Sweet Springs R-VII School District

600 E. Marshall Street

Sweet Springs, MO 65351

Central Office: (660) 335-4860

Elementary School: (660) 335-4388

High School: (660) 335-6341

Student/Parent Handbook

2022-2023

Adopted by the Board of Education: July 1, 2022

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Sweet Springs R-VII Mission Statement
The mission of the Sweet Springs R-VII School District is to help everyone realize their potential.

Sweet Springs R-VII Vision Statement
The vision of the Sweet Springs R-VII School District is to empower everyone to reach their fullest potential.

Sweet Springs R-VII Belief Statements

The Sweet Springs R-VII School District Community Believe In:

1. Providing an equitable, safe, and productive environment, physically and emotionally, for all individuals.
2. Cultivating positive partnerships, internally and externally, with all stakeholders, to foster strong learning outcomes.
3. Inspiring individuals to possess strong character and integrity to become model citizens.
4. Promoting lifelong learners and encouraging positive growth in all individuals.
5. The investment of all stakeholders to commit their time, resources, and energy to the district to ensure overall success for all.

School Board Members

Martha Dohrman, President
Robert Fuehring, Vice-President
Paula Staples, Treasurer
Darla Reid, Secretary
Crystal Hoyes, Board Member
Ricky Rennison, Board Member
Thomas Trautman, Board Member

The role of the District's Board is to govern the community's public schools by making the major decisions for the District as a whole. The Board collectively makes these decisions and individual Board members do not have the power to speak or act for the Board. The Board as a whole, by working with the Superintendent to make decisions that will best serve the District's students, will govern the community's schools. Accordingly, complaints or concerns made to Board members will be referred to the appropriate District point of contact for resolution.

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School Building Information and Contact Information

Sweet Springs R-VII District website: http://sweetsprings.k12.mo.us/
District Facebook: https://www.facebook.com/Sweet-Springs-R-VII-1593711880946375

The Sweet Springs R-VII District website includes information for each building such as calendar events, menus, online copies of the Student/Parent Handbook, and other important information.

Sweet Springs Elementary
600 E. Marshall
Sweet Springs, MO 65351
Phone: (660) 335-6348
Fax: (660) 335-4388

Sweet Springs Junior High/High School
600 E. Marshall
Sweet Springs, MO 65351
Phone: (660) 335-6341
Fax: (660) 335-6379

District Administration*:*

Lori Price, Superintendent
(660) 335-4860
lprice@sweetsprings.k12.mo.us

Tara Merrick, Director of Special Education
(660) 335-4860
tmerrick@sweetsprings.k12.mo.us

Kelley Weber, High School Counselor
(660) 335-6341
kweber@sweetsprings.k12.mo.us

Janell Castle, Elementary Counselor
(660) 335-6348
jcastle@sweetsprings.k12.mo.us

Jordan Palmer, Junior High/High School Principal
(660) 335-6341
jpalmer@sweetsprings.k12.mo.us

Tim Smith, Athletic Director
(660) 335-6348
tsmith@sweetsprings.k12.mo.us

Melanie Davis, Elementary Principal
(660) 335-6348
mdavis@sweetsprings.k12.mo.us

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Welcome Letter

Dear Students and Parents/Guardians,

Welcome to Sweet Springs R-VII School District! The Board of Education, administration, faculty and staff are eager and excited to begin another school year. Our hope is for each student to have the best school experience possible throughout their educational career at Sweet Springs R-VII. As students begin this new school year, they are encouraged to strive for excellence both inside and outside of the classroom environment.

Every student has the ability to reach their full learning potential given the appropriate tools, guidance and support. Please know District employees are here to assist and support students in reaching their full learning potential and to push them toward excellence. It is believed if you aspire to do great things, you will do great things if you put in the time, work, and effort required. With that in mind, students are asked to come to school every day prepared and ready to learn, while treating others with kindness and respect. We hope you have a wonderful school year and we are proud to have you in our Greyhound Family!

If at any time you have any questions or concerns, please do not hesitate to contact school personnel. Our desire is to do what is in the best interest of the students at all times and we look forward to working together with you to accomplish this.

Respectfully,

Lori Price
Superintendent

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Building Schedules

Preschool

Half Day Sessions, Tuesday through Friday
AM Session 7:50 – 11:20
PM Session 12:00-3:30

Elementary School

7:30 a.m.	Doors open to students
7:30-7:50	Students not eating breakfast may enter their homeroom classroom.
7:30 – 7:50	Breakfast served in the cafeteria
7:50	School begins. If a student arrives any time after the 7:50 bell rings, parents must check in their student(s) in the front office. Any child arriving to school after the 7:50 bell will be considered tardy.
3:30	Dismissal. Students will not be dismissed from within the school until after 3:30 p.m.

Junior High/High School

	START	***END***
Bell	*7:50*	
1st Hour	*7:55*	*8:45*
2nd Hour	*8:48*	*9:38*
3rd Hour	*9:41*	*10:31*
4th Hour & 5th Hour	*10:34*	*12:40*
****(Lunch time will fall within 4th and 5th Hours. Lunch shift is determined by class schedules.)***		
6th Hour	*12:43*	*1:33*
7th Hour	*1:36*	*2:26*
8th Hour (Pride Time)	*2:29*	*3:25*

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Academic Calendar I-100-S

Sweet Springs R-VII

2022-2023 School Calendar

August 2022

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2022

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2022

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2022

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2022

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January 2023

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2023

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March 2023

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April 2023

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May 2023

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June 2023

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

July 2023

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

School Closed
Early Release Day - 1:00pm
Parent Teacher Conferences

PD Professional Development (no school for students)
New Teacher Orientation
First and Last Day of School

Aug 2	New Teacher Orientation
Aug 22	Open House 6-7:30pm
Aug 23	First Day of School for students
Oct 14	End of 1st Quarter
Oct 24	Parent Teacher Conferences 11am-7pm
Dec 16	End of 2nd Quarter
Dec 19-Jan 2	Winter Break - no school

Jan 3	First Day Spring Semester
Mar 17	End of 3rd Quarter
Apr 7-10	Easter Break
May 25	End of 4th Quarter
May 25	Last Day of School - Early Dismissal 1:00pm
June 5-30	Summer School

169 Teacher Contract Days
152 Student Contact Days
17 Professional Development Days

7:50-3:30 Bell Time
7.2833 Hour Day - 1104 Hours Total (60 built in snow day hours)
June Summer School - 20 days

*BOE approved 4/14/22. Revised 5/11/22.

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Attendance and Absence Procedures S-115-S

Expectations for Attendance
Attendance is essential for learning. By law, all children must attend school from the age of 7 until the age of 17. Parents/guardians are accountable for the attendance of their child. The District will inform parents/guardians of their student's absence and support families when attendance becomes a concern. It is the responsibility of the student to make up work due to an absence. Students who wish to participate in school-sponsored activities must attend school the entire day on which the activity occurs, unless the principal has pre-approved the absence based upon special circumstances. The administration makes the final determination regarding whether an absence is excused or unexcused.

A student will be allowed six absences per class per semester. Notices of absences will be sent home periodically. If a student misses more than six days, the student is in danger of losing class credit for the semester and will have to appeal to the Attendance Review Committee. Additionally, if a child is absent more than 10 days during a semester, the Department of Family Services will be contacted (unless a doctor's excuse note has been provided).

If a student misses more than six days, written medical records need to be provided from a doctor. It is the student's responsibility to get and complete all make-up work. The student will be given the amount of time missed due to an excused absence to complete the work. (ex. 1 day make-up for each day missed.) Students will be required to take any test scheduled, or hand in homework, that was announced prior to the absence, on the day they return to school. Tests, or homework, scheduled and announced during an absence will be treated the same as other make-up work. Any work not completed in the allotted time may be entered in the grade book as a zero. Any student arranging to be absent for any personal reasons or a school function must make arrangements with their teachers prior to leaving for any tests/homework or those assignments could be subject to zeroes in the grade book for those absences. Any out-of-school suspension is unexcused and no make-up work is allowed. When a student is absent from school, the principal or his representative will call the parents to verify the reason for absence.

Procedures for Reporting an Absence
When a child is absent it is the parents' responsibility to contact the building office by 9 a.m. on the day of the absence. A doctor's note should be provided when a child misses school for a doctor's appointment. If the parent does not contact the school within two school days of a student's absence the absence will be counted as unexcused.

Excused Absences
Parents or students must provide proper notification and documentation to the school showing the absence was unavoidable for an absence to be excused. It is the responsibility of the student to make up work with teacher support when a student's absence is excused.

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Parents must report a student's absence by 9 a.m. on the day of the absence. The school will contact parents who do not report a student's absence by the designated time. When a student is released early from school to a parent or guardian, it constitutes an absence. In general, prior notification is required when a student is dismissed early, and the student must be checked out through the office. The administration may request documentation to determine whether an absence is excused. Excused absences are allowed for:

- Illness of the student
- Medical appointments that cannot be scheduled outside the school day
- Serious illness or death of a family member
- Religious observances
- School-sponsored activities (e.g., field trips, athletics, competitions, etc.)
- Court appearances or other legal situations beyond the control of the family
- Emergency situations as approved by the principal
- Visits from a parent or guardian on active military duty who is on leave from or will be immediately deployed, or immediately returned with notification and approval of the principal
- Suspensions
- An absence which has been requested and approved in advance by the principal due to exceptional circumstances. In these situations, make-up work should be requested in advance of the absence and any tests, projects, or in-class assignments will be made up at the direction of the teacher.

Unexcused Absences
Absence for reasons other than the categories of excusable reasons, or that does not have the proper documentation for an excused absence as determined by the principal, will be considered unexcused. It is the student's responsibility to get and complete all make-up work. The student will be given the amount of time missed due to an excused absence to complete the work. (ex. 1 day make-up for each day missed). Excessive, unexcused absences will result in written notice from the principal to the parents/guardians. The principal may request a parent/guardian conference to discuss attendance concerns and a collaborative plan may be developed to remove barriers to attendance. When attendance remains problematic, the school may contact the appropriate agencies and/or authorities for assistance.

Late Arrival/Tardiness
A late arrival or tardy occurs when a student arrives after the expected class period has begun, as determined by the District. The District will count tardiness as an absence.

> <u>High School</u>: Students are tardy if they are not in the classroom when the tardy bell rings. If a student is tardy, the student is to report to the attendance clerk in order to be issued an admit slip prior to reporting to class. Students who are tardy more than three times in one semester will be assigned a day of after-school

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detention and an additional day for each subsequent tardy. Students with more than five tardies in a semester may be suspended.

Truancy
Truancy is when the student is absent from school without permission of the parents/guardians or school official. Truancy includes, but is not limited to, skipped classes, falsely informing the school about the reason(s) for the absence, or absences that have not been pre-arranged and pre-approved as excused. The District may assign disciplinary measures for truancy. Truancy will be handled on an individual basis, but the student will typically be required to make up for lost time. The timelines for turning in make-up work and any impact on grading will be according to the guidelines of the building and at the direction of the teacher. Families are entitled to appeal assigned consequences to the Superintendent or designee.

Preschool Attendance: A student will be allowed ten excused absences per semester. If a student misses more than ten days due to illness, written medical records need to be provided. Notices of absences will be sent home periodically. If a child misses more than ten days during a semester, attendance records will be looked at more closely. A child missing more than ten days per semester of preschool will be in jeopardy of losing their spot. When your child is not in attendance at school he/she will not be allowed to attend after school functions in the evening of the same school day. Special circumstances will be at the discretion of the building principal and should be cleared through him/her prior to the time of the after-school function.

Dress Code S-180-S
The purpose of a dress code is to contribute to a safe, healthy environment that protects students and maintains a focus on learning. The dress code included in this handbook provides guidance to students and parents as to what constitutes appropriate attire for school and school activities. District administrators have the discretion to determine whether a garment or manner of dress not specifically described below is appropriate attire for school and school activities and/or causes a disruption to the educational environment. Administrators have the authority to take action to address dress code matters as they arise. The following District guidelines should be observed:

Dress Code Expectations and Prohibitions
Shirts and shoes must be worn. Clothing should be properly fitted (not overly restrictive or loose). Coverage of the body is expected. Therefore, the following garments are not permitted:

1. House shoes or slippers;
2. See-through garments;
3. Tops that are backless, strapless, low-cut, bare-midriff, have overly-large arm openings; or spaghetti straps;
4. Clothing that does not cover undergarments when a student is sitting or standing;
5. Undergarments worn as outer wear;

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6. Clothing that does not reach to finger-tip length*;*
7. Holes in pants that are above finger-tip length unless patched;
8. Clothing with profane, obscene, or otherwise inappropriate language;
9. Clothing with words, symbols or images that promote illegal, sexual, or violent behavior;
10. Clothing with advertisements or promotion of alcohol, tobacco, or drugs;
11. Language or symbols that promote gangs;
12. Hats and hoods (hooded sweatshirts worn up);
13. Do-rags;
14. Handkerchiefs;
15. Sunglasses;
16. Face paint;
17. Overly-dramatic make-up;
18. Other wear that restricts the line of sight of a student's face and/or facial recognition may not be worn (although exceptions will be made by the principal for head coverings that have religious significance, are worn for medical reasons, or are for a specific, school-sponsored event);
19. Blankets carried or worn as coats or wraps while in the building;
20. Heavy or loose chains, or straps that create a safety risk.

Additional Dress Code Information
Courses and/or class activities that require observance of specific safety requirements may require adjustments of a student's clothing, accessories, or hair style for the duration of the class (e.g., hair pulled back and/or hair nets for culinary classes or other safety wear, etc.). Other dress code requirements may be articulated for students participating in certain extracurricular activities.

Violations of the District dress code will be addressed with remedial actions and/or consequences.

Dress code information specific to Pre-School: During the school year weather will vary drastically. It is the parent's responsibility to see that their child is dressed appropriately for the current weather. Recess will be outside when weather permits and that also needs to be taken into consideration. Please also consider how able your child is to dress himself/herself and choose clothes that maximize that ability. Desirable dress includes: few fasteners, armholes and sleeves of appropriate size. It is requested that students not wear sandals or flip flops, to prevent injury, while in attendance at preschool.

Food Service Program F-285-S

Breakfast
Elementary (K-6):
Breakfast: $1.30
Extra Milk: $0.40

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Jr./Sr. High School (7-12):
Breakfast: $1.30, Extra Milk: $0.40
Adult: Breakfast: $1.80, Extra Milk: $0.40

Lunch
Elementary:
Lunch: $2.40
Extra Milk: $0.40

Adults/Jr./Sr. High School:
Lunch: $2.65
Adult: $2.75
Extra Milk: $0.40

Free and Reduced Lunch Application
When a student is enrolled and/or registered in the District, an application for free and reduced breakfast and lunch is provided. These forms are available at any other time through the building principal's office. A la carte prices vary and are not applied at free and reduced prices. Reduced Breakfast is 30 cents and reduced lunch is 40 cents.

Adult Visitors for Lunch
Parents are welcome and encouraged to come and eat lunch with their child. Please make prior arrangements with the office at least 24 hours in advance of your visit. Upon arrival, you will be required to check-in at the office and pay for lunch if you are eating the school lunch. If a parent needs to bring food, or anything else to school, the parent must take the food to the office and the office will deliver the food to the student.

