family & Community

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

Building Activities (listed):

- PBS night
- Mentoring kickoff
- PBS tier 1 and 2
- Homecoming parade
- Grandparent’s day
- Math night
- Parent/Teacher conference
- Foundation Breakfast Performance
- Monthly PBS assemblies/Wellness words –children are recognized
- Bookfair
- Dental varnish K-2
- K to Salvation Army/Santa
- Winter parties
- Open house
- Building attendance incentive
- Mentor presentation to several organizations
- School carnival
- Walking school bus
- Fire house/Fire drill
- Food drive
- Fall parties
- SFCC play K-4
- 4th grade music program
- Pepsi/Santa visit

Parent Teacher Conference Attendance Percentage

	Percentage of Parents in Attendance	Number Rescheduled
Kindergarten	91%	multiple attempts to reschedule
1 st Grade	100%	
2 nd Grade	95%	
3 rd Grade	100%	

4 th Grade	98%	
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Sedalia Middle School Board Report

CSIP 1: Student Achievement

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

STAR

	Fall (Established)	Winter (Established)	Spring (Established)
5 th Grade	49%	48%	

Categories / Levels	Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
■ At/Above Benchmark	At/Above 548 SS	At/Above 40 PR	191	48%
Category Total			191	48%
Below Benchmark				
■ On Watch	Below 548 SS	Below 40 PR	66	16%
■ Intervention	Below 467 SS	Below 25 PR	68	17%
■ Urgent Intervention	Below 363 SS	Below 10 PR	76	19%
Category Total			210	52%
Students Tested			401	

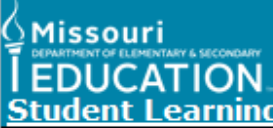
* We assessed 25 more students in the winter than we did in the fall.

DRA

	Fall (Established)	Spring (Established)
At/Above Benchmark (50 +)	19%	
On Watch (40)	35%	
Intervention (30)	30%	
Urgent Intervention (20 -)	16%	

COMMON ASSESSMENTS:

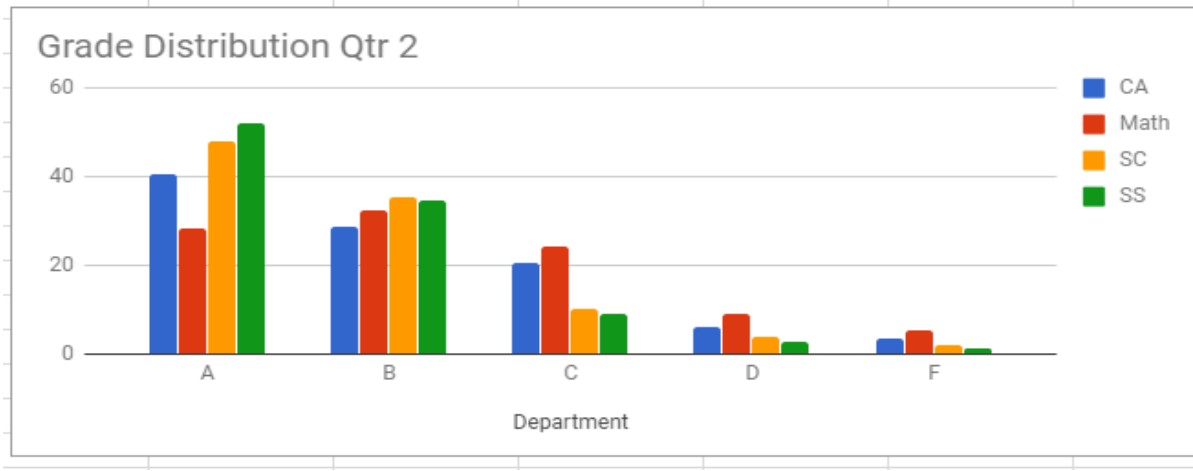
Due to implantation pieces of the Missouri Model School format, we are pre/post testing students within teaching units. Our new data is shown as pre/posttest and growth within the units (SLOs).

 Missouri <small>DEPARTMENT OF ELEMENTARY & SECONDARY</small> EDUCATION Student Learning Objective Summative Report						
Student Name	Pre-test	Post-test	Growth	Growth Target	Growth Target Met?	
Matter - SCIENCE	0	303	303	208	YES	SMART GOAL: The percentage of 5th graders scoring Mastery or Nearing Mastery on the Matter assessment will increase from 0% to 50% as measured on our Mastery Connect post test by December 18th. Post test 73%
	0	47	47	41	YES	
	0	48	48	41	YES	
	0	62	62	42	YES	
	0	67	67	42	YES	
	0	79	79	42	YES	
Chapter 4 & 6 - MATH	10	227	217	210	YES	SMART GOAL: The percentage of 5th graders scoring Mastery or Nearing Mastery on the Chapters 4 & 6 assessment will increase from 2% to 52% as measured on our Mastery Connect post test by December 18th Post test 55%
	1	49	48	41	YES	
	1	37	36	41	NO	
	2	44	42	42	YES	
	3	38	35	43	NO	
	3	59	56	43	YES	
Chapter 3 - MATH	14	313	299	214	YES	SMART GOAL: The percentage of 5th graders scoring Mastery or Nearing Mastery on the Chapter 3 assessment will increase from 3% to 43% as measured on our Mastery Connect post test by November 20th. Post test 76 %
	3	52	49	43	YES	
	2	75	73	42	YES	
	1	50	49	41	YES	
	2	63	61	42	YES	
	6	73	67	46	YES	
De-Extinction Unit - ELA	115	250	135	215	YES	SMART GOAL: The percentage of 5th graders scoring Mastery or Nearing Mastery on the DeExtinction Unit will increase from 28% to 48% as measured on our Mastery Connect post test by November 20th. Post test 60 %
	23	42	19	43	NO	
	23	52	29	43	YES	
	29	45	16	49	NO	
	25	53	28	45	YES	
	15	58	43	35	YES	
ELA Quarter 2 Narrative Assessment	242	271	29	269	YES	SMART GOAL: The percentage of 5th graders scoring Mastery or Nearing Mastery on the Narrative Unit will increase from 47% to 65% as measured on our Mastery Connect post test by October 28th. Post test 58.5% Dec. 18th Posttest 65%
	39	56	17	44	YES	
	59	59	0	64	NO	
	50	53	3	55	NO	
	50	56	6	55	YES	
	44	43	-1	49	NO	
	0	4	4	2	YES	
All assessments are based on enrollment of 414 students	# of Student	# of Student	# of Student	# of Student		