Sweet Springs R-VII maintains a closed lunch environment. Students may not leave campus during lunch. Students must sign up for lunch during either 1st or 6th periods and will eat only if signed up. All students will be required to go to the cafeteria or commons during their lunch period, regardless of whether they do or do not eat lunch. They will remain in the cafeteria until the entire group is dismissed. Students who eat sack lunches will eat these lunches in the cafeteria or commons. Checks for lunch fees will be applied to lunch fees only with no change for cash.

Allergy Prevention and Response S-145-S
The District is required to ensure students with allergies are safe at school through planned prevention and response to a student's allergic reaction. For purposes of District policy and related procedures, an allergic reaction occurs when the immune system overreacts to a typically harmless substance and may be mild to life-threatening. Allergy prevention and response protocols apply to all school locations, including nonacademic, school-sponsored activities and transportation provided by the District. The Board authorizes the Superintendent or designee to develop and implement procedures to protect the health and well-being of students with significant allergies.

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Building-Wide and Classroom Approaches
Snacks and other treats to be shared with students in the classroom must be purchased at retail stores and brought to school in their original sealed packages. This policy is for the health and safety of all students. We are unable to accept homemade baked goods for any occasion.

Parents/guardians should provide, at the time of enrollment, information on any allergies the student may have. The school nurse may request written permission from the parents/guardians to communicate with a student's health care provider as needed. Staff members are trained annually on risk reduction strategies, symptom recognition, and response procedures. The school nurse has an emergency kit available and accessible in all school buildings containing prefilled auto syringes of epinephrine and asthma-related medications as allowed by District rules. If a student has asthma, the parent should contact the school nurse and provide any related medications in accordance with District rules.

The District will provide age-appropriate education for students, consistent with state learning standards, including potential causes of allergic reactions, information on avoiding allergens, symptoms of allergic reactions, and simple steps a student can take to keep classmates safe.

All processed foods, including food sold in vending machines, are labeled with a complete list of ingredients on each individual package. Ingredient lists will be created for all food provided through the District's nutrition program, including before- and after-school programs, which are available upon request. This also applies to items sold as part of concessions, fundraisers, and classroom activities.

Individual Approaches
The District will evaluate and determine whether a student's allergies rises to the level of a disability that require accommodations through the provisions of an Individual Education Plan (IEP) or Section 504 Plan (504). For those students who have allergies that do not rise to the level of disability, a designated team may develop an Individual Health Plan (IHP) and/or Emergency Action Plan (EAP). Staff who have a need to know about a student's allergies and plan will be informed and trained, and all staff members will follow any IEP, 504 Plan, IHP, and/or EAP.

A student's health information and individualized plan will be kept confidential and not shared with those who do not have a need to know unless authorized by the parent/guardian or as allowed by the Family Educational Rights and Privacy Act (FERPA). The District will communicate and collaborate at least annually with parents/guardians regarding the student's allergies, medications,

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restrictions/precautions, emergency contacts and any other relevant information to keep the student safe.

Health Services S-215-S

Health services are provided under the direction of a school nurse. The school nurse for your student's building may provide services in other buildings as well. Although the nurse may be not physically present at all times in a specific building, the nurse is always on call and there are trained employees in the building to provide first aid, dispense medication, and support the needs presented in the health office.

Illnesses/Injuries

A student who is too ill to remain in class should obtain a pass from his/her teacher to report to the nurse's office. The school nurse will determine if the student is to remain in school or parents will be contacted to come and take the student home. Prescription or over-the-counter medicine brought from home must be submitted directly to the nurse along with the proper permission forms completed and on file.

Sick Child Policy

Under no circumstances can a parent bring a sick child to school if the child shows any signs of illness (symptoms requiring removing of child from school), fever of 100 degrees or above, vomiting/diarrhea or a communicable disease/illness. Sick children expose all children and staff members with whom they have contact with. Children and staff can become ill due to exposure to your sick child, because he/she was returned to school before full recovery or because he/she was not picked up promptly upon notice of becoming ill, your cooperation is extremely important.

Sick children must stay home from school and remain home until free of symptoms for 24 hours, without use of fever reducing medications.

In the event a child becomes ill and needs to be picked up from school, a parent/guardian will be called and that parent/guardian is expected to pick the child up within one hour. If parent/guardian cannot pick up child within one hour, they will need to contact someone that can come pick up child. If a parent/guardian cannot be reached, or has not arrived within an hour, the emergency contact persons will be called to pick up that child.

Health Screenings

Annually, the District provides vision, hearing, and dental screening for students. Parents will be contacted prior to these routine health screenings and provided the opportunity to opt-out.

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Health Office
If you have any questions, please contact Tara Merrick, Director of Student Services, 600 East Marshall Street, Sweet Springs, MO 65351; (660) 335-4860; tmerrick@sweetsprings.k12.mo.us.

Administration of Medication S-135-S
All medication is kept in the health office and no medication will be dispensed without written parental permission, including over-the-counter medication. Many medications can be given at home before or after school. When this is not possible, medication should be brought directly to the health office and must be accompanied by the following information:

Non-Prescription Medication

- A completed medication administration form must accompany the medication and be signed by the parent/guardian.
- A written order signed by the student's physician or licensed health care provider must be provided with the diagnosis and instruction for the use of over-the-counter medication that will be given longer than 5 days.
- Over-the-counter medication must be picked up by the parent/guardian after the medication schedule is complete. Medications not picked up within 2 weeks will be disposed of properly.
- If a student has a health concern that requires medication on an as-needed basis, specific written orders must be signed by the student's physician or licensed health care provider with instructions as to when and under what circumstances the medication is to be administered.
- Over-the-counter medication must be brought to school in the original manufacture packaging with a current date of expiration. Expired medications will not be given. The medication must have the student's full name written on the bottle or package.
- Over-the-counter medications will only be given as directed per manufacturing packaging recommendations unless written instructions from the student's physician is provided.
- These medications include, but are not limited to, allergy medication, decongestants, cough syrup, ibuprofen (Advil), acetaminophen (Tylenol), cough drops, or other. Over-the-counter medications such as homeopathic supplements, vitamin supplements, and nutritional supplements will not be administered.

Prescription Medication

- A completed medication administration form must accompany the medication and be signed by the parent/guardian.
- Prescription medication must be sent to school in the original prescription container. The pharmacy label must contain the current date, student's full name, name of medication and dosage, times to be given/instructions,

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and the physician's name. The pharmacy will provide an additional container with prescription label information for school use if you let the pharmacist know.

- Prescription medication will only be given as directed per the pharmacy label. All prescribed medication that requires a ½ tablet dose should be cut in half by the pharmacy or the parent/guardian before bringing it to school.

Self-Administration of Medication by Students, Grades 7-12:

- Students are not allowed to carry any medication that is not considered a lifesaving classified "medication" as that term is defined pursuant to § 167.627, RSMo.
- Any student who will be carrying and/or self-administering inhalers for asthma, auto-injectors for anaphylaxis, or insulin pens for diabetes, must have a self-administration medication form filled out and signed by the student's parent/guardian and physician with indication for use and instructions. This form must be on file in the nurse's office.

All medications, prescription and over-the-counter, must be provided by the parent/guardian and delivered to and from school by the parent/guardian. Unused medications must be picked up before the last day of school by a parent/guardian. All medications not picked up by the end of the school year will be disposed of properly by school staff. All medication administration information must be provided each school year.

The District will not administer any medication without a written consent from the parent/guardian. The first dose of any medication will not be given by school personnel. During field trips/school events off campus, only scheduled daily medications and emergency medications (inhalers, epinephrine pens, etc.) will be sent with the teacher/staff.

When a student has a health condition which needs accommodation or may necessitate emergency care, it is important that the school nurse be informed. Examples of a health condition that would need to be shared with the school nurse include severe allergies, asthma, diabetes, hearing loss, seizure disorder, etc. This would include situations when a physician recommends a student assume responsibility for self-medication. The nurse may request a release of information from the student's health care provider and the information may be shared with necessary District staff members on a need to know basis. Please contact the school nurse.

Communicable Diseases F-245-S

Parents/guardians must notify the District if their student has a communicable disease. Parents/guardians will be required to provide written approval from the student's treating physician in order for their student to attend school. The District reserves the right to prevent student attendance until clarification or implementation of

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precautionary measures are in place. Parents/guardians are required to notify the District if they are enrolling or have a student attending school who is HIV positive.

Medical information of students is highly confidential, and the District will take necessary steps to protect the medical information of students and ensure that such information is released only to those with a need-to-know and/or individuals and entities who are required by law to be notified of certain health and medical information.

Students with a communicable disease who exhibit behaviors that increase the chances of their condition being spread to other individuals, may be subject to discipline in accordance with the discipline code, and state and federal law.

Immunizations and Vaccinations
It is unlawful for any student to attend school unless the student has been immunized according to Missouri School Immunization Law or unless a signed statement of medical or religious exemption is on file at the school, which is described in all enrollment information. Parents/guardians should bring immunization records at the time of enrollment and obtain additional immunizations as required by state law.

Student Insurance S-140-S
The District recommends student accident insurance for the protection of a student and parents/guardians. It is the responsibility of the parents/guardians to arrange insurance coverage as the District does not assume financial responsibility for student injuries. The District does, however, make an optional student accident group plan available for students, for which a carrier is named and rates established annually. Information regarding this plan will be sent home with students at the beginning of school. Families and/or students must deal directly with the insurance carrier to obtain information about available coverage and policies.

Students participating in interscholastic athletics are required to have insurance coverage. This may be in the form of either family coverage or the coverage offered through the District. Missouri State High School Activities Association (MSHSAA), requires that a student be covered through insurance before being allowed to practice or compete for a school team. The student will not be allowed to participate in interscholastic practices or competitions until proof of insurance is provided.

The District also provides information about MO HealthNet for Kids (MHK), Missouri's Medicaid program, to qualifying families who enroll students in the District. Parents who complete an application for free and reduced-priced meals (FRL), and who indicate on the application form a child does not have insurance, will be notified by the District that the MHK program is available. Forms for MHK will be provided with registration packets and may be accessed at: https://dese.mo.gov/media/pdf/attachment-l-does-your-child-need-health-care-coverage or https://dssmanuals.mo.gov/wp-content/uploads/2020/09/IM-1SSL-Fillable-Secured-6-24-21.pdf.

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Student Records S-125-S

Access to and Release of Student Information

All parents/guardians may inspect and review their student's education records, seek amendments, consent to disclosures and file complaints regarding the records as allowed by law. The parents'/guardians' rights relating to the education records transfer to the student once the student becomes an eligible student; however, parents/guardians maintain some rights to inspect student records even after a student turns 18. The District allows access to records to either parent, regardless of divorce, custody or visitation rights, unless the District is provided with legal documents that the parent's rights to inspect records have been modified.

Directory Information

Directory information is information about a student that generally is not considered harmful or an invasion of privacy if disclosed without the consent of a parent or eligible student. The District will designate the types of information included in directory information and may release this information without obtaining consent from a parent or eligible student unless a parent or eligible student notifies the District in writing. Parents and eligible students will be notified annually of the information the District has designated as directory information and the process for notifying the District if they do not want the information released. Even if parents or eligible students notify the District in writing that they do not want directory information disclosed, the District may still disclose the information if required or allowed by law. For example, the District may require students to disclose their names, District email addresses in classes in which they are enrolled, or students may be required to wear or display a student identification card that exhibits information designated as directory information. The District designates the following items as directory information:

> *General Directory Information*: The following personally identifiable information about a student may be disclosed by the District without first obtaining written consent from a parent or eligible student: Student's name; date and place of birth; parents' names; grade level; enrollment status (e.g., full-time or part-time); student identification number; user identification used by the student for the purposes of accessing or communicating in electronic systems as long as that information alone cannot be used to access protected educational records; participation in District-sponsored or District-recognized activities and sports; weight and height of members of athletic teams; dates of attendance; degrees, honors and awards received; artwork or course work displayed by the District; schools or school Districts previously attended; and photographs, videotapes, digital images and recorded sound unless such records would be considered harmful or an invasion of privacy.
>
> *Limited Directory Information*: In addition to general directory information, a student's address, telephone number and email address; and the parents' addresses, telephone numbers and email addresses may be disclosed to: school

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officials with a legitimate educational interest; parent groups or booster clubs that are recognized by the Board and are created solely to work with the District, its staff, students and parents and to raise funds for District activities; parents of other students enrolled in the same school as the student whose information is released; students enrolled in the same school as the student whose information is released; governmental entities including, but not limited to, law enforcement, the juvenile office and the Children's Division (CD) of the Department of Social Services.

Military and Higher Education Access
The District will disclose the names, addresses and telephone numbers of secondary school students to military recruiters or institutions of higher education as required by law. However, if a parent or a secondary school student who is at least 18 submits a written request, the District will not release the information without first obtaining written consent from the parent of the student/eligible student.

Release
Parents or guardians may designate additional adult(s) to have access to their student's records by requesting a Family Educational Rights and Privacy Act (FERPA) release form from the building Principal.

Notice
Parents/Guardians and/or eligible students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

<u>Personnel Records E-190-S</u>

The District is required to inform you that, according to the Every Student Succeeds Act of 2015 (Public Law 114-95), upon your request, the District is required to provide you in a timely manner, the following information:

- Whether your student's teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether your student's teacher is teaching under emergency or other provisional statute through which State qualification or licensing criteria have been waived.
- Whether your student's teacher is teaching in the field of discipline of the certification of the teacher.
- Whether your student is provided services by paraprofessionals and if so, their qualifications.

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In addition to the information that parents may request, a building receiving Title I.A funds must provide to each individual parent:

- Information on the level of achievement and academic growth of your student, if applicable and available, on each of the State academic assessments required under Title I.A.
- Timely notice that your student has been assigned, or have taught for 4 or more consecutive weeks by, a teacher who has not met applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

Parent Information Resource Center: The Parental Information and Resource Center (PIRC) program is funded by the US Department of Education, Office of Innovation and Improvement, established to provide training, information, and support to parents and individuals who work with local parents, districts, and schools that receive Title I.A funds. Information is available by accessing **http://www2.ed.gov/programs/pirc/index.html**

Visitor Procedures C-155-S

For student purposes, all visitors MUST use the main entrance, report to the principal's office, and sign in and out upon arrival and departure. No one will be allowed to enter the hallways or classrooms without permission from the office and without a visitor's pass. If you need to pick up your child before the end of the school day, come to the office and your child will be called to the office.

The District encourages parents to visit their child's classes and to become familiar with instructional practices of the teachers; however, because classroom visits may present issues with student privacy and/or can be distracting to the educational environment, the District reserves the right to deny any request to visit a classroom. If you wish to visit your child's room for an afternoon or morning, please contact the Principal's office at least 24 hours in advance. We are happy to have parents in attendance, but we need prior knowledge of your plans. All visitors will receive a visitors' badge to wear during the duration of their visit to the school. All student visitors must be 10 years of age or older and must have received prior permission from the Principal in order to visit. Visiting students must obey and conform to all school rules and regulations. Visitors will not be permitted the last week of school. You are also encouraged to eat lunch with your child. If you wish to do so, please let the office know when you arrange your visit, so the cooks will know to expect you.

Transportation Services F-260-S

All students riding a bus to school are subject to District rules and regulations. Any misbehavior which distracts the driver is a hazard to the safe operation of the vehicle and as such creates unnecessary safety risks for other children.