GRADE DISTRIBUTION: 2nd QUARTER

5th Grade

Grade Distribution %	A	B	C	D	F
ELA	40.5835	28.6472	20.4244	6.1007	3.4482
Math	28.4595	32.3759	24.2819	9.1383	5.483
Science	48.0417	35.248	10.1827	3.9164	1.8276
Social Studies	52.2077	34.5454	9.0909	2.5974	1.2987



CSIP 1: Student Achievement

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

Attendance - Percentage of Students Meeting 90% Criteria - 2017-2018

	As of 9/14/17	As of 10/12/17	As of 11/13/17	As of 12/11/17	As of 1/11/18	As of 2/13/18	As of 3/13/18	As of 4/10/18	As of 5/10/18	FINAL As of 5/23/18
Year to Date	88.45%	89.85%	89.75%	91.47%	92.16%					

CSIP 2: Highly Qualified Staff

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

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	Total
Walk-Through	*31	*42 1	16	16	22						

*denotes non-NEE

CSIP 3: School Environment

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

Safety Procedures PD – 8/7
New Staff Training – 8/14-18
Health Fair – 8/22-23
Fire Drill – 8/31, 10/23, 1/10
Tornado Drill – 9/5
Intruder/Lockdown Drill – 8/25, 9/20
Observance of Patriot's Day – 9/11
Earthquake Awareness - 10/19

Discipline Referrals

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	YTD Totals
Building	1	18	45	49	31						144
Bus	1	17	22	11	19						70
Monthly Totals	2	35	67	60	50						214

CSIP 4: Family & Community

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

Parent Teacher Conference Attendance Percentage

5th Grade

Team	Fall Conference
A-10 Warthawgs	97% (76 out of 78)
Apache	100% (77 out of 77)
Blackhawks	96% (74 out of 77)
Falcons	96% (68 out of 71)
Stealth	100% (78 out of 78)
Skyraiders	100% (31 out of 31)
Building Totals	98% (404 out of 412)

Community Outreach Opportunities

Back to School Night – 8/21
PBS Community Outreach Night – 9/18
United Way Campaign
Sedalia School District Foundation Campaign
SC Homecoming Parade – 9/29
Make a Difference Food Drive – 10/19– 10/26
Book Fair – 10/23-26
P/T Conferences – 10/25 & 10/26
PTA Fundraiser – 9/7-9/26
PTA Meetings – 9/18, 10/13, 11/9
Red Ribbon Proclamation – 10/23
Flu Shot Clinic for Students & Staff - 11/2
Attended JH Play - 11/2 & 11/3
Helping Hands - 11/3
Veteran’s Day Observance - 11/10
School Dance - 11/13
Boys & Girls Club LAC Meeting - 11/14
Orchestra String Fest - 11/18
Daum Museum - 11/27-12/1
Sound Check Tour - 12/4 & 12/12
Vocal Music Concert - 12/5
Band Concert - 12/12
Orchestra Concert - 12/19
PBS Parent Outreach (passed out candy canes on the front drive) - 12/19

Smith-Cotton Junior High Board Report Second Quarter 2017-18 School Year

CSIP 1: Student Achievement

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

STAR

Smith Cotton Junior High School - Growth

Grade	School Year Aug 1 - Sep 30 (Fall)	Percent of Students by District Benchmark Category	Total Students	40+ PR	25-39 PR	10-24 PR	1-9 PR
Grade 6	2017 - 2018 Grade 6		371	39% 146	13% 50	23% 84	25% 91
	2016 - 2017 Grade 5		339	48% 163	15% 51	16% 55	21% 70
	2015 - 2016 Grade 4		318	50% 158	19% 62	15% 47	16% 51

Smith Cotton Junior High School - Growth

Grade	School Year Aug 1 - Sep 30 (Fall)	Percent of Students by District Benchmark Category	Total Students	40+ PR	25-39 PR	10-24 PR	1-9 PR
Grade 7	2017 - 2018 Grade 7		381	44% 166	17% 66	15% 58	24% 91
	2016 - 2017 Grade 6		337	53% 178	14% 46	16% 55	17% 58
	2015 - 2016 Grade 5		314	53% 165	17% 53	16% 51	14% 45

Smith Cotton Junior High School - Growth

Grade	School Year Aug 1 - Sep 30 (Fall)	Percent of Students by District Benchmark Category	Total Students	40+ PR	25-39 PR	10-24 PR	1-9 PR
Grade 8	2017 - 2018 Grade 8		341	42% 142	19% 64	18% 63	21% 72
	2016 - 2017 Grade 7		313	50% 155	17% 53	14% 44	19% 61
	2015 - 2016 Grade 6		304	46% 139	18% 55	20% 61	16% 49

*These graphs show the cohort for each grade level over the last three years in the SSD.

COMMON ASSESSMENTS 2nd QUARTER

6th Grade

Content	A	B	C	D	F
Math	17	22	23	14	24
Science	11	38	18	17	16
Communication Arts	21	19	29	9	22
Social Studies	25	29	13	14	19

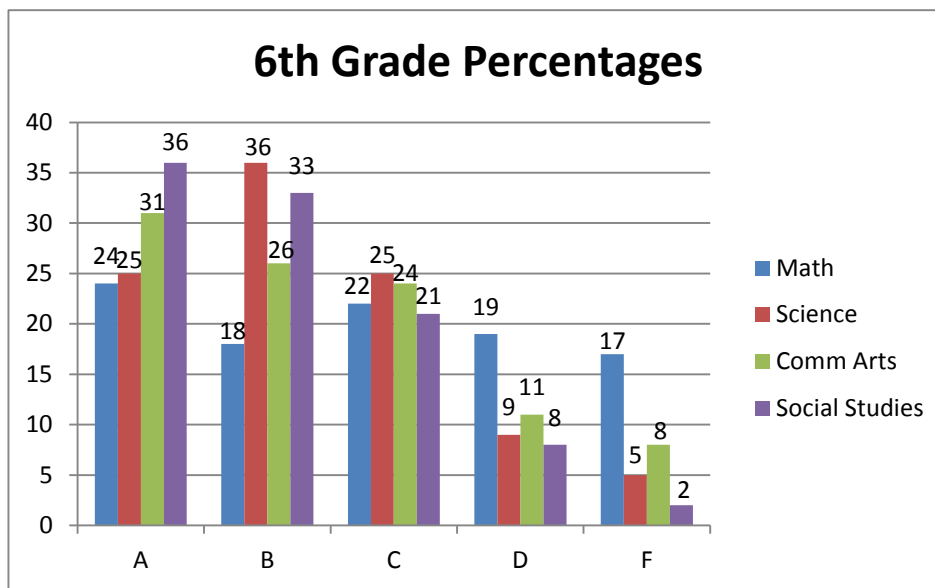
7th Grade

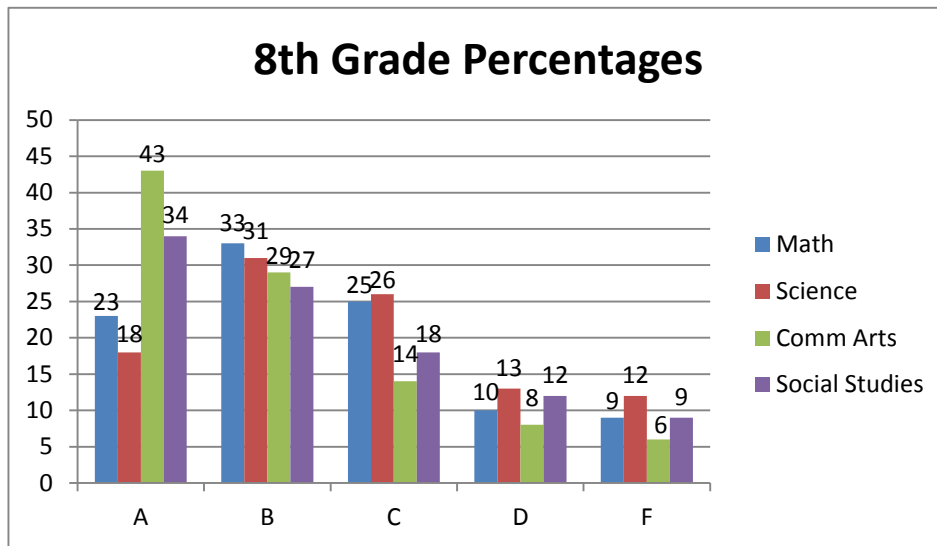
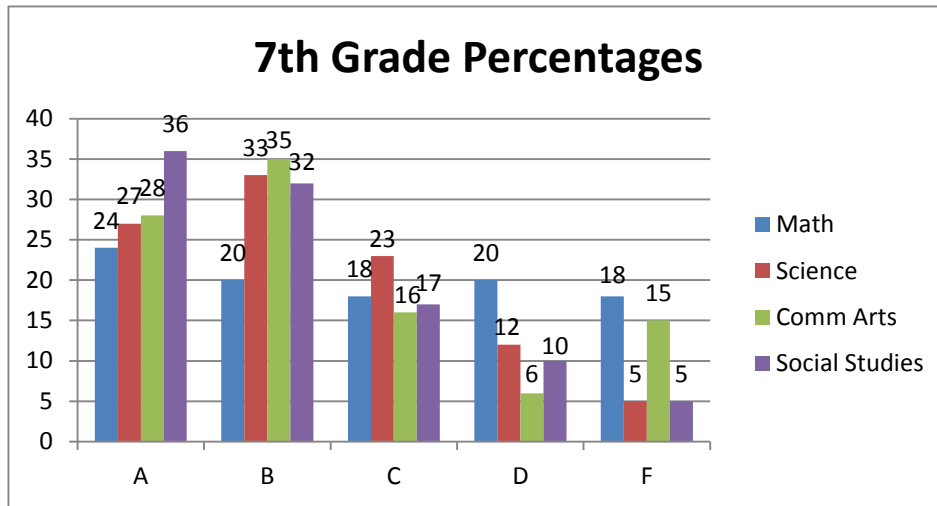
Content	A	B	C	D	F
Math	27	17	13	11	32
Science	13	21	19	20	27
Communication Arts	14	23	23	15	25
Social Studies	30	24	19	10	17

8th Grade

Content	A	B	C	D	F
Math	24	22	19	17	18
Science	11	17	17	17	38
Communication Arts	36	33	15	9	7
Social Studies	18	26	23	12	21

GRADE DISTRIBUTION 2nd QUARTER





CSIP 1: Student Achievement

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

90/90

	YTD as of 9/14/17	YTD as of 10/12/16	YTD as of 11/13/17	YTD as of 12/11/17	YTD as of 1/11/18	Feb	March	April	May	Total
Building Total 16-17	91.10	91.60	92.59	91.68	91.17	91.48	91.77	91.27	91.66	91.89%
17-18	88.75	92.34	92.01	91.48	91.22					

CSIP 2: Highly Qualified Staff

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

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	Total
Walk-Through	NA	58	66	49	26						

CSIP 3: School Environment

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

Drills conducted (listed)

- **Fire Drills: August 31st, October 13th**
- **Tornado Drill: September 7th**
- **Intruder Drill: August 23rd (staff only), October 3rd (district-wide), January 24th (district-wide)**

Discipline referrals

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	Total
Building Total 16-17	11	169	263	206	126	105	198	166	211	148	1603
17-18	19	184	195	220	154						
Bus Total 16-17	3	35	48	31	23	6	42	35	30	7	260
17-18	2	27	39	21	18						

CSIP 4: Family & Community

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

SCJH Open House Night – August 21st 6th grade 5-5:45, 7th/8th grade 6:15-7, Pizza Hut Family Nights (monthly throughout year), Papa John’s Family Night (monthly throughout year), Internet Safety Assemblies – School Resource Officer, Sgt. John Cline – September 7th, Parent Teacher Conferences were held October 25th and 26th.