Riding District transportation to school, and on extracurricular activities is a privilege that can and will be removed if regulations are not followed. The bus driver is in charge of students and the bus. The driver has the right to assign students to seats and enforce

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proper conduct. Any student that does not obey the driver promptly and in an orderly manner will be reported to the building principal. Students will be disciplined in accordance with the District's Student Discipline Policy and rules.

Student Discipline S-170-S

Student Code of Conduct
The District believes students deserve the right to participate and learn in a safe environment which allows teachers to focus on instruction that accelerates achievement. To ensure that school is a quality atmosphere for all students at all times, the code of conduct and discipline policies outline consequences for misconduct that occurs at school, during a school activity whether on- or off-campus, on District transportation, or misconduct that involves the use of District technology. All District personnel are responsible to supervise and hold students accountable for violations of discipline rules.

Failure to obey standards of conduct may result in, yet is not limited to, verbal warning, community service, confiscation of property, principal/student conference, parent contact, loss of credit, grade reduction, course failure, removal from extracurricular activities, revocation of privileges including transportation, parking and technology privileges, detention, in- or out-of-school suspension, expulsion, and report to law enforcement. For offenses involving academic integrity, the student may also be subject to a loss of credit for work, a grade reduction, and/or course failure. The Board authorizes the immediate removal of a student who poses a threat to self or others as determined by the principal, Superintendent, or the Board.

Any student who is suspended for any serious violation of the District's Student Discipline policy shall not be allowed while suspended to be within 1,000 feet of any school property or any activity of the District, regardless of where the activity takes place, unless:

(1) Such student is under the direct supervision of the student's parent, legal guardian, or custodian and the Superintendent or the Superintendent's designee has authorized the student to be on school property;
(2) Such student is under the direct supervision of another adult designated by the student's parent, legal guardian, or custodian, in advance, in writing, to the principal of the school which suspended the student and the Superintendent or the Superintendent's designee has authorized the student to be on school property;
(3) Such student is enrolled in and attending an alternative school that is located within one thousand feet of a public school in the District where such student attended school; or
(4) Such student resides within one thousand feet of any public school in the District where such student attended school in which case such student may be on the property of his or her residence without direct adult supervision.

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If a student engages in an act of violence, a school administrator will report the information to teachers and other District employees who are responsible for the student's education or otherwise interact with the student on a professional basis while acting within the scope of their assigned duties. Additionally, school administrators will report to the appropriate law enforcement agencies any crimes as required by law.

Corporal punishment is strictly prohibited as a method of discipline. Reasonable force may be used, when necessary, for the protection of a student or others and property. The District limits the use of seclusion or restraint to situations or conditions in which there is imminent danger of physical harm to self or others. Students with disabilities will be disciplined in compliance with state and federal laws per the Individuals with Disabilities Act (IDEA), Section 504 of the Rehabilitation Plan, and any regulations and state and local compliance plans, which includes due process rights as afforded to all students. Additionally, a student's Individual Education Plan (IEP), including any portion that is related to past or potentially future violent behavior, will be provided to appropriate staff members with a need to know.

Information regarding a student's misconduct and discipline is confidential and only shared with those who have a need to know. Teachers and other authorized District personnel shall not be civilly liable when acting in conformity with District policies, including the discipline policy, or when reporting acts of school violence to a supervisor or other person as mandated by law.

The District discipline policy and procedures will be provided to every student at the beginning of each year, be published on the District website, and made available in the office of the Superintendent during normal business hours.

This code applies to all misbehavior committed by a student on District property, at any school-sponsored activity or event whether on- or off-campus, and District transportation. Additionally, the District may use its authority to address behavior that occurs off-campus if it interferes with the operation of the school or endangers the safety of students or staff.

Standards of Conduct and Consequences
No document can identify every possible offense that could potentially result in disciplinary action. This code identifies most offenses constituting a failure to obey the standards of conduct set by the Board. However, when circumstances warrant, the principal, Superintendent, and/or Board may impose consequences for misconduct not specifically outlined in this document.

District Policy for Discipline

Definitions
Acts of violence or violent behavior - The exertion of physical force with the intent to do serious physical injury while on school property, including District-transportation and school activities.

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Corporal Punishment – The intentional infliction of physical punishment, usually in the form of spanking, as a method of student discipline.

Detention – A form of student discipline that requires students to attend a before and/or after school setting which monitors and restricts student activity.

Expulsion – A form of student discipline which removes and excludes a student from school for an indefinite period of time. Students who are expelled are entitled to due process rights.

In-school suspension – A form of student discipline which consists of removing the student from normal classes during the day and assigning the student to an in-school suspension program or class for a specified period of time.

Need to know – A requirement to report acts of school violence to school personnel who are directly responsible for a student's education and who otherwise interact with the student on a professional basis while acting within the scope of their assigned duties.

Out-of-school suspension – A form of student discipline which removes and excludes a student from school for a defined period of time. Students who are suspended are entitled to due process rights.

Physical Restraint – The use of person-to-person physical contact that immobilizes or reduces the ability of a student to move the student's torso, arms, legs, or head freely. It does not include briefly comforting or calming a student, holding a student's hand to transport the student for safety purposes, physical escort, intervening in a fight, or using an assistive or protective device prescribed by an appropriately trained professional or professional team.

Restitution – The requirement of a student to return or pay for stolen goods or damaged property.

Seclusion – This is the involuntary confinement of a student alone in a room or area that the student is physically prevented from leaving and that complies with the building code in effect in the school District. Seclusion does not include a timeout, in-school suspension, detention, or other appropriate disciplinary measures. Seclusion is limited to situations or conditions in which there is imminent danger of physical harm to self or others.

Serious violation of the District's Student Discipline Policy — Any act of violence or violent behavior, any drug-related activity, any offense listed in Section 160.261.2, RSMo, or any other violation of the District's Student Discipline Policy resulting in the suspension of a student for more than 10 school days.

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Prohibited Conduct	Definition
Academic Dishonesty	Any type of cheating that occurs in relation to an academic exercise or assignment. It may include plagiarism, fabrication of information or citations, cheating, falsification of work or excuses for work, disrupting or destroying another person's work, failure to contribute to a team project, or other misconduct related to academic work.
Arson	Starting or attempting to start a fire or causing or attempting to cause an explosion.
Assault, First or Second Degree	Knowingly causing or attempting to cause serious physical injury or death to another person, recklessly causing serious physical injury to another person, or any other act that constitutes criminal assault in the first or second degree.
Assault, Third or Fourth Degree	Using physical force, such as hitting, striking or pushing, to cause or attempt to cause physical injury; placing another person in apprehension of immediate physical injury; recklessly engaging in conduct that creates a grave risk of death or serious physical injury; causing physical contact with another person knowing the other person will regard the contact as offensive or provocative; or any other act that constitutes criminal assault in the third or fourth degree.
Automobile/Vehicle Misuse	Discourteous or unsafe driving on or around District property, unregistered parking, failure to move vehicle at the request of school officials, failure to follow directions given by school officials or failure to follow established rules for parking or driving on District property.
Bullying and Cyberbullying	Intimidation, unwanted aggressive behavior or harassment (including criminal harassment under the Safe Schools Act), that is repetitive or is substantially likely to be repeated and causes a reasonable student to fear for his or her physical safety or property; substantially interferes with the educational performance, opportunities or benefits of any student without exception; or substantially disrupts the orderly operation of the school. Bullying may consist of physical actions, including gestures, or oral communication, cyberbullying, electronic or written communication, and any threat of retaliation for reporting of such acts. "Cyberbullying" means bullying through the transmission of a communication including, but not limited to, a message, text, sound or image by means of an electronic device including, but not limited to, a telephone, wireless telephone or other wireless

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	communication device, computer or pager. Students will not be disciplined for speech in situations where the speech is protected by law.
Bus or Transportation Misconduct	Any misconduct committed by a student on transportation provided by or through the District.
Dishonesty	Any act of lying, whether verbal or written, including forgery.
Disrespectful or Disruptive Conduct or Speech	Conduct that interferes with an orderly education process such as disobedience or defiance to an adult's direction, use of vulgar or offensive language or graphics, any rude language or gesture directed toward another person. Discriminatory or harassing conduct may be addressed under the District's policy regarding this conduct.
Drugs/Alcohol/Tobacco/E-Cigarettes	The use, sale, transfer, distribution, possession, or being under the influence of unauthorized prescription drugs, alcohol, narcotic substances, unauthorized inhalants, controlled substances, illegal drugs, or counterfeit substances on any District property, vehicles, or at District-sponsored events.
Extortion	Threatening or intimidating any person for the purpose of obtaining money or anything of value.
False Alarms or Reports	Intentionally tampering with alarm equipment for the purpose of setting off an alarm, making false reports for the purpose of scaring or disrupting the school environment.
Fighting	A conflict: verbal, physical, or both, between two or more people.
Weapons and Firearms	A) Possession or use of a firearm as defined in 18 U.S.C. § 921 or any instrument or device defined in § 571.010, RSMo, or any instrument or device defined as a dangerous weapon in 18 U.S.C. § 930(g)(2). B) Other weapons are prohibited. Other weapons are defined as a device readily capable of lethal use, or device designed to mimic a weapon. Other weapons include, mace spray, any knife, regardless of blade length; and items customarily used, or which can be used, to inflict injury upon another person or property.
Fireworks or Incendiary Devices	Possessing, displaying, or using fireworks, matches, lighters, or other devices to start fires or other unsanctioned actions. This does not include educational activities designed and supervised by District employees.
Gambling	Betting something of value upon the outcome of a contest, event, assignment, or game of chance.

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Harassment, including Sexual Harassment	Conduct that annoys, threatens, intimidates another person based on gender, race, color, religion, sex, national origin, ancestry, disability or any other characteristic protected by law. Harassment, including sexual harassment, is unwanted and unwelcomed conduct that causes another person extreme unease or fear. Examples include, but are not limited to, derogatory comments or slurs, lewd propositions, blocking movement, offensive touching, or offensive posters or graphics.
Hazing	The imposition of strenuous, humiliating, and/or dangerous tasks as part of an initiation, admission, or affiliation to a group, even when all parties willingly participate.
Nuisance Items	Displaying or using items that create distractions and could be lost, stolen, or broken such as toys, collectible items, or other possessions not approved for educational purposes.
Property Damage or Loss of School Property	Damage to or loss of school property such as, but not limited to, books, electronic devices, calculators, uniforms, equipment, or facilities, etc.
Public Display of Affection	Physical intimacy in view of others that is inappropriate for an educational setting, such as but not limited to, kissing, groping, fondling, cuddling.
Sexting and/or Possession of Sexually Explicit, Vulgar or Violent Material	Possessing, displaying, or generating sexually explicit, vulgar, or violent material, such as but not limited to, pornography, nudity, violence or explicit death or injury. Students will not be disciplined for speech in situations where it is permissible by law. This restriction does not apply to curricular material vetted and approved by District employees for educational purposes.
Sexual Activity	Consensual acts of sex or consensual simulations of sex including, but not limited to, intercourse or oral or manual stimulation.
Tardiness or Truancy	A student arriving after the class period has begun is marked tardy. Truancy is when a student is absent from school without permission from the parents/guardians or school official. Truancy includes, but is not limited to skipping classes, falsifying the reason for an absence, or absences that have not been pre-arranged and pre-approved as excused.
Technology Misconduct	Gaining or attempting to gain unauthorized access to or interfering with a technology system or information, using any type of electronic device without permission, or recording audio or visual information without express permission for educational purposes and as allowed by District rules, or using technology in a manner

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	inconsistent with the terms of the Technology Usage Agreement. This includes cell phone misuse.
Theft	Taking or attempting to take the property of others without consent or knowingly taking possession of stolen property.
Threats or Verbal Assault	Verbal, written, graphics, or gestures in a convincing manner that causes another person to fear for the safety of themselves or property.
Unauthorized Entry	Entering a District facility, office, locker or other area that is locked or assisting someone to enter District property who is not authorized or through an unauthorized entrance.
Vandalism	Deliberate destruction of or damage to property belonging to the District, employees, or students.
Violation of Imposed Disciplinary Consequences	The failure to comply with the discipline consequences assigned. This includes appearing on District property or at a school-sponsored event while serving a suspension or expulsion.

Bullying, Hazing, and Cyberbullying S-185-S

The District strictly prohibits bullying, including hazing, and cyberbullying on school grounds, at any school function, or on District transportation.

Definitions

Bullying – Intimidation, unwanted aggressive behavior or harassment that is repetitive or is substantially likely to be repeated and causes a reasonable student to fear for his or her physical safety or property; substantially interferes with the educational performance, opportunities, or benefits of any student without exception; or substantially disrupts the orderly operation of the school. Bullying may consist of physical actions, including gestures, or oral, cyberbullying, electronic, or written communication, and any threat of retaliation for reporting such acts.

Cyberbullying – Bullying as defined above through the transmission of a communication including, but not limited to a telephone, wireless telephone, or other wireless communication device, computer, or pager. The District has jurisdiction to prohibit cyberbullying that originates on a school campus, or at a District activity if the communication was made using District technological resources, if there is sufficient nexus to the educational environment, or if the electronic communication was made on the school's campus or at a District activity using the student's own person technological resource.

Anti-bullying Coordinator – The Superintendent will ensure an individual at each school is designated to serve as the anti-bullying coordinator. All anti-bullying coordinators will be teacher-level or above and a list of coordinators will be kept on

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file at the District administration office and updated annually. Additionally, a District anti-bullying coordinator will be designated. The building anti-bullying coordinator for each building is the building principal.

School Day – A day on the District calendar when students are required to attend school.

Reporting Bullying or Cyberbullying
District employees are required to report any instance of bullying of which the employee has firsthand knowledge. Any employee, substitute, or volunteer who witnesses an incident of bullying must report the incident to the building anti-bullying coordinator within two (2) school days of witnessing the incident. If the anti-bullying coordinator is unavailable or is the subject of the report, the employee should contact the District's Compliance Officer. In addition, all District employees, substitutes, or volunteers must direct all persons seeking to report an incident of bullying to the building anti-bullying coordinator.

Any individual making a verbal report of bullying will be asked to submit a written complaint to the anti-bullying coordinator. If the person refuses or is unable to submit a written complaint, the anti-bullying coordinator will summarize the verbal complaint in writing.

When an anti-bullying coordinator is informed about a possible bullying or cyberbullying incident, verbal, written, or otherwise, the District will conduct a prompt, impartial, and thorough investigation to determine whether misconduct, including unlawful conduct, occurred. The District will implement interim measures as necessary. When it is determined that bullying or cyberbullying occurred, the District will take appropriate action for violations of District expectations and rules.

Investigation
Within two (2) school days of receipt of a report of bullying or cyberbullying, the anti-bullying coordinator or designee will initiate an investigation of the incident. The school principal may appoint other school staff to assist with the investigation. The investigation will be completed within ten (10) school days from the date of the written report unless good cause exists to extend the investigation. A copy of the written report of the investigation and results will be sent to the District anti-bullying coordinator and included in the files of the victim and the alleged or actual perpetrator of bullying or cyberbullying. All reports are confidential in accordance with law and District rules.

Retaliation
The District prohibits reprisal or retaliation against any person who reports an act of bullying or cyberbullying, testifies, or participates in any manner with an investigation proceeding, or hearing. The District will take appropriate remedial action for any student, teacher, administrator, or other school personnel who retaliates.