Parent Teacher Conference Attendance Percentage

6th Grade

Team	% Attended	% Made Contact With
MVP	87%	95%
Dream Team	68%	86%
All Star	70%	80%

7th Grade

Team	% Attended	% Made Contact With
Cosmic Kids	55%	75%
Voyagers	51%	96%
Visionaries	54%	70%

8th Grade

Team	% Attended	% Made Contact With
Navigators	60%	98%
Dynamo	56%	81%
Sarah’s Champions	61%	72%

Smith-Cotton High School Board Report 2nd Quarter 2017-18 School Year

CSIP 1: Student Achievement

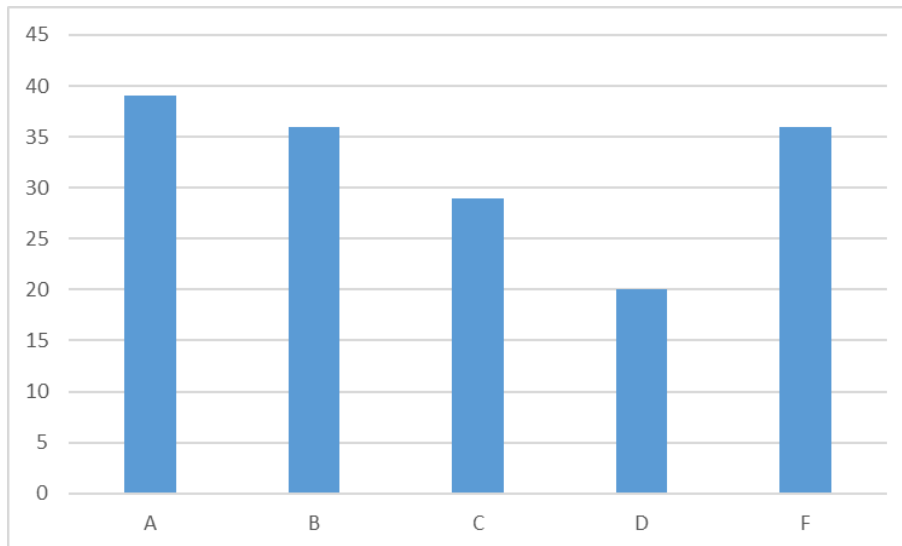
Objective 2: A minimum of 80% of Sedalia School District #200 students will be reading on grade level or above.

STAR

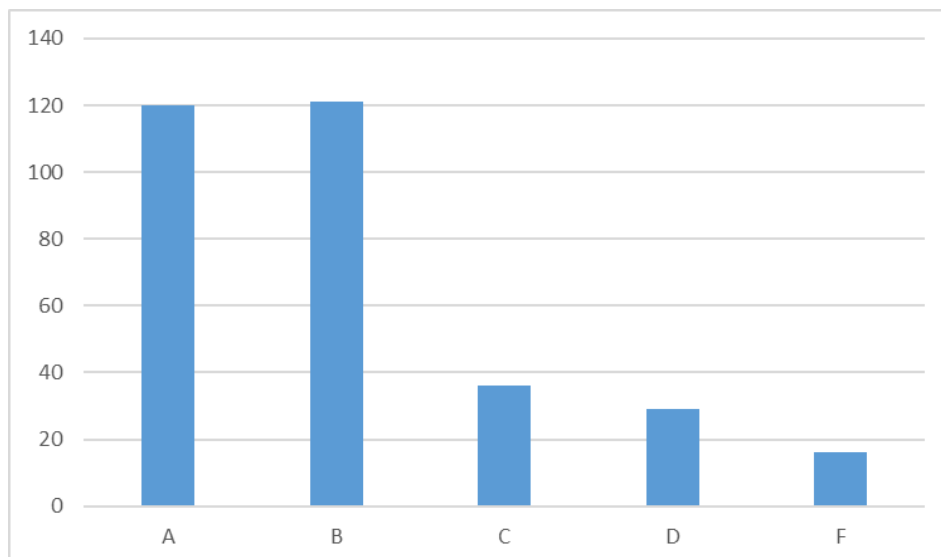
	Fall (% At Grade Level or Above)	Spring (% At Grade Level or Above)
9 th Grade 17-18	30.5	
9 th Grade 16-17	29.1	
10 th Grade 17-18	28.9	
10 th Grade 16-17	31.1	

EOC Courses Semester Exam Grade Breakdown

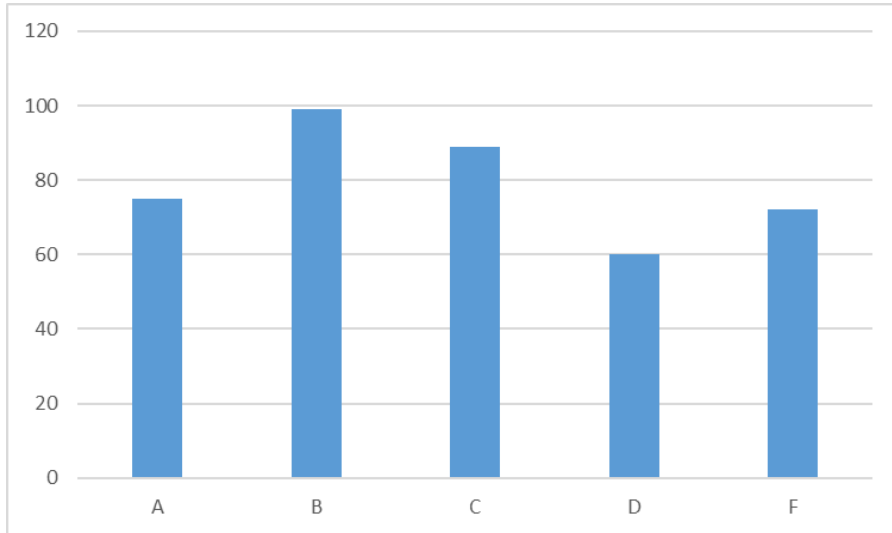
American Government



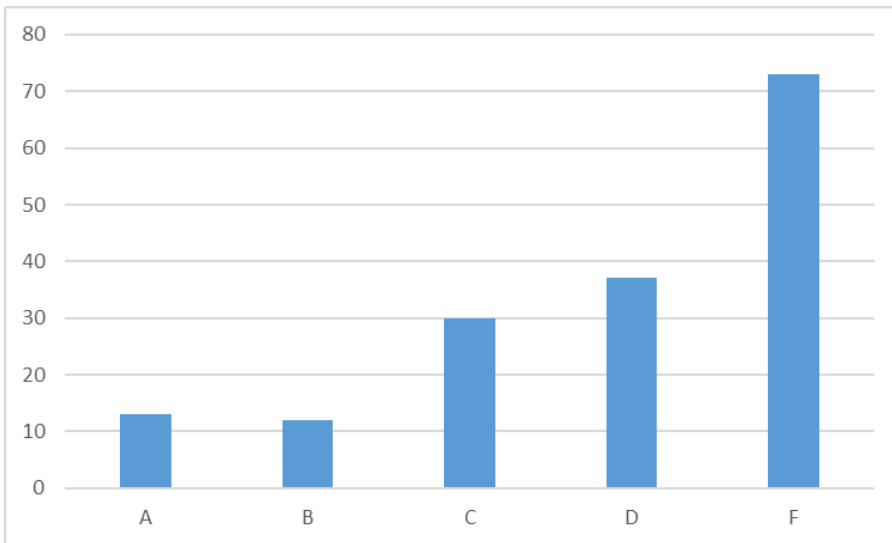
English II



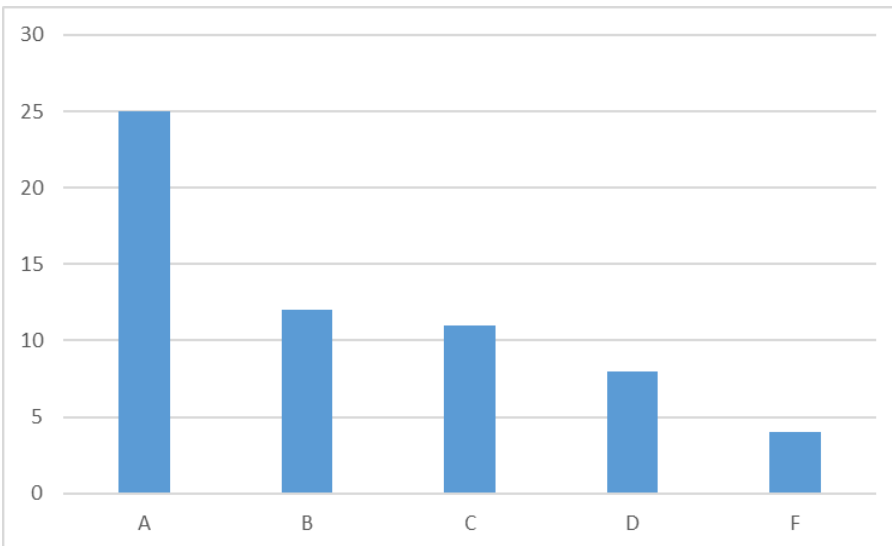
Biology



Algebra I



Algebra II



EOC Courses Grade Breakdown

Content	A	B	C	D	F
Biology	51	142	183	123	75
English II	108	124	57	25	16
Algebra I	8	23	52	53	31
Algebra II	41	34	10	1	0
American Government	42	51	49	22	9

CSIP 1: Student Achievement

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

Attendance – Percentage of Students Meeting 90% Criteria

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May
Percentage of Students	83.86	85.55	84.48	84.71	84.78					

CSIP 2: Highly Qualified Staff

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

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May
Walk-Through	10	35	33	39	36					

(Walk-Through numbers are current as of 10/20/17)

CSIP 3: School Environment

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

Drills conducted (listed)

Fire Drills: 8/29/17, 9/15/17 Drill scheduled for 10/4/17 with SFD has been rescheduled for the spring
(Procedures modified from last school year to accommodate additional building additions.)

Tornado Drills: 8/28/17

Intruder: 8/31/17, 9/20/17

Discipline Referrals

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May
Building Total 16-17	7	77	80	102	58	50	104	120	105	89
Building Total 17-18	9	103	132	155	119					
Truancy 16-17	1	10	6	10	7	7	18	16	18	11
Truancy 17-18	0	13	17	13	15					
Bus 16-17	0	7	12	12	0	6	9	4	4	4
Bus 17-18	0	9	11	16	12					

Truancy referrals are included in building total numbers. Bus referrals are not included in building total numbers.