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Consequences of Bullying, Cyberbullying, or Retaliation
When the District receives a report of bullying, cyberbullying, or retaliation, interim measures to protect the victim(s) will be taken. If an investigation determines that bullying, cyberbullying, or retaliation occurred, the District will act to end the bullying, cyberbullying or retaliation.

Students who are determined to have participated in bullying, cyberbullying, or retaliation will be disciplined in accordance with the District discipline policy. Consequences may include, but are not limited to, loss of privileges, detention, in- or out-of-school suspension, expulsion, and referral to law enforcement. Any determination of consequences will consider factors such as the age of the student(s), developmental level of the student(s), degree of harm, severity of behavior, disciplinary history, and other educationally relevant factors.

District employees and substitutes who violate this policy will be disciplined, up to and including termination. Volunteers, visitors, patrons, or others who violate this policy may be prohibited from District property or activities, or other remedial action.

Public Notice
The District will:

1. Provide information and appropriate training to District staff who have significant contact with students regarding the policy.
2. Provide education and information to students regarding bullying, including information regarding the District policy prohibiting bullying, the harmful effects of bullying, and applicable initiatives to address bullying, including student peer-to-peer initiatives to provide accountability and policy enforcement for those found to have engaged in bullying, cyberbullying, and/or retaliation against any person who reports an act of bullying.
3. Instruct school counselors, school and licensed social workers, mental health professionals, and school psychologists to educate students who are victims of bullying on techniques for overcoming bullying's negative effects. Techniques will include, but are not limited to, cultivating the student's self-worth and self-esteem; teaching the student to defend himself/herself assertively and effectively; helping the student develop social skills; and/or encouraging the student to develop an internal locus of control.
4. Implement programs and other initiatives to address and respond to bullying in a manner that does not stigmatize the victim and makes resources or referrals available to victims of bullying.

Complaints alleging unlawful discrimination, harassment, or retaliation in violation of District policy will be referred for investigation to the District Compliance Officer.

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Report Form
The District has a Bullying Incident Report Form that may be used to report an incident of possible bullying, cyberbullying, or retaliation. A copy of the Bullying Incident Report Form may be accessed by contacting the building anti-bullying coordinator.

Complaints or Concerns C-120-S
Effective communication helps avoid and resolve many complaints, concerns, misunderstandings and disagreements. Individuals who have a complaint or concern should discuss their concerns with the school personnel involved in the issue at hand in an effort to resolve problems. This step will usually involve communicating directly with the person or persons with whom the complainant has a concern. This step may be skipped when the complainant in good faith believes that speaking directly to the person would subject the complainant to discrimination, harassment or retaliation.

This step may also be skipped if the complainant in good faith believes that any law or a District policy or written rule has been violated. The District has adopted specific procedures for investigation and resolution for complaints or concerns as required by specific and varying laws that are applicable to the District. The District's Compliance Officer should be contacted with any complaints or concerns that any law or District written rule has been violated, including but not limited to, laws relating to: civil rights, including discrimination, harassment, and retaliation; special education matters including the IEP and 504 processes and services; federal programs and related services; bullying; and The Family Educational Rights and Privacy Act, including student records and confidentiality.

When communicating directly with the school personnel involved in the issue does not resolve matters satisfactorily, or if it is appropriate to skip the first step as described above, a complainant should consult with the District's Compliance Officer who will direct the complainant to the appropriate process for resolution of the complaint. The District designates the following individual to act as the District's Compliance Officer:

Name:	Lori Price, Superintendent
Phone #:	(660) 335-4860
Email Address:	lprice@sweetsprings.k12.mo.us

In the event the District's Compliance Officer is unavailable or is the subject of a report that would otherwise be made to the Compliance Officer, reports should instead be directed to the alternative Compliance Officer:

Name:	Tara Merrick, Director of Special Services
Phone #:	(660) 335-4860
Email Address:	tmerrick@sweetsprings.k12.mo.us

All complaints of violation of any law or a District policy or written rule will be promptly investigated by the District, and appropriate action will be taken. Complainants are strongly encouraged to provide their concerns in writing.

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Equal Opportunity and Prohibition against Harassment, Discrimination, and Retaliation C-130-S

The District is committed to providing equal opportunity in all areas of admission, recruiting, hiring, employment, retention, promotion, contracted services, and access to programs, services, activities, and facilities. The District strictly prohibits any unlawful discrimination or harassment against any person because of race, color, religion, disability, age, sex, gender, national origin, or any other characteristic protected by law. The District also prohibits retaliatory action, harassment, or discrimination against individuals who make complaints of, report, or otherwise participate in the investigation of any such unlawful discrimination, harassment, or retaliation. The District is an equal opportunity employer.

Anyone who believes that they have been discriminated, harassed, and/or retaliated against in violation of this policy should report the alleged discrimination, harassment and/or retaliation to the District's Compliance Officer. The District designates the following individual to act as the District's Compliance Officer:

Name:	Lori Price, Superintendent
Phone #:	(660) 335-4860
Email Address:	lprice@sweetsprings.k12.mo.us

In the event the Compliance Officer is unavailable or is the subject of a report that would otherwise be made to the Compliance Officer, reports should instead be directed to the alternative Compliance Officer:

Name:	Tara Merrick, Special Education Director
Phone #:	(660) 335-6341
Email Address:	jhume@sweetsprings.k12.mo.us

All employees, students, and visitors who have witnessed any incident or behavior that could constitute discrimination, harassment, or retaliation under this policy must immediately report such incident or behavior to the District's Compliance Officer for investigation.

All complaints of violation of this policy will be promptly investigated by the District, and appropriate action will be taken.

Title IX C-131-S

The District does not discriminate on the basis of sex in the education program or activity that it operates and is required by Title IX not to discriminate in such a manner. The requirement not to discriminate in the education program or activity extends to admissions and employment. Inquiries about the application of Title IX to the District may be referred to the Title IX Coordinator or Assistant Secretary for Civil Rights of the Department of Education, or both.

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The District designates the following individual to serve as the District's Title IX Coordinator:

Name:	Tara Merrick, Special Services Coordinator
Address:	600 East Marshall St., Sweet Springs, MO 65351
Email Address:	tmerrick@sweetsprings.k12.mo.us
Phone #:	(660) 335-4860

Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during non-business hours) by using the telephone number or electronic mail address, or by mail to the office address, listed for the Title IX Coordinator.

All employees, students, and visitors who have witnessed, heard about, or received a report about any incident or behavior that could constitute sexual harassment under this policy must immediately report such incident or behavior to the District's Title IX Coordinator for investigation. If the allegations are against the District's Title IX Coordinator, it must be immediately reported to the Superintendent, unless the Superintendent is also the Title IX Coordinator, then to the President of the Board of Education.

All complaints of violation of this policy will be promptly investigated by the District, and appropriate action will be taken.

Public Notice

The Superintendent or designee will publicize this policy and will disseminate information about this policy to employees, parents/guardians, students, newly-enrolled students, newly-hired employees, and all unions or professional organizations holding collective bargaining or professional agreements with the District.

Student Searches S-175-S

Desks, lockers, and other District property provided for student use are subject to periodic and random inspections without notice. Each student is assigned a hallway locker. Students are permitted to lock their lockers. If, however, students feel that it is necessary, they may bring a lock and lock their lockers and may bring a lock. In that case students are required to furnish their teacher and office with a duplicate key to their lock. Locks for PE/locker rooms will be provided by the District.

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Student property may be searched based upon reasonable suspicion of a violation of school rules or law and an examination facts, credible information, or reasonable inferences based upon the facts and circumstances. Searches will be conducted in the presence of an adult witness.

Students are allowed the privilege of parking on school premises. The District has the authority to monitor vehicles and the parking lots of it campuses. The interior of a student's vehicle may be searched if the administration has reasonable suspicion that the search will reveal evidence that the student has or is violating school rules and/or the law.

Law enforcement will be contacted if a search produces a controlled substance, drug paraphernalia, weapons, stolen goods, or evidence of a crime.

Student Alcohol/Drug Abuse S-195-S

The District takes measures to foster a safe and drug-free learning environment that supports student engagement and development. Therefore, educational programs are provided to help students cultivate healthy lifestyles and age-appropriate drug awareness. All use, sale, transfer, distribution, possession, or being under the influence of unauthorized prescription drugs, alcohol, narcotic substances, unauthorized inhalants, controlled substances, illegal drugs, or counterfeit substances on any District property, vehicles, or at District-sponsored events is strictly prohibited. Suspected or known violations of the District policy should be immediately reported to a school authorities. Any incidents that violate this policy are subject to disciplinary action and notification to law enforcement. Any confiscated substances will be turned over to law enforcement.

In cases where it is necessary for a student to take prescription or over-the-counter medications during the school day, the medication must be documented by the nurse's office in accordance with written label directions and parental permission in compliance with District rules. (*See* the Handbook's section on Administration of Medication for more information.)

Any drug/alcohol offense may result in one or more of the following: Administrator/Student conference, detention, in-school suspension, 1-180 days out-of-school suspension or expulsion, restitution if appropriate, loss of privileges including, but not limited to: confiscation of the contraband item, loss of parking privileges, loss of technology privileges, and referral to law enforcement. (*See* the Handbook's section on Student Discipline for more information.)

Weapons in School S-200-S

The District strictly prohibits unauthorized possession or use of weapons on District property, at District-sponsored activities, either on- or off-campus, and District transportation. Weapons will be confiscated and reported to law enforcement authorities.

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Examples of prohibited weapons may include, but are not limited to, blackjack, concealable firearm, explosive weapon, firearm, firearm silencer, gas gun, knife, machine gun, knuckles, projectile weapon, rifle, shotgun, spring gun, switchblade or any knife, mace spray, or any other items customarily used, or which can be used, to inflict injury upon another person or property.

By law, a student who brings a weapon prohibited by law on school property will be expelled or suspended from school for at least one calendar year and referred to law enforcement. The expulsion or suspension may be modified on a case-by-case basis upon the recommendation of the Superintendent to the Board. Other provisions of the discipline code related to the offense may be applied in addition to the consequences required by law. Students with disabilities who violate this policy will be reviewed under the provisions of the Individuals with Disabilities Act (IDEA) and/or Section 504 of the Rehabilitation Act.

Instruction

A+ Program S-130-S

A+ Program Description

The District is a proud participant of the Missouri A+ Program. As a designated school, the District graduates are eligible for the A+ designation, which qualifies them to receive A+ monies from the state to be used for tuition to any public community college or public vocational technical school in Missouri. Several four-year colleges and universities accept A+ credentials and funding as well. Some private, career/technical schools are also A+ eligible. In addition, more four- year institutions are offering incentives for students who meet the A+ criteria.

A+ Program Requirements

To participate in the A+ program, a student must meet all requirements. The student must be a U.S. citizen or permanent resident and have attended an A+ designated high school for two (2) consecutive years prior to graduation. The student must graduate with a non-weighted GPA of at least 2.5 on a 4.0 scale and have maintained at least a 95% attendance record in grades 9-12. In addition, the student must have performed 50 hours of unpaid mentoring and/or tutoring at a District school under District supervision coordinated through the A+ office. Up to 25% (12.5 hours) may include job shadowing prior to graduation. Good citizenship and the avoidance of unlawful use of alcohol and drugs is required. A score of proficient or advanced on the Algebra I end of course exam or a higher level DESE approved end-of-course mathematics exam must be achieved. Finally, the student must apply for non-payback scholarships by completing a FAFSA (free application for federal student aid) form.

More information about the A+ program may be accessed through on the District website (sweetsprings.k12.mo.us) the high school counselor, and/or the District A+ Coordinator.

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Assessment Program I-195-S
All students will participate in the required, statewide screening and assessment program or an alternative assessment as determined by a student's Individual Education Plan (IEP). The District will comply with all assessment requirements for students with disabilities. The District has a written assessment plan, which is updated and posted annually on the District's website. The assessment plan can be reviewed on the District website (sweetsprings.k12.mo.us).

Teaching About Human Sexuality I-120-S
Students will be provided instruction regarding human sexuality that is appropriate for students' age and gender. Students in 6th grade through 12th grade will be provided training regarding sexual abuse that is trauma-informed and developmentally appropriate. District Policy provides information about the requirements related to content. Parents/guardians have the right to remove their student from any part of human sexuality instruction or sexual abuse training. All curriculum materials used in the District's human sexuality instruction and sexual abuse training are available for review prior to its use in instruction. Parents/guardians of students receiving this instruction will receive a form from the District prior to the material being presented.

Graduation Requirements I-190-S
Students are required to earn a minimum of 28.5 units of credit to be eligible to receive a high school diploma from the District. Accumulation of credits begins with the ninth grade year. Specific credit requirements are:

HIGH SCHOOL GRADUATION REQUIREMENTS

SUBJECT AREA	CREDITS
▷ English	4
▷ Math	3
▷ Science	3
▷ Social Science	3
▷ Practical Art	1
▷ Fine Art	1
Physical Education	1
Health	1/2
Personal Finance	1/2
Additional Units from (▷) Areas	1
CORE REQUIRED	18
ELECTIVES REQUIRED	10.5
TOTAL CREDITS REQUIRED FOR GRADUATION	**28.5**

NOTE: A student that completes 3 units of Vocational Agriculture may have 1 unit of Science requirements waived. The 3 units must be selected from the following courses: Ag Science I, Ag Science II, see counselor for 3rd unit selection. **The waiver of 1 unit of Science will not lessen the total number of credits needed to graduate**. Embedded credit is also available through Saline County Career Center.

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Requirements for Social Sciences are: 1 Unit of American History; 1/2 Unit of American Government; 1 Unit of either World History or Geography; and 1/2 units of Elective.

English requirements are: English I, English II, and English III.

GRADE CLASSIFICATION

CREDITS	*CLASSIFICATION*
0 – 5	*9th Grade*
5.5 – 10.5	*10th Grade*
11 – 17	*11th Grade*
17 or more	*12th Grade*

Students will also be required to pass state assessments unless waived due to transfer from another state and the student has a record of successful completion of course instruction on the U.S. Government and the electoral process taken in grades 9-12. Certain graduation requirements may be waived as determined by a student's Individual Education Plan (IEP) under the protections of the Individuals with Disabilities Education Act (IDEA).

Students wishing to graduate early (after first semester of their senior year) must meet all graduation credit requirements. If a student graduates early, the student will not be permitted to play sports, go on senior trips, etc. after graduation; however, the student may walk with their class for graduation in the spring.

For more information regarding graduation requirements, credit recovery, online options, etc., please contact the School Counselor, Kelley Weber, (660) 335-6341, kweber@sweetsprings.k12.mo.us.

Graduation for Students Eligible for Services under the IDEA

Students eligible for services under the Individuals with Disabilities Education Act (IDEA) who will have completed four years of high school at the end of a school year may participate in the graduation ceremony and all related activities of the student's graduating class if:

1. The student's Individualized Education Program (IEP) prescribes special education, transition planning, transition services or related services beyond the student's four years of high school, and
2. The student's IEP team determines the student is making progress toward the completion of the IEP and that participation in the graduation ceremony is appropriate.

The student and the student's parent/guardian will be provided written notice of this policy at the annual IEP meeting prior to or during the student's fourth year of high school.

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Section 504 I-125-S
The District is required to undertake measures to identify and locate every qualified disabled person residing in the District who is not receiving a public education; and take appropriate steps to notify disabled persons and their parent or guardians of the District's duty.