*Discipline data for December is through the end of the second quarter (12/20/17)

CSIP 4: Family & Community

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

Parent/Teacher Conferences Attendance: 483/1,453 (33.2%)

All Grades Open House

Freshmen Parent Meetings

Homecoming Tours

Sedalia FIT Internships

Students of the Month for Rotary

Staff Community Café

Junior Ice Cream Social

Parent/Teacher Conferences

Winter Band Concert

Winter Vocal Music Concert

Winter Orchestra Concert

Whittier High School Board Report

Term 2

CREDIT DISTRIBUTION

9th Grade

	Com Arts	Math	Science	Social Studies	Non-Core
Day School	1	0	1	2	1
Night School	0	0	0	0	0

10th Grade

	Com Arts	Math	Science	Social Studies	Non-Core
Day School	4	4	5	5	11
Night School	1	0	2	1	4

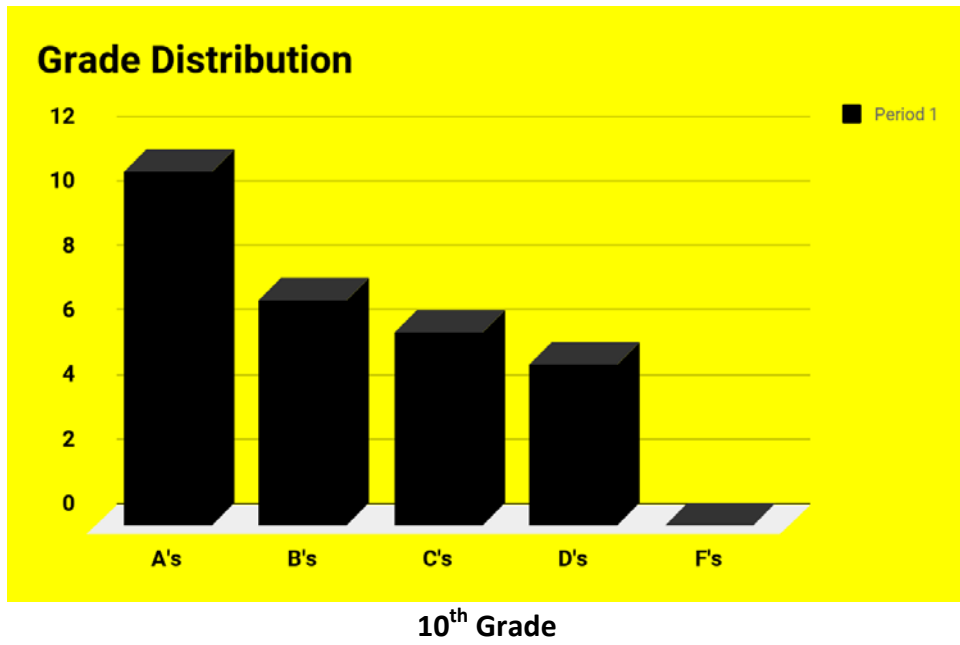
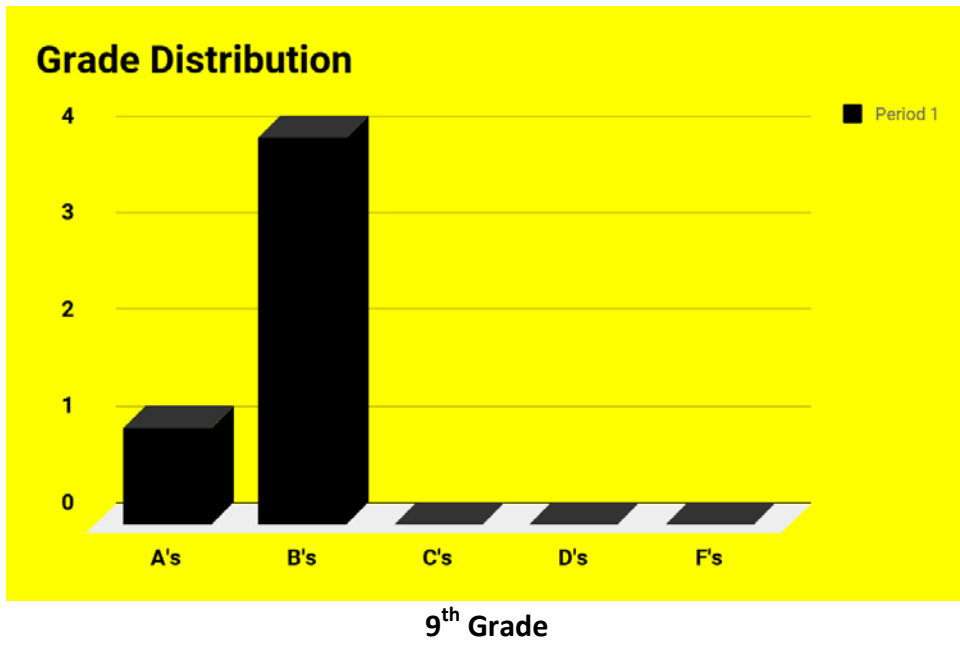
11th Grade

	Com Arts	Math	Science	Social Studies	Non-Core
Day School	24	14	14	23	37
Night School	4	2	2	1	5

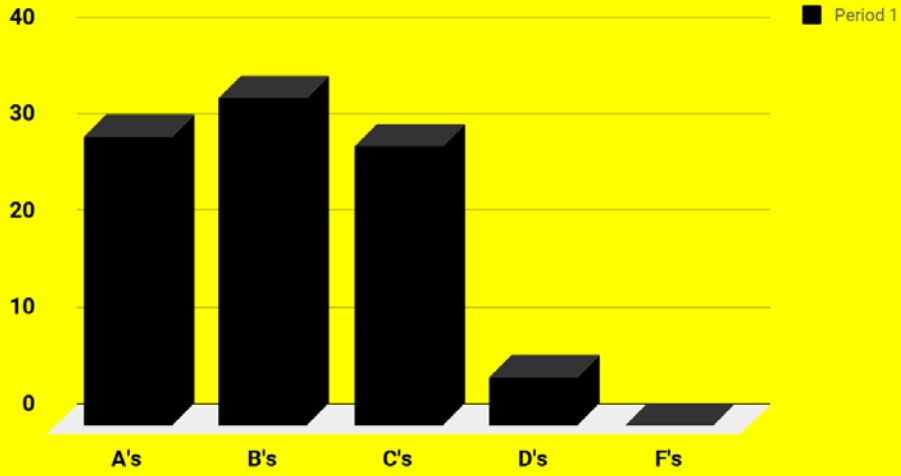
12th Grade

	Com Arts	Math	Science	Social Studies	Non-Core
Day School	4	5	4	6	16
Night School	3	2	3	3	10