The District will provide free appropriate public education (FAPE) to each qualified disabled person in the District's jurisdiction regardless of the nature or severity of the person's disability. For purposes of Section 504 of the Rehabilitation Act of 1973, the provision of an appropriate education is the provision of regular or special and related aids and services that are designed to meet individual educational needs of disabled persons as adequately as the needs of nondisabled persons are met and are based on adherence to procedures that satisfy the requirements of the Section 504 federal regulations.

The District has developed a 504 Procedures Manual for the implementation of federal regulations for Section 504 of the Rehabilitation Act, Subpart D. This Procedures Manual may be reviewed Monday – Friday (8:00 am – 4:30 pm) in the office of the Director of Special Education and 504 Coordinator, Tara Merrick, 600 East Marshall, Sweet Springs, MO 65351, (660) 335-4860, tmerrick@sweetsprings.k12.mo.us. Alternative times are available by request.

This notice will be provided in native languages as appropriate.

Special Education I-125-S
The District is required to locate, evaluate, and identify children with disabilities who are under the jurisdiction of the District, regardless of the severity of the disability, including children attending private schools, children who live outside the District but are attending a private school within the District, highly mobile children, such as migrant and homeless children, children who are wards of the state, and children who are suspected of having a disability and in need of special education even though they are advancing from grade to grade. The District assures that it will provide a free, appropriate public education (FAPE) to all eligible children with disabilities between the ages of 3 and 21 under its jurisdiction. Disabilities include autism, deaf/blindness, emotional disorders, hearing impairment and deafness, intellectual disability, multiple disabilities, orthopedic impairment, other health impairments, specific learning disabilities, speech or language impairment, traumatic brain injury, visual impairment/blindness and young child with a developmental delay.

The District assures that it will provide information and referral services necessary to assist the State of Missouri in the implementation of early intervention services for infants and toddlers eligible for the Missouri First Steps program.

The District assures that personally identifiable information collected, used, or maintained by the District for the purposes of identification, evaluation, placement or provision of FAPE of children with disabilities may be inspected and/or reviewed by their parents/guardians. Parents/guardians may request amendment to the educational

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record if the parent/guardian believes the record is inaccurate, misleading, or violates the privacy or other rights of their child. Parents have the right to file complaints with the U.S. Department of Education or the Missouri Department of Elementary and Secondary Education concerning alleged failures by the District to meet the requirements of the Family Educational Rights and Privacy Act (FERPA).

The District has developed a Local Compliance Plan for the implementation of State Regulations for the Individuals with Disabilities Education Act (IDEA). This plan contains the agency's policies and procedures regarding storage, disclosure to third parties, retention and destruction of personally identifiable information and the agency's assurances that services are provided in compliance with the General Education Provision Act (GEPA).
This plan may be reviewed Monday – Friday (8:00 am – 4:30 pm) in the office of the in the office of the Director of Special Education, Tara Merrick, 600 East Marshall, Sweet Springs, MO 65351, (660) 335-4860, tmerrick@sweetsprings.k12.mo.us. Alternative times are available by request.

This notice will be provided in native languages as appropriate.

Virtual/Online Courses I-160-S
The District offers online classes for students for acceleration, credit recovery, and options for students who need flexible schedules. The courses are taught by Missouri teachers, are aligned with the Missouri State Learning Standards, and follow the same semester calendar as face-to-face classes. The requirements for the enrollment and approval process are outlined in District Policy. Students whose educational interests are best served through on-line options may take up to six credits per semester.

For more information regarding online courses, consult the secondary course catalog and/or speak with your school counselor. Additional information about resources and processes may be accessed on the District's website at
http://sweetsprings.k12.mo.us/home and District Policy.

Technology F-265-S
Cell Phone Guidelines
Elementary: Nuisance items, including cell phones are not permitted in school and are subject to immediate confiscation. Students should place cell phones in their book bag and turned off upon entering the school building. Cell phones should remain in their locker for the duration of the school day. If a student has his/her phone out it will be confiscated and released to parent. In the event a student/parent would need to contact the student/parent throughout the day they may contact the elementary office.

Jr./Sr. High School: Cellular devices and smart watches are prohibited during the school day (7:50-3:30) and in all restrooms and locker rooms. Violation of this rule as determined by the staff/administration can result in confiscation of the device as well as further disciplinary action.

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Technology Devices and Acceptable Use Policy
The District maintains an environment that promotes ethical and responsible conduct in all online network activities by employees and students. All authorized users are expected to acknowledge and comply with the rules and policies of technology usage and the District network.

Acceptable Use
All use of District devices and Internet usage must support educational purposes consistent with the District mission. Network accounts must be accessed only by the authorized user of the assigned account without an expectation of privacy from the District. Employee and student subscriptions to mailing lists and bulletin boards require prior approval by the system administrator. All online activity will be respectful and align with the code of conduct, discipline, and other related policies of the District. All technology of students will be monitored in compliance with the Children's Internet Protection Act (CIPA).

Unacceptable Use
Any use of the network for commercial, for-profit, political purposes or advertisement is prohibited. Excessive use of the network for personal business may be cause for disciplinary action. No use of the network may be used to disrupt the use of the network by others or to destroy, modify, or abuse the system in any manner. District resources may not be used to download software or other files unrelated to its mission. Use of the network to access or process pornographic, dangerous, or inappropriate files as determined by the administrator is prohibited. The network may not be used to download, duplicate, or distribute copyrighted materials. The network shall not be used for any unlawful purposes. Use of profanity, harassing, or other offensive or discriminatory language is prohibited.

User Agreements
Parents and, when age-appropriate, students are required to review and sign User Agreements in order to access District technology.

Safety and Cybersecurity
The District monitors the online activities of students and operates a technology protection measure ("filtering/blocking device") on the network and/or all computers with Internet access, as required by law. The filtering/blocking device will attempt to protect against access to visual depictions that are obscene or harmful to minors or are child pornography, as required by law. Filters/blocking devices are not foolproof, and the District cannot guarantee that users will never be able to access offensive materials using District equipment. Evading or disabling, or attempting to evade or disable, a filtering/blocking device installed by the District is prohibited.

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School Cancellations and/or Early Dismissal

School will be closed when weather conditions are such that buses are unable to run safely. A broadcast will be made utilizing the District's Facebook page, KMMO (102.9 FM)/1300 AM, and KCTV 5 to notify students and parents/guardians. School closing information will also be sent as a cellular phone text message and/or E-mail to those students/patrons choosing to subscribe to the TextCaster Alert System. If you need to sign up to receive TextCaster alerts please stop by your building office. Please do not call the administration or radio/TV stations for this information.

At times, school may dismiss early during the day. In the event such a closing should occur, a broadcast will be made and media notified. Information should be given to your child as to what s/he should do if this situation arises. Please keep a watch on the weather, especially in the winter months. If the school needs to send your student to another destination or phone someone to pick her/him, please have this information on file in the office. Time is short in emergency situations and every effort will be made to keep students safe.

Earthquake Safety for Missouri's Schools

The New Madrid Seismic Zone Extends 120 Miles Southward from the area of Charleston, Missouri, and Cairo, Illinois, through New Madrid and Caruthersville, following Interstate 55 to Blytheville and on down to Marked Tree, Arkansas. The NMSZ consists of a series of large, ancient faults that are buried beneath thick, soft sediments. These faults cross five state lines and cross the Mississippi River in three places and the Ohio River in two places.

The New Madrid Seismic Zone and surrounding region is Active, Averaging More than 200 Measured Events per Year (Magnitude 1.0 or greater), about 20 per month. Tremors large enough to be felt (Magnitude 2.5 – 3.0) are noted every year. The fault releases a shock of 4.0 or more, capable of local minor damage, about every 18 months. Magnitudes of 5.0 or greater occurring about once per decade. They can cause significant damage and be felt in several states.

The Highest Earthquake Risk in the United States outside the West Coast is in the New Madrid Seismic Zone. Damaging temblors are not as frequent as in California, but when they do occur, the destruction covers over more than 20 times the area due to the nature of geologic materials in the region. The 1968 5.5 magnitude Dale, Illinois earthquake toppled chimneys and caused damage to unreinforced masonry in the St. Louis area, more than 100 miles from the epicenter. A 5.2 magnitude earthquake in April 2008 in southeast Illinois, did not cause damage in Missouri, but was felt across much of the state.

A Damaging Earthquake in this Area, which experts say is about a 6.0 magnitude event, occurs about once every 80 years (the last one in 1895 was centered near Charleston, Missouri). There is estimated to be a 25-40% chance for a magnitude 6.0 – 7.5 or greater earthquake along the New Madrid Seismic Zone in a 50-year period according to the U.S. Geological Survey reports. The results would be serious damage to un-

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reinforced masonry buildings and other structures from Memphis to St. Louis. We are certainly overdue for this type of earthquake!

A Major Earthquake in this Area - the Great New Madrid Earthquake of 1811-12 was actually a series of over 2000 shocks in five months, with several quakes believed to be a 7.0 Magnitude or higher. Eighteen of these rang church bells on the Eastern seaboard. The very land itself was destroyed in the Missouri Bootheel, making it unfit for farming for many years. It was the largest release of seismic energy east of the Rocky Mountains in the history of the U.S. and was several times larger than the San Francisco earthquake of 1906.

When Will Another Great Earthquake the Size of Those in 1811-12 Happen? Several lines of research suggest that the catastrophic upheavals like those in 1811-12 visit the New Madrid region every 500-600 years. Hence, emergency planners, engineers, and seismologists do not expect a repeat of the intensity of the 1811-12 series for at least 100 years or more. However, even though the chance is remote, experts estimate the chances for a repeat earthquake of similar magnitude to the 1811-1812 New Madrid earthquakes over a 50-year period to be a 7 - 10% probability.

What Can We Do to Protect Ourselves? Education, planning, proper building construction, and preparedness are proven means to minimize earthquake losses, deaths, and injuries.

<u>Prepare a Home Earthquake Plan</u>

- Choose a safe place in every room--under a sturdy table or desk or against an inside wall where nothing can fall on you.
- Practice DROP, COVER AND HOLD ON at least twice a year. Drop under a sturdy desk or table, hold onto the desk or table with one hand, and protect the back of the head with the other hand. If there's no table or desk nearby, kneel on the floor against an interior wall away from windows, bookcases, or tall furniture that could fall on you and protect the back of your head with one hand and your face with the other arm.
- Choose an out-of-town family contact.
- Take a first aid class from your local Red Cross chapter. Keep your training current.
- Get training in how to use a fire extinguisher from your local fire department.
- Inform babysitters and caregivers of your plan.

<u>Eliminate Hazards</u>

- Consult a professional to find out additional ways you can protect your home, such as bolting the house to its foundation and other structural mitigation techniques.
- Bolt bookcases, china cabinets and other tall furniture to wall studs.
- Install strong latches on cupboards.
- Strap water heaters to wall studs.

<u>Prepare a Disaster Supplies Kit for Home and Car</u>

- First aid kit and essential medications.
- Canned food and a can opener.

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- At least three gallons of water per person.
- Protective clothing, rainwear, and bedding or sleeping bags.
- Battery-powered radio, flashlight, and extra batteries.
- Special items for infant, elderly, or disabled family members.
- Written instructions for how to turn off gas, electricity, and water if authorities advise you to do so. (Remember, you'll need a professional to turn natural gas service back on.)
- Keeping essentials, such as a flashlight and sturdy shoes, by your bedside.

Know What to Do When the Shaking BEGINS

- DROP, COVER AND HOLD ON! Move only a few steps to a nearby safe place. Stay indoors until the shaking stops and you're sure it's safe to exit. Stay away from windows.
- In a high-rise building, expect the fire alarms and sprinklers to go off during a quake.
- If you are in bed, hold on and stay there, protecting your head with a pillow.
- If you are outdoors, find a clear spot away from buildings, trees, and power lines. Drop to the ground.
- If you are in a car, slow down and drive to a clear place (as described above). Stay in the car until the shaking stops.

Know What to Do AFTER the Shaking Stops

- Check yourself for injuries. Protect yourself from further danger by wearing long pants, long-sleeved shirt, sturdy shoes, and work gloves.
- Check others for injuries. Give first aid for serious injuries.
- Look for and extinguish small fires. Eliminate fire hazards. Turn off the gas if you smell gas or think it's leaking. (Remember, only a professional should turn it back on.)
- Listen to the radio for instructions
- Expect aftershocks. Each time you feel one, DROP, COVER, AND HOLD ON!
- Inspect your home for damage. Get everyone out if your home is unsafe.
- Use the telephone only to report life-threatening emergencies.

This information was extracted from the American Red Cross website http://www.redcross.org/services/prepare/0,1082,0_241_,00.html, Missouri State Emergency Management Agency website (http://sema.dps.mo.gov/EQ.htm) and the Federal Emergency Management Agency website (http://www.fema.gov/hazard/earthquake).This flier could be distributed by school districts to each student annually to satisfy the requirements of Section 160.455, RSMo.

Building Specific Information for Sweet Springs Pre-School

Philosophy: A philosophy of education is the foundation on which a school District is built, and upon which the product of the school program is evaluated. The philosophy herein subscribed to by the Board of Education shall be a guide in determining the

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policies, rules and regulations of the school District. Recognizing each student as a unique individual, we believe that education should provide an opportunity for the maximum development of each individual within the limitations of his or her capacities. Through education, it is possible for the individual to discover and endeavor to achieve to the limits of his or her capacities. We believe that in a democratic society, education must help the student realize his or her worth and to impart this confidence to the students. The parents/guardians may do this by cooperating to the fullest with the schools, by encouraging the student to give his or her best efforts to the daily school responsibilities, and by participating in school activities. We believe that the student must have responsibilities in the educational program of the community. The most important of these is attitude. The student is obliged to come with an open mind, equipped with all the necessary materials, ready to fulfill the responsibilities in the learning process. The basic attitude should be that the school is an institution of opportunity, staffed with trained personnel to help the student become a contributing member of society. We believe that the foundation of the District's educational program is based on the development of competencies in the basic fundamentals of reading, oral and written communication and mathematics.

Goals of Program: Establish and maintain a high-quality preschool in the Sweet Springs R-7 School District through:

- A broad range of activities for community and parent involvement;
- Continuous staff training and development opportunities;
- Sweet Springs R-VII District Policies and rules;
- Federal and state program which guarantee adequate nutrition to children;
- Children who enter the program have access to appropriate health care; and
- Subject to a regular, external review by community members and early childhood development experts.

Establish a developmentally appropriate program and environment for each child through:

- A curriculum that is culturally sensitive and appropriate to the child's age and level of development;
- A positive atmosphere, for optimal growth, that encourages and supports the social, emotional, physical, and cognitive development of each child;
- Value individual children's differences, interest and their particular needs;
- A positive sense of self for each child; and
- A foundation for a healthy self-concept for all future growth that is essential for becoming a self-motivated, independent learner.

Description of Program: The Sweet Springs R-7 School District will establish and maintain a high-quality preschool program based on the identified needs of the in-District children 3-5 years and one month of age by August 1st and their parents. Our program offers half day sessions and follows the District calendar: Half Day AM Class 7:50-11:20 and Half Day PM Classes 12:00-3:30. This Pre-School program will

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implement the researched-based early childhood curriculum framework of Project Construct in a developmentally appropriate environment. The Sweet Springs R-7 School District, the community, and the parents will be active partners in their support, services, and promotion of the preschool.