GRADE DISTRIBUTION—DAY SCHOOL

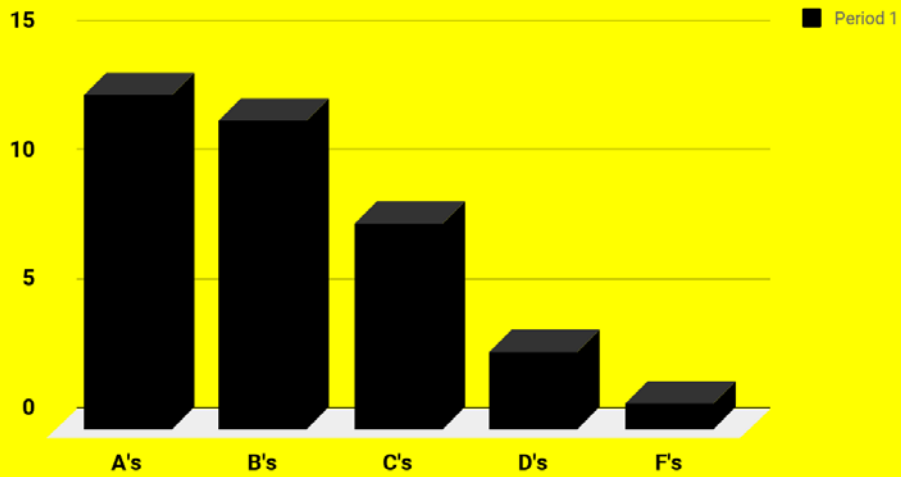


Grade Distribution



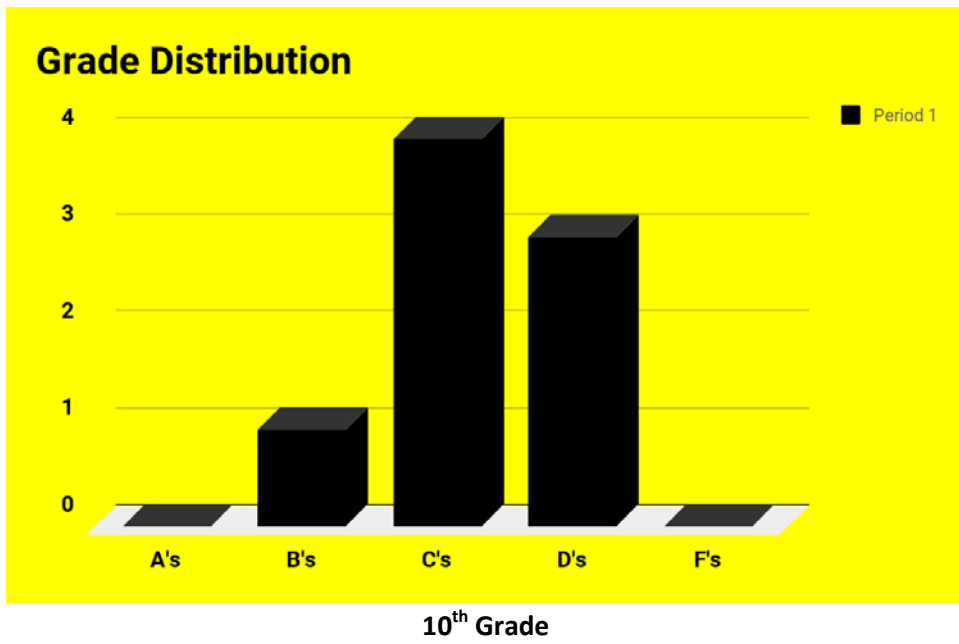
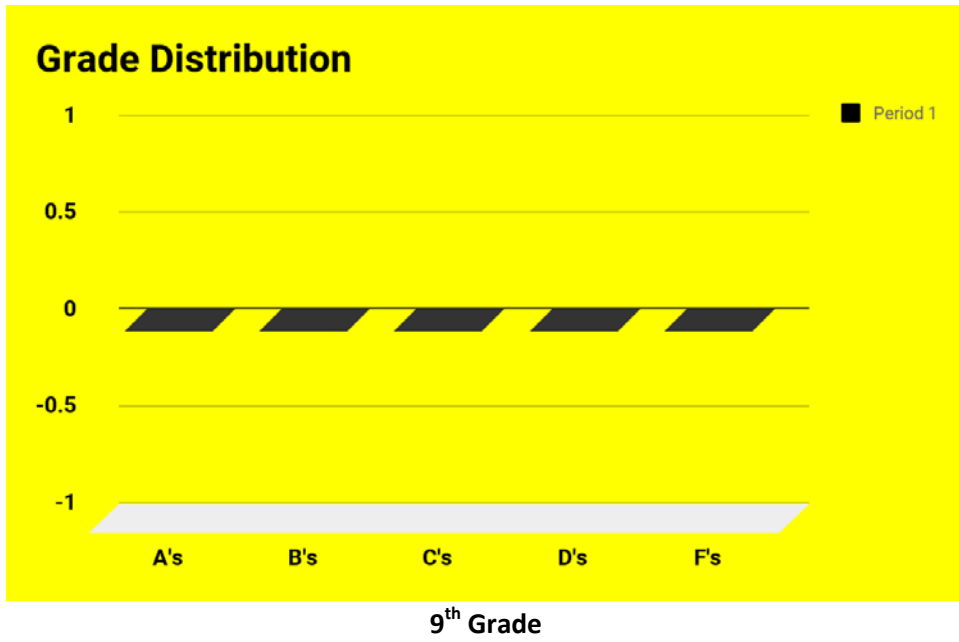
11th Grade