The Sweet Springs R-VII Preschool is governed by the Sweet Springs R-VII District Policies and is currently exempt from licensure with the Missouri Department of Health and Senior Services.

Objectives of Program: The establishment of a successful preschool is ensured through the following objectives:

1. To maintain the Parent Advisory Committee and hold biannual meetings and regularly update parents on the opportunities in the Parent Association.
2. To maintain a highly qualified teaching staff trained in the Project Construct through the Project Construct National Center.
3. To provide healthy and nutritious snacks.
4. To utilize a wide array of sources to evaluate the preschool program.
5. To implement the researched-based early childhood curriculum framework of Project Construct.
6. To provide an attractive, safe, orderly environment where children are active in their own learning process.
7. To purchase materials, supplies and equipment that are safe and developmentally appropriate.
8. To provide for a working partnership between parents and teachers to support the development of each child.

Preschool Curriculum: Sweet Springs R-VII Preschool implements Project Construct curriculum, which is based on the constructivist theory of learning. The constructivist theory, states that children actively construct their own knowledge and values as a result of interactions with the physical and social worlds. The Sweet Springs R-VII Preschool teachers follow the Project Construct curriculum: The Early Childhood Framework for Curriculum and Assessment, to create hands on lesson plans in which children learn through interactive experiences. The framework is closely linked to state and national standards and allows the preschool teacher to meet learning objectives and translate their observations of young children into appropriate teaching practices. The Missouri state standards are available upon request.

Preschool Orientation: Parents will come into the preschool classroom on pre-enrollment night to enroll their child for the next school year sometime in April. At this time the children are welcome to come into the classroom and interact while their parents fill out the necessary paperwork. Parents receive a welcome packet at the beginning of June or upon enrollment (if enrolling after July 1.) The packet includes an introductory letter, a school supply list, and a checklist of any paperwork or fees needed before the beginning of the school year. Families will be invited to a parent orientation/open house night in August; a few days before school begins. At this time,

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children can explore their new classroom and meet their teachers. Parents will receive a copy of the preschool handbook and ask any questions they may have. Parents are welcome to visit the classroom throughout the school year. The Preschool teacher will send information home in weekly newsletters to notify parents of these opportunities. Families will be given the opportunity to create a family scrapbook page to keep in the classroom scrapbook to help their child with separation anxiety. If there are any other needs or requests for a child to become comfortable with the teachers and the classroom environment, parents and teachers will work together to accomplish that goal. The policy listed above will also be followed for students who enroll in preschool throughout the school year.

Arrival and Dismissal Procedures: AM Students will be brought to the preschool doors and be greeted by the preschool teachers. Students should not arrive at the classroom before 7:50 a.m. When dismissing at 11:20, students will be brought to the preschool entrance. The preschool teachers will meet parents as they arrive and release students.

PM Students will be brought to the preschool doors and be greeted by the preschool teachers. Students should not arrive at the classroom before 12:00. When dismissing at 3:30, students will be brought to the main entrance for dismissal. The preschool teachers will meet parents as they arrive at a cone to release students. PM students and elementary students dismiss at the same time daily.

Registration Requirements: To be admitted as a three-year-old, children must be three by August 1. To be admitted as a four-year-old, children must be four by August 1. Students must reside in the Sweet Springs School District to enroll. The registration forms can be picked up at the Sweet Springs R-7 Elementary School office. Students shot records need to accompany registration. The Pre-school cannot accept students whose immunization records are incomplete. Students must have a current physical on file with the school. Children who enroll will be expected to be potty trained. Children who have a reoccurrence of toileting accidents of three or more, not medically related, will not be allowed to remain in the program.

Enrollment Procedure: Pre-Enrollment is due by the last weekday in May. Students whose paperwork is complete will receive a spot in the following order:

1. Four-year-old students
2. Three-year-old students

If there is a waiting list, students will be added as positions become available based on the following criteria:

1. Four-year-old students
2. Three-year-old students

Transportation: Parents are responsible for taking students to and from Pre-School.

Health and Safety: Children who are ill should remain at home so that their illness is not spread to the rest of the class. It is the parent's responsibility to ascertain whether

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their child's illness is a danger of infecting others and act accordingly. Before a student can return to school, they must be symptom and fever free for a period of 24 hours. If your child has been exposed to an infectious disease but has not begun showing symptoms, please keep your child home to avoid infecting the entire group. If your child has already been to school and gets an infectious disease, please notify his/her teacher of the situation.

If you or someone else is going to pick up your child at the close of the school day it is necessary that you are prompt. Repeated failure to pick up your child in a timely manner or failure to make arrangements for your child to reach home may result in them being removed from Sweet Springs R-7 Pre-school. Shot records must accompany your child's application to attend Pre-School. We cannot accept students whose shot records are not current.

Injury/Accident Procedures: The classroom teacher will handle minor scrapes and bumps. All other injuries will be handled by the school nurse. Parents will receive a copy of the injury form. Another copy of the injury form will be sent to the office. In the case of a student emergency, the situation will be handled as expeditiously as possible. The school will attempt to reach the parent/guardian or designated emergency contact immediately, administration will proceed as they deem necessary. The family physician may be called if available. In the case of extreme medical emergency (e.g. a student loses consciousness or exhibits other behaviors indicative of grave physical illness at school), time is limited and parents/guardians cannot be contacted until after emergency personnel have been called. Teachers will follow these guidelines:

1. If the nurse or other trained personnel are available, seek their assistance immediately.
2. Stay calm. Stay with student or students, attempt to keep the student comfortable and safe. Do not otherwise attempt First Aid.
3. Send for an administrator.
4. The school nurse, if available, will decide whether an ambulance is necessary. If so, call the ambulance (911) and the parent/guardian.
5. Other faculty or staff persons on the scene should attempt to clear the area of students and maintain calm.

Medication: It is best if your child's medication is given at home. If this is not possible the school nurse can dispense medicine. If the school nurse is to give your child medicine, you must send the prescription bottle to school with all necessary instructions. Please note we must have the actual prescription bottle to dispense medicine.

Immunization Law: All public, private, and parochial day care centers, preschools, and nursery schools shall notify the parent or guardian of each child at the time of initial enrollment in or attendance at the facility that the parent or guardian may request notice of whether there are children currently enrolled in or attending the facility for whom an immunization exemption has been filed. Beginning December 1, 2015, all

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public, private, and parochial day care centers, preschools, and nursery schools shall notify the parent or guardian of each child currently enrolled in or attending the facility that the parent or guardian may request notice of whether there are children currently enrolled in or attending the facility for whom an immunization exemption has been filed. Any public, private, or parochial day care center, preschool, or nursery school shall notify the parent or guardian of a child enrolled in or attending the facility, upon request, of whether there are children currently enrolled in or attending the facility for whom an immunization exemption has been filed. Section 210.003, RSMo.

Discipline: A goal of the pre-school is to better prepare students to enter kindergarten and the elementary grades. One major part of that preparation involves discipline. Discipline is an integral component of the education process and a symbol of the commitment of parents, students, and administrators to the maintenance of an effective learning environment. A further goal of the Sweet Springs Preschool is to guide young children in making the right choices. Positive reinforcement will be used for suitable behavior. Redirection or temporary separation from an area will be used for inappropriate behavior. The students will set the classroom rules and appropriate discipline for breaking those rules with guidance from the teacher. The Sweet Springs R-7 School District has a code of conduct for students grades K-12. That code will also be administered for the Pre-school; however, the fact that the pre-school students are 3 - 5 years old will be taken into consideration before disciplinary decisions are reached. Any biting or hitting will not be tolerated and are actions that are subjective to discharge from the program.

Nuisances: Any item or article, that may become a nuisance in the pre-school, is subject to confiscation. As a general rule, students should not bring playthings to school.

Parent Teacher Conferences/Progress Reports: Your child's progress is documented through various ways. Most student work will be sent home for parents to review and keep. During Parent Teacher conferences, student growth, quarterly progress, and overall student performance will be discussed. Parents will have one scheduled meeting with the preschool teacher to discuss their child's progress each Fall. The Preschool staff will be available at any time throughout the year for additional conferences. Parents should let the Preschool staff know and an appointment will be set-up.

Parent Advisory Committee (P.A.C.): The Parent Advisory Committee will consist of pre-school parents, Preschool staff, and Building Principal. Committee members will serve until their student(s) completes pre-school. The role of the committee is to enhance communication between parents, community, students and school administration and staff, to promote cooperation between home and the school in providing for the development of children, and to contribute to the effectiveness of the school by promoting the involvement of parents and other community members.

Snacks: Sweet Springs R-7 will furnish a nutritious snack daily for our pre-school students. The students will eat their snack in the preschool classroom. Per our EAT SMART Program policy no food may be brought from home.

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Half Day Sessions

Approximate Schedule	Activity	Possible Learning Experiences
20 minutes	Large Group	Shared Reading Shared Writing Meeting/Discussion (daily schedule) Organizing Data (attendance) Music
60 minutes	Center Time	Art Board/Card Games Construction/Blocks Dramatic Play Experimenting with objects Music Personal Reading Personal Writing Sand/Water Investigations
30 minutes	Outdoor play	Group Games Exercise Play Sand Investigations
30 minutes	Small Group/ Center Time	Practice Skills/Free Choice Play
20 minutes	Snack & Personal Hygiene	Food Experiences Distributing Things (food, utensils) Self Help (disposing of cups, napkins)
20 minutes	Closing	Distributing Things (newsletter) Meeting/Discussion (celebrate learning experience) Read Aloud

The above schedule is compatible with the concepts developed by project construct. Weekly learning standards will be included in weekly parental newsletters sent home.

Materials Accessible to Families: The Sweet Spring Preschool program has various materials available for use by families which include puzzles, shapes, crayons, books, and literacy backpacks. Various books/resources are available in the library including: Making Children MIND without Losing Yours, My Body Is Mine, Everything I Do You Blame On Me! All Feelings are OK, The Windows on Nature Collection. The teacher also has a variety of both children's and parenting books that parents can check out in the classroom. If you would like information or materials please consult the preschool teacher or principal.

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Community Resources: Early Intervention is a nation-wide program that provides community-based support to children age's birth to 3 years who have disabilities or delays, or need any kind of therapy. Please Call Missouri First Steps in Saline County (660) 827-5004 or contact the preschool teacher or principal for more information. Parents as Teachers is also a great way to learn how to ready your child for school with fun activities and interesting parenting tips. Please Call Sweet Springs Elementary Principal (660) 335-6348. The Parents as Teachers coordinator is Quincie Emde. ParentLink is designed to increase parents' confidence and skills by supporting and linking them with a network of information, ideas and community services. It can be accessed by their website www.parentlink.act.gov.au

Kindergarten Transition: Children who are age eligible for Kindergarten will be given a screening assessment in the spring. Once the Kindergarten screening is completed, parents will be given specific information pertaining to their child's screening results. A decision will be made collectively by all teachers and parents of the child, and in some instances by the principal, on whether the child is developmentally ready to begin their Kindergarten year. Children entering Kindergarten are given the option to attend a four-week long summer school. This will better prepare children for an all-day long school experience. The Kindergarten classrooms also hold an Open House for students at the beginning of the school year.

Title 1 School-Wide Parent Involvement Plan: The Sweet Springs Elementary School values the involvement of parents in students' education. The school makes every effort to collaborate with parents/caregivers on an ongoing basis to ensure that children have a successful educational experience. The Title 1 program focuses on parent involvement as a vital component of the program and implements programs, activities, and procedures for the involvement of Title 1 parents as required by Title 1 regulations. The building provides the following parent involvement opportunities to Title 1 parents.

Communication*:* Information provided throughout the school year concerning the Title 1 program:

- Notice of student selection into the School Wide Title 1 program through letter format Title 1 meetings
- Newsletters
- Parent contacts
- Parent-teacher conferences (including interpretation of their child's individual assessment results)
- Student progress reports (Title 1 teachers collaborate with classroom teachers to communicate appropriate progress)
- School Website
- Textcaster.com Sweet Springs R-VII Facebook Annual meetings held to inform parents of:
    - School's participation in Title 1
    - Title 1 Requirements

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    - Parents right to be involved
    - Curriculum
    - Forms of assessments used to measure the students' progress
    - Proficiency level the students are expected to meet
    - An opportunity to review and provide input into the parental involvement policy
    - Parent-school compact utilized to ensure that parents, school staff, and students share the responsibility for improving student achievement (the compact addresses the Missouri Learning Standards, school curriculum, home academic support, and home-school communications)
    - Opportunity for parent input into the development of the compact
    - Opportunity for parent input into the revisions of the compact
    - Discussion of the compact and success toward the partnership addressed in the compact at parent-teacher conferences.
- Building level involvement opportunities for families include
    - Assistance to parents in understanding the requirements of the Title 1 program
    - Assistance to parents in understanding how to monitor child's progress,
    - Opportunities for parents to work with classroom teachers and Title 1 teachers to improve the performance of their child
    - Recognition of parent participation and contributions
    - School staff professional development regarding working with parents
    - Encourage parent involvement in Parents as Teachers, Preschool Program, and other programs that provide activities for parent involvement
    - Home and School Committee
    - Home and School Carnival
    - Kindergarten Celebration
    - DARE Graduation
    - Classroom Parties
    - Field Trips
    - Family Literacy/Math Nights
    - Monthly Morning Meetings
    - Field Day
    - Music & Band Concerts
    - Book Fairs
    - Kindergarten Author's Tea
    - Kindergarten Muffins with Moms/Doughnuts with Dads
    - Preschool Family Nights
    - Career Day, Community Resource Expo
    - 6th Grade Promotion Ceremony
    - Grandparent's Day
    - Talent Show
    - Veteran's Day Assembly
    - Fire Safety Assembly

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- Preschool/PAT Family Nights
- Students involvement with area businesses
- Parent Resource Center
- Child development/parenting skills
- Educational resources to improve achievement of their child
- Information supplied in the family's primary language
- Reasonable support for Title 1
- Parental involvement activities requested by parents

We believe learning is a natural part of growing, and the child who receives encouragement and praise for even the smallest achievement gains the confidence and motivation to try for bigger things.

Child Abuse Policy: The Board of Education requires its staff members to comply with the state child abuse and neglect laws and the mandatory reporting of suspected neglect and/or abuse. Any school official or employee who knows or has reasonable cause to suspect that a child has been subjected to abuse or neglect, or who observes the child being subjected to conditions or circumstances that would reasonably result in abuse or neglect, will immediately report or cause a report to be made to the school principal, or designee, who will then become responsible for assuring a report is made via the Child Abuse Hotline to the Missouri Children's Division, as required by law.

Building Specific Information for Sweet Springs Elementary

Elementary Vision Statement: To provide a foundation for success in future endeavors for all students.

Rules and Regulations Registration Requirements: At time of registration, the parent, legal guardian or student must provide one of the following:

1. Proof of Residency in the District - Residency is defined as: physically residing in a school district and domiciled within that district. The domicile of a minor child shall be the domicile of the parent/legal guardian.
2. Proof of Request of Waiver - If the parent/legal guardian cannot provide proof of residency, a waiver of proof of residency may be requested from the Board within 45 days prior to registering. Upon receiving the waiver request, the Board will convene a hearing as soon as possible, as but not later than 45 days of receipt of the waiver request.

Certain Students are Exempt from the Proof of Residence or Waiver:

a. Homeless child.
b. Student assigned to another district by the commissioner of education.
c. Orphan.
d. Student with one living parent.
e. Student whose parents do not contribute to the child's support and cannot pay tuition.

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f. Student receiving tuition credit for parent payment of property taxes in the district.
g. Student living on certain adjoining agricultural property located partially within the district.

Penalties for Submitting False Residency Information:

a. Knowingly submitting false information relating to residency is defined as a class misdemeanor.
b. School Board may file a civil action to recover from parent or legal guardian the costs of school attendance for student who enrolled and parent or legal guardian filed false information.

Optional Pre-Admission Sworn Statement: Before admission, the School Board may require parent/legal guardian to provide a sworn statement or affirmation indicating whether the student has been expelled from school at any school in this state or in any other state for an offense in violation of School Board policies. Any person making materially false statement shall be guilty of class B misdemeanor.

Athletic Philosophy: Extra-curricular activities are an important part of our school curriculum and operate within the District's educational philosophy. We believe that interscholastic activities supplement the curricular program and are a vital part of the student's total educational experience. The activities program provides opportunities for skill development in areas difficult to duplicate in regular classroom situations. Student participation in any Sweet Springs R-VII extracurricular program is a privilege which carries with it responsibilities to the school, to the student body, to the community, and to the individual student. This participation will provide opportunity for physical, mental, social and emotional growth and development.

Departing from a School Sponsored Event: Students will not be allowed to depart from an away game unless accompanied by a parent, grandparent, or an adult sibling. If it is necessary for your child to ride home with someone else the parent must contact the office in advance for approval.

Address/Phone Change: Please notify the school office of any change of address or telephone as soon as possible. It is important that we have current information on file if the need arises to contact parents.

Cafeteria: All students will remain at school during lunch period. Hot lunches will be served to all students who desire them. When students pay by check there will be no money refunded. The entire check will be applied to the student's lunch bill and/or future meals. Some students may desire to carry lunch; if so, they will sit in the cafeteria also. We have a breakfast program in the cafeteria each morning from 7:30 a.m. Students may charge up to ten meals. Lunch balances will be emailed the first day of each school week. All students will be assigned a 4 digit lunch pin that he/she will enter on the keypad during breakfast and lunch. Parents are welcome and encouraged to come and eat lunch with their child. Please make prior arrangements with the office. The

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District prefers that students do not bring soda pop as part of their sack lunch for nutritional reasons. Gum will not be allowed in the cafeteria.

Outstanding Debt: Students who have an outstanding fine (normally unpaid lunch bill, or missing library book) will need to pay the balance immediately. If the student continues to be in debt to the District for two calendar weeks, the student will not be allowed to participate in any extracurricular activities until such time as the bill is paid. This would include all elementary students as well as incoming seventh grade students.

Curriculum Information

Mathematics

- Mission Statement: To provide an educational environment which will encourage students to realize their mathematical potential and serve as a resource for the community in promoting lifelong mathematical learning experiences.

- Rationale Statement: The basis of the Sweet Springs R-7 math curriculum is built around the belief that math should be taught as a process approach by which students can solve problems faced on a daily basis. Through the teaching of computation skills and problem solving approaches, we will build a foundation in which children will feel comfortable and will experience success in dealing with daily task relating to mathematics.

- General Goals for Graduates:
  1. To develop problem solving skills based on mathematical concepts and principles.
  2. Students should come to understand that math is a discipline through which we gain understanding and control over real-world situations.
  3. To prepare students for a life where math and technology are playing an increasing important role in all aspects of society.

- K-6 Course Description: Math courses taught in grades K-6 help students develop a general knowledge of basic operations (+,-, x), time, money, fractions, geometry, decimals, and problem solving. The courses build a foundation which help students experience success in dealing with daily tasks related to mathematics.

English Language Arts

- Mission Statement: To provide a curriculum in which all students have many opportunities to apply the communication skills they learn in the classroom in a variety of real life situations.

- Rationale Statement: The Sweet Springs R-7 communication arts curriculum is designed to lead to the production of literate, competent users of the communication arts processes. The District strives to provide students with a balanced program of integrated study that includes emphasis both on the understanding and appreciation of language and literature and on the application of the language arts processes.

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- General Goals for Graduates:
  1. To develop a problem-solving approach to writing that can be adapted to a variety of writing approaches.
  2. Students should develop skills ranging from literal comprehension to advanced techniques for interpretation and critical reasoning.
  3. Students should develop an understanding and appreciation of literature and writing skills which are present in all aspects of society.

- K-6 Course Description: The communication arts curriculum is intended to present a spiral curriculum. The concepts, central to the communication arts, are introduced at the earliest possible time and are built on in increasingly challenging ways. The curriculum is designed to emphasize that communication skills are learned early but take years of practice to master. Communication arts provide the basis upon which reading, writing, and discussion in all disciplines are built, and that all of the communication arts processes are equally important.

<u>Science</u>

- Mission Statement: By providing an understanding of the physical and natural world around us the mission of the science curriculum is to produce scientifically literate individuals who will be able to realize their potential and serve as a resource for their community in promoting lifelong learning experiences.

- Rationale Statement: The main purpose for the study of science is to make all students aware of the wonders of the natural world and the immense power and knowledge that is gained through scientific inquiry and scientific processes. Science education should help students gain an understanding of the natural and physical worlds in which we live and how human activity affects those worlds. Through greater understanding and appreciation of scientific principles and concepts our students will be in a better position to face a world that is more and more technologically and scientifically oriented.

- General Goals for Graduates:
  1. To help students develop positives towards science.
  2. To develop problem solving skills based on science concepts and principles.
  3. To develop scientific literacy which will help students to:
     a. Become aware that science, mathematics, and technology are interdependent, each with strengths and limitations.
     b. Understand and use key concepts, principles, and laws of science. Recognize the phenomena of the natural world as well as its diversity.
     c. Use scientific knowledge and scientific ways of thinking for individual and social purposes.

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4. Students should come to understand that science is an intellectual and social endeavor by which we gain understanding and control over real-world situations.
5. Science processes are used to gather information, create and evaluate hypothesis, pose theories for understanding the universe in which we live, and communicate these theories to others.
6. To prepare our students for a life where science and technology are playing an increasingly important role if all aspects of society.

- K-6 Course Description: Instruction focuses on major concepts in life, earth, and physical science. Students are taught to build critical thinking and problem-solving skills necessary in everyday life. Hands-on activities are utilized to demonstrate how science can be applied to help students prepare to meet future challenges.

Social Studies

- Mission Statement: To provide an educational environment which will encourage students to be informed, responsible citizens and be active participants in various groups to which they belong. This would include family, school, private associations, city, state, nation and global systems.

- Rationale Statement: The primary purpose for the study of Social Studies is to give students an understanding of the privileges and responsibilities of living in a democratic society. Through their study of social science, students will develop decision-making skills that will allow them to understand the relationships of individuals, groups, governments and economic systems. Such understanding provides citizens with the necessary skills for dealing with social questions of today and tomorrow.

- General Goals for Graduates:
  1. To understand our heritage and the democratic traditions of this nation. 2. To understand and respect themselves and the perspectives of others.
  2. To understand how individuals, groups, organizations and social systems function and relate to each other.
  3. To be knowledgeable and have the ability and will to solve problems using critical thinking and decision-making skills.
  4. To understand how the present is related to the past and the future.
  5. To understand geographic conditions and how they affect world relationships.

- K-6 Course Description: Social Studies courses develop a general knowledge of history, geography, government, and economics. These courses build a foundation which help students experience success in handling real-life situations related to social studies.

Title 1 School-Wide Parent Involvement Plan: The Sweet Springs Elementary School values the involvement of parents in students' education. The school makes every effort

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to collaborate with parents/caregivers on an ongoing basis to ensure that children have a successful educational experience. The Title 1 program focuses on parent involvement as a vital component of the program and implements programs, activities, and procedures for the involvement of Title 1 parents as required by Title 1 regulations. The building provides the following parent involvement opportunities to Title 1 parents.

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    - Parents right to be involved
    - Curriculum
    - Forms of assessments used to measure the students' progress
    - Proficiency level the students are expected to meet
    - An opportunity to review and provide input into the parental involvement policy
    - Parent-school compact utilized to ensure that parents, school staff, and students share the responsibility for improving student achievement (the compact addresses the Missouri Learning Standards, school curriculum, home academic support, and home-school communications)
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    - Assistance to parents in understanding how to monitor child's progress,
    - Opportunities for parents to work with classroom teachers and Title 1 teachers to improve the performance of their child
    - Recognition of parent participation and contributions
    - School staff professional development regarding working with parents

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- Encourage parent involvement in Parents as Teachers, Preschool Program, and other programs that provide activities for parent involvement
- Home and School Committee
- Home and School Carnival
- Kindergarten Celebration
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- Classroom Parties
- Field Trips
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- Career Day, Community Resource Expo
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Recovery Room: Students who have make-up work to do may be sent to the Recovery Room. In this case the teacher will send the student to the recovery room while the class is reviewing whatever the student missed or while the student makes up a test etc. Students will also be sent to the recovery room by the principal for continued misbehavior or for misbehavior that requires more than a conference with the principal. Students who spend the day in the Recovery Room for misbehavior will not be allowed to participate in extracurricular activities that evening or on the weekend if the recovery time is on a Friday.

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Playground Rules

1. While on the playground, all students will follow the directions of the playground teacher.
2. Students will keep all balls, bats or any type of equipment at a safe distance from other students.
3. Playing with sticks, rocks, dirt, or woodchips is not allowed.
4. Any student that is responsible for damaging school property while on the playground will pay for the replacement.
5. No wrestling or fighting, even if it is a game. (I.e. Karate, Ninja)
6. No tackle football.
7. Do not throw trash, waste paper or any paper airplanes.
8. Do not slide on the ice or throw snowballs at any time.
9. Students will never be allowed to climb up the slide, hit anyone or play any tag games on the slide.
10. No hanging off equipment in an unsafe manner.
11. Students are to climb carefully on the monkey bars. No jumping from the monkey bars. No pulling off of the monkey bars.
12. No sitting on top of the play equipment (tunnels, monkey bars, etc.)
13. Students may not come in from recess without permission from the playground teacher.
14. When the teacher signals the end of recess, students are to stop playing and line up immediately.
15. Students are not to play with snakes, birds, ground squirrels, dogs or any other animals found nearby.
16. Students should not climb on or over the playground fence.
17. Students should not play tag on any playground equipment and/or bleachers.
18. Students must ask permission for retrieving balls or equipment outside the playground fence.

School Late Start: There may be occasions when conditions justify delaying the opening of school by two hours. In the case of a delayed opening, school schedules and bus schedules will be delayed for the amount of time announced. When a two hour late start is announced school will begin at 10:00 and doors will open beginning at 9:30. When school is delayed for two hours, transportation schedules will also begin 2 hours later. For example: if a bus run normally starts at 7:15 a.m., and a two hour delay is announced, the bus run will begin two hours later at 9:15 a.m.

During delayed start school days:

- Breakfast will not be served, but school lunches will be served as usual.
- School will be dismissed at normal dismissal time.

Delayed opening announcements will be carried on the same radio stations as school cancellations.

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Field Trips: Each grade level will take one scheduled field trip per year. Permission slips will be sent home and required to be signed and returned to the principal's office. If permission slips are not returned, the student will not be allowed to participate in the field trip. Parents serving as room parents will be able to attend field trips with District transportation. Sack lunches from school will be provided for each child attending field trips. Sack lunches will be the same price as normal individual meal costs. Any student exhibiting unsafe and/or severe inappropriate behavior may become ineligible to attend field trip at the discretion of teacher and administrator. In the event that a student is unable to attend a field trip, admission costs may or may not be refundable dependent on the place of destination. Parents have the right to withdraw permission for a specific trip by keeping their child home on that day. There is no supervision at school for children who do not attend a field trip.

Grading Activity Participation Policy: In order to promote continued academic growth on the part of each student, the following policy has been adopted for Sweet Springs Elementary School students. A student would be declared academically ineligible to participate in any extracurricular activity if the student:

1. Has an "F" in any class at progress/quarter grade time.
2. Has two or more grades of "D-" at quarter grade time.
3. Has a combination of three or more "D+, D, or D-'s" at quarter grade time.

When a grade has been issued no changes can be made unless an error in computing the grade has been made. If a student is declared ineligible at any grading period, they would remain ineligible until the next scheduled grade check. If they were still ineligible, they would remain ineligible until the next grade check.

During the time a student is ineligible to participate in an activity, they would retain their eligibility to practice. In fact, an ineligible student would be expected to continue to attend practice regularly. Students who spend the day in the Recovery Room for misbehavior will not be allowed to participate in extracurricular activities that evening or on the weekend if the Recovery time is on a Friday. Incomplete grades at the quarter will make a student ineligible until the work has been completed and the grade reported.

Students who have I.E.P.'s may be granted allowances on this policy depending upon conditions in the I.E.P. These allowances would be determined by the principal, and the teachers involved.

Any decision regarding the implementation or interpretation of this policy is left to the discretion of the principal. Students participating in a school-sponsored activity (intramural sports, etc.) are expected to attend school for at least one half of the school day on the day of the event. Failure to attend school for this time period will result in the student not being allowed to participate in the event. To participate in a Saturday event, students must attend school for at least half the day on Friday. Exceptions can be made with prior approval from the principal. Specifically, requests at the night of the event

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will not be granted. Exceptions might include a dental appointment, which requires several hours travel time.

Standardized Testing: K-2nd grade students are given the Grade Level Common Assessments in April-May. MAP testing will be given in 3rd -6th grade in April. Due to new MAP testing requirements, all students in grades 3rd – 6th will be responsible for having headphones along with all other students as stated in the school supply list. Parents will receive a full report on their child's test results at Parent Teacher conferences held in the fall of the following school year.

Attendance Incentive Program: Our attendance incentive program encourages students to be in school every day possible. Our students have enjoyed the competition among the classes. The class with the highest percent of attendance per month will get to keep our attendance trophy and Lightning, our greyhound, in their classroom to celebrate. Quarterly attendance awards and year end awards will be given.

Awards and Recognition
Honor Roll: It is the belief of the R-VII school administration and staff that excellence in academics should be recognized and rewarded appropriately. Students meeting the criteria will be eligible for the honor roll each quarter.
The criterion for the honor roll is as follows:

- High Honor Roll: GPA of 3.660 or higher with no more than 2 grades below an A- and no D or F
- Honor Roll: GPA of 2.6660 - 3.659 with no more than 2 grades below a B- and no Fs

Students must have letter grades for the six core subjects: reading. math, English, spelling, social studies and science.

Academic Award: Given at the end of the year for those students who maintain a 3.660 average throughout the year.

Math Scholarship Award: Given to a sixth grade student who has shown proficiency and talent in math. This is determined by overall grade point average (grades 4th, 5th, and 1st semester of 6th) in math and by standardized achievement scores in the math area. A scholarship award is given to the person who receives this award.

Perfect Attendance: Quarterly given to those students who have missed no more than 45 minutes during the quarter. Annually given to those students who miss no more than three excused hours (doctors, dentist, etc.). Three or more tardies makes a student ineligible for the Perfect Attendance Award. The honor roll and perfect attendance list will be posted.