Grade Distribution

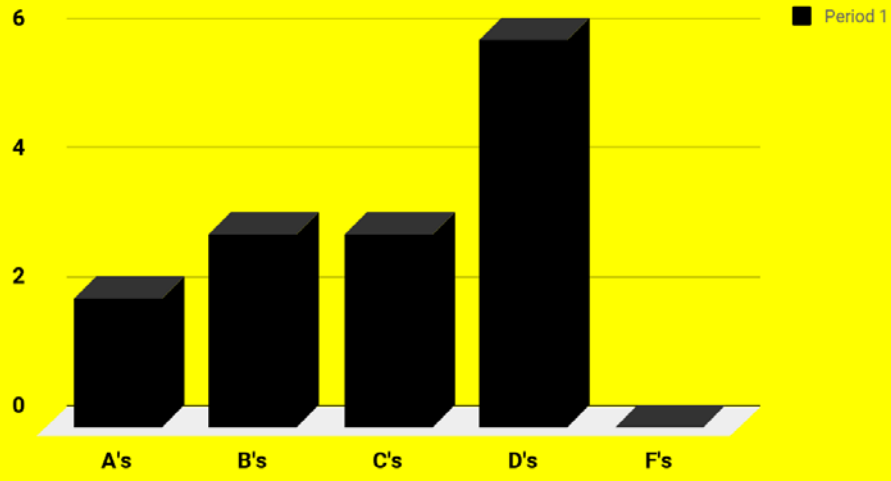


12th Grade

GRADE DISTRIBUTION—NIGHT SCHOOL

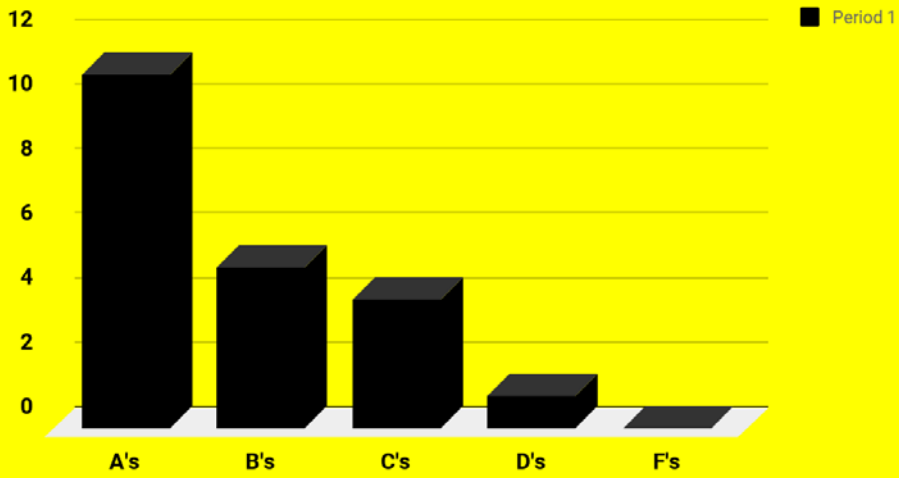


Grade Distribution



11th Grade

Grade Distribution



12th Grade

CSIP 1: Student Achievement

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

Average Daily Attendance

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May
Day School Total	95%	95%	93%	97%	92%					
Night School Total	86%	89%	96%	96%	93%					

Average – 90/90 Standard 4---- Day School

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May
On Target %	75%	86%	67%	85%	77%					
Year To Date	75%	78%	82%	91%	91%					

Average – 90/90 Standard 4---- Night School

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May
On Target %	56%	67%	91%	82%	83%					
Year To Date	56%	50%	82%	76%	92%					

CSIP 2: Highly Qualified Staff

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

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May
NEE Walkthroughs	0	12	12	12	12	12				

CSIP 3: School Environment

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

- **Fire Drills: August 31, October 3rd ,**
- **Tornado Drill: September 9th**
- **Bullying Assembly: September 7th**
- **Internet Safety Assembly: September 7th**
- **Intruder Training for Staff: August 22nd**
- **District Wide Intruder: October 3rd**
- **Earthquake Information: October 20th**

Discipline referrals

Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May
3	12	5	4	3					

CSIP 4: Family & Community

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

Building Activities

1. **Open House(s): August 23th**
2. **Skills Program**
3. **Lunch and Learn, October 11th, Nov 8th, Jan 10th**
4. **Fall Parent Teacher Conferences, October 25th and 26th**
5. **Volunteered at Open Door**
6. **Carved Pumpkins for Parks and Rec.**
7. **Community Santa**
8. **SOS--Signs of Suicide Prevention Program--Nov 2**
9. **Cooked and served lunch to Tambo Apartment residents--Dec 7th**

Parent Teacher Conference Attendance

Parents of 21 students were here during Parent Teacher Conferences. All of our parents in Day School and Night School were contacted through our Blackboard program via text.



SSD

Sedalia School District #200

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Superintendent

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

Steven G. Triplett, Ed.S.
Assistant Superintendent
Buildings & Grounds
Support Services

Harriet Wolfe, Ed.D.
Chief Finance Officer

Chris Pyle, Ed.S.
Director of
K-12 Special Education

Carla Wheeler, M.E.D.
Director of Curriculum
Instruction & Assessment

Bob Satnan, B.A.
Communications Director

**Accredited with
"Distinction in
Performance
2011-2012
2012-2013"**

Sedalia #200 is an equal
opportunity and affirmative
action employer

Date: January 22, 2018

To: Mr. Pollitt & Board of Education

From: Dr. Nancy Scott & Sedalia 200 Social Workers

Re: Donation from Sedalia Motorcycle Association

On behalf of Sedalia #200, we would like to extend our sincere appreciation to Sedalia Motorcycle Association for their generous monetary donation in support of our HOPE fund that helps to purchase essential items for our McKinney-Vento students.

Their donation was in the amount of \$1,000. It should be noted that this is the second donation of \$1000 made by the Sedalia Motorcycle Association to the HOPE fund.

Their generosity and support of our students are greatly appreciated.

Sincerely,

Nancy Scott, Ed.D.
Assistant Superintendent