Progress Reports: Each student will receive a mid-term report indicating their grades for each subject at that time. Students whose work is unsatisfactory will have a report sent by mail to their parents giving the subject and possible reasons(s) for the unsatisfactory progress.

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Promotion Criteria
Grades K-3 (regular class students): Promotion of students in grades K-3 is based upon many criteria that are difficult to measure. Promotion should be based on reading, spelling, mathematics, and handwriting achievement compared to the expected achievement for that grade level. Other criteria to be considered are the age of the student, emotional social development in relation to class peers, and prior retention's, if any.

Grades 4-6 (regular class students): Student's promotion is determined by consultation between teachers and the principal; based upon the student's mastery of subject objectives for that grade. Individual circumstances will be considered in each case. Mandatory retention as required by SB319 will apply to 4th grade students reading below the 3rd grade level after summer school.

Report Cards: Grade reports will be issued at the end of each nine-week grading period. Parents will elect one of two options in receiving a copy of their child's report card.

1. Parents may elect to receive a paper copy of their child's report card, if they choose not to sign up for access to the parent portal.
2. Parents may elect to receive an electronic copy of their child's report card by accessing the parent portal.

Grading System
The grading system is a measure of student achievement in each class. A grade of A, B, C, D or F for grades three through six shall be assigned at the end of each quarter, and will be determined by averaging daily grades and test scores. Students are also assigned semester grades. These letter grades will indicate the following types of achievement:

A	Excellent	A	100-95	C	Average	C+	79-77
		A-	94-90			C	76-74
						C-	73-70
B	Superior	B+	89-87				
		B	86-84	D	Inferior	D+	69-67
		B -	83-80			D	66-64
						D-	63-60
				F	Failure	F 59/Below	

K-2: S+ (95-100%) S (80-94%) S- (70-79%) U (69% and below)

Homework Policy for 3rd, 4th, 5th, & 6th Grades: Homework assignments are a necessary part of learning and the students who do not do their assigned work are depriving themselves of a valuable part of the learning experience. The following homework policy was developed in order to help encourage students to do the work assigned them. If you desire to pick up homework for a student who is home sick, please notify the office before 9 a.m. so teachers have enough time to gather the needed books

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and assignments. If a student is absent more than one day, parents should call the office and make arrangements to pick up the homework. It is the student's responsibility to complete and return this work. There may be assignments that cannot be made up. In that instance, please talk with your child's teacher. Students in 3rd -6 th grades will purchase an assignment book on the first day of school. Assignments will be clearly posted by the teacher for his/her subject area. Students are responsible for writing each assignment in the assignment book. Time will be allowed each school day for students to work on homework, ask questions regarding assignments, and receive peer/teacher tutoring. It is the student's responsibility to use this time wisely. Parents will be responsible for checking to see that each homework assignment has been completed. Parents are to sign the assignment notebook for all completed homework.

Combine 3rd And 4th Grade Homework Policy

1. When students do not turn in an assignment they will receive a homework letter to take home to be signed by their parents.
2. If they return the missed assignment and the signed letter the next day it is recorded with a 10 percent deduction in grade.
3. Failure to return the work the next day along with the letter will result in an F for the assignment.
4. Students who repeatedly fail to turn in assignments may receive after school detention, missed recess, or other consequences to make up the work. Failure to serve the detention could result in an alternative punishment. This will be at the teacher's discretion.

5th and 6th Grade Homework Policy

1. Students who fail to turn in assignments may receive after school detention, missed recess, or other consequences. This will be at the teacher's discretion.
2. Failure to complete the work will result in an F for the assignment.

Communication SIS

Parent Portal: Parents have access to their child's records via the Internet. Please sign the Parent Portal agreement if you desire to access your child's records via Internet. Parents must have an e-mail address. Once confirmed, you will be emailed a password that will allow you to check your child's records. Feel free to visit the schools Web page: http://sweetsprings.k12.mo.us and click on Parent Portal, this will take you to the parent log in page anytime you wish.

Student Planners: Each student in third grade through sixth grade will be expected to purchase a school planner at the beginning of the school year. The cost for a planner is 3.00. Our school website provides District information concerning District staff contact information and classroom information. http://sweetsprings.k12.mo.us

Conferences: Regular scheduled conferences will be held at the end of the first quarter of school. Parents may arrange for a conference with the teacher or principal. They are urged to do so whenever a concern about their child's progress in school arises, at any time, by calling 335-6348 and determining a time suitable to all.

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Gymnasium: Gym shoes are required before a student may participate in physical education classes. It is recommended that an extra pair of shoes be kept for P.E. use.

Head Lice

1. Screenings for head lice will be done on a periodic basis on grades K-12 at the discretion of the school health nurse and administration.
2. Any child found to have head lice will be excluded from class and a letter will be sent home explaining the findings of the screening and school District policy regarding head lice.
3. Any student sent home must be re-examined by school health staff before they may return to school. The parent or guardian will be asked to personally bring the child in for re-examination. Any child found to have head lice will be excluded from class until there is no presence of head lice and all nits have been removed.
4. When the student is free of lice and has resumed classes, his or her head will be checked daily for 3 days and periodically for the next two weeks to ensure that the infestation has been completely resolved.
5. If a student remains infested after three consecutive checks and/or misses five days of school due to infestation, the case may be referred to the Division of Family Services at the discretion of Sweet Springs R-7 School District Administration.

Lost and Found: All articles presumed lost should be reported to the classroom teacher and to the office. Any article found should be taken to the office so that it may be claimed. All articles turned into the office will be kept for two weeks after the end of school. If suitable, they will then be sent to the Clothes Closet.

Morning Drop-Off and Afternoon Pick-Up of Students: The school doors will open and students may enter their classrooms/homeroom at 7:30 a.m. Students should not be brought to school prior to 7:30 a.m. Please do not drop students off when there is not adequate supervision by certified personnel. Students may eat breakfast from 7:30 a.m. to 7:50 a.m. in the cafeteria. School starts at 7:50 a.m. If your child arrives any time after the 7:50 bell rings, parents must check in their student(s) in the front office. Any child arriving to school after the 7:50 bell will be considered tardy.

Drop-off Routine: Parents are to drop students off at the north elementary entrance. Please be courteous to others and drop off students as quickly as is safe. Cars must stay in a single uniform line and should not bypass another car at any time. After dropping off, parents should remain in line and follow behind the cars located in front of them. Please utilize parking spots available if you are visiting the front office.

Afternoon Dismissal: Parents picking up students will form a line behind the buses to pick up students. Once all buses have departed, parents waiting to pick up their child may pull up to the correct colored cone. (Students will be lined up at (6 colored cones.) If you are needing to talk to a teacher, please park in the parking lot and wait until the teacher has finished his/her dismissal duties. Students will not be dismissed from within the

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school until after 3:30 p.m. Any parent picking up their child after that time will need to wait in the dismissal line.

Transportation Changes: We ask that parents make any necessary changes to students' dismissal routine by 2:30 daily. Please note that the front office must receive a note or phone call from parent/guardian to change routine.

Release of Students During School Day: Students will only be released to parents, or individuals approved by the student information sheet, unless prior arrangements have been made with the principal. Parents must sign their child out from the elementary office prior to leaving the building.

Nuisances: Any item or article which may become a nuisance in the school, classroom or playground is subject to immediate confiscation. Nuisances would include but not be limited to such items as: smartwatches, mp3 players, cell phones, electronic games, trading cards, or toys in general. In some instances, toys may be brought for "show and tell". Please refer to code of conduct policies located in this handbook for further information. E-Readers (Kindles/Nooks) Kindles may be brought to school after a parent/guardian has signed a permission form for their child to do so. E- Readers may only be used in the classroom and will not be permitted for use in the gymnasium, hallway, or lunchroom during school. E-readers are the responsibility of the student and the Sweet Springs R-VII School District Staff will not be responsible for any lost, stolen or damaged device.

Picture: All students are required to have their pictures taken, but do not have to purchase them.

Programs Enhancement and Enrichment: The Sweet Springs School District believes that the cognitive and affective needs of the academically gifted child can best be met by providing differentiated learning opportunities. Because of this belief, the District has opportunities available to gifted students, to foster the development of the unique potential of each student involved. Parents interested in details and eligibility for the program, should contact the building principal.

At-Risk Assistance: The Sweet Springs School District believes that every child should have every opportunity to learn and develop his/her potential to the maximum. Because of this belief, the District offers services to assist students in being successful in the classroom setting. These services include Title I Reading, Counseling and Tutoring. This program is for students that do not have IEP's, but have difficulty achieving success in the traditional classroom setting. Parents interested in details and eligibility for the program, should contact the building principal.

Reading Policy

· Assessment: The school District will assess and determine the grade-level reading ability of students in grade K-6. Students who transfer in during the year will also be assessed. This assessment is not required for students who have already been determined to be reading at or above grade level.

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· Students with disabilities or limited English proficiency may be exempted from the mandatory reading assessment. In addition, assessment is not required for students who have been determined "prior to the beginning of any school year, to have a cognitive ability insufficient to meet the reading requirement of the law."

· In addition to the above, students in grades K-2 will also be assessed. Instruments such as the Star Test (1- 6) and DIBELS (K-6) will be utilized.

Individual Reading Plans
The District will develop an individualized "Reading Improvement Plan," to be implemented during grade 4, for any third grader who was determined to be reading below second grade level. The District will determine the content of student's Reading Improvement Plans. The reading plan will include, at a minimum, "30 hours of additional reading instruction or practice outside the regular school day during the Fourth-grade year." Such instruction may be provided during the summer before grade 4 or during the regular school term.

Development of each individual plan will be the responsibility of the classroom teacher with approval of the building principal.

Reading Circle Program Minimum number of (Fiction/Nonfiction) books in each grade (teachers may require a certain amount of fictions books and nonfiction books based on the total # listed below):

	K	1	2	3	4	5	6
Total	20	20	20	16	16	16	16

Textbooks/Assignment Books: Textbooks are furnished without charge. The student is responsible for their return at the end to the year or when leaving school. When books are lost or damaged, the student is liable for the cost. Students in grades 3-6 are expected to purchase an assignment book from SSR-7 for $3.00. If the first assignment book is lost, the student must purchase another one. Students in grades 3-6 will be expected to write all daily assignments in the assignment book. Parents are strongly encouraged to review the assignment book every night for awareness of student assignments. Teachers would prefer that parents sign or initial at the bottom of each page. This is an excellent method of communication between school/teacher and parents.

Student Headphones: All Kindergarten through Sixth grade students are required to have a pair of headphones as stated in the supply list.

Yearbook: The Sweet Springs R-VII Yearbook will be issued at the beginning of the year for any student who wishes to purchase one. It will contain class pictures, snap shots of class activities and sport shots.

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Building Specific Information for Sweet Springs Jr./Sr. High School

Philosophy: Sweet Springs R-7 High School embodies the potential of the students, faculty and administration, support staff, parents, and the community. It is the philosophy of Sweet Springs R-7 Junior-Senior High School to develop this potential as we seek to:

- Create and maintain an atmosphere for learning which fosters an academic attitude, mutual respect, and concern for others.
- Provide an equal opportunity for each student, and prepare students to become participants in a democratic society.
- Assume primary responsibility of an educational program that begins where the student is and develops his/her potential to the fullest.
- Help each student master proficiency in fundamental skills while developing intellectual curiosity and the capacity for critical thinking.
- Provide an environment in which students achieve physical, mental, social, and emotional maturity.

By fulfilling this philosophy, the students in this setting will begin to assume their obligations as concerned, responsible citizens of the local, state, national, and world communities.

School Song

ALMA MATER

Our strong bond can ne'er be broken, formed in Sweet Springs High
Far surpassing wealth unspoken sealed by friendship's tie.
Chorus: Alma Mater, Alma Mater, Deep graven on each heart
Shall be found unwavering true, When we from life shall part.
High School days at best are passing, gliding swiftly by
So let us pledge in word and deed, Our love for Sweet Springs High.

FIGHT SONG

We're gonna do our best for Sweet Springs High,
We're gonna fight for them until we die.
Because the Greyhound people love to win,
And we'll come out on top again and again.
We're gonna give it everything we have,
We're gonna fight, fight, fight until it's won.
Because we won't let down the school we love,
It's Sweet Springs High.

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Registration Requirements: At time of registration, the parent, legal guardian or student must provide one of the following:

1. Proof of Residency in the District - Residency is defined as: physically residing in a school district and domiciled within that district. The domicile of a minor child shall be the domicile of the parent/legal guardian.
2. Proof of Request of Waiver - If the parent/legal guardian cannot provide proof of residency, a waiver of proof of residency may be requested from the Board within 45 days prior to registering. Upon receiving the waiver request, the Board will convene a hearing as soon as possible, as but not later than 45 days of receipt of the waiver request.
3. Certain Students are Exempt from the Proof of Residence or Waiver:
    - Homeless child.
    - Student assigned to another district by the commissioner of education.
    - Orphan.
    - Student with one living parent.
    - Student whose parents do not contribute to the child's support and cannot pay tuition.
    - Student receiving tuition credit for parent payment of property taxes in the district.
    - Student living on certain adjoining agricultural property located partially within the district.

Penalties for Submitting False Residency Information:

a. Knowingly submitting false information relating to residency is defined as a class misdemeanor.
b. School Board may file a civil action to recover from parent or legal guardian the costs of school attendance for student who enrolled and parent or legal guardian filed false information.

Optional Pre-Admission Sworn Statement: Before admission, the School Board may require parent/legal guardian to provide a sworn statement or affirmation indicating whether the student has been expelled from school at any school in this state or in any other state for an offense in violation of School Board policies. Any person making materially false statement shall be guilty of class B misdemeanor.

Address/Phone Change

Please notify the school office of any change of address or telephone as soon as possible. It is important that we have current information on file if the need arises to contact parents.

General School Information

1. The school building will not be opened before 7:30 a.m. in the morning to students, and students are not permitted in the building before that time. Students are not to be in the halls or restrooms without a signed pass before 7:50 a.m. Loitering in the restrooms will not be permitted at any time. The first bell for classes in the morning will ring at 7:50 a.m. and the first period class will begin at 7:55 a.m. Classes will end at 3:30 p.m. each afternoon. Any cars dropping students off/picking up must stay in a single uniform line and should not bypass another car at any time. After drop off,

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parents should remain in line and follow behind the cars located in front of them.

2. Students who have been absent are to get an admit slip from the office upon returning to school before the 7:50 bell. This is to be done before classes begin that morning, or that student could receive a tardy to class.

3. Students will not be called to the office to answer the telephone except for important calls. Students may use the office telephone only between classes and during lunch or when given permission to call home from a school faculty member.

4. Students shall be quiet and orderly at all times while in the building. Do not run between classes. Rowdiness, horseplay, profanity, and loud boisterous behavior will not be allowed.

5. Students are not to leave the school grounds without signing out in the office. If a student knows ahead of time that he/she will be leaving before 3:30 p.m., they are to bring a written request from home or have the parent phone the school office. During school hours, no student may go to his/her car without the principal's permission.

6. Students will not be excused to go to town during school hours for lunch, haircuts, bank, etc.

7. Students will not be allowed to bring chewing tobacco, cigarettes, e-cigarettes, lighters, or knives into the school building.

8. Students will not be permitted to bring fireworks, ammunition or any lethal weapon onto school property.

9. Cellular devices are prohibited during school hours (7:50-3:30) and in all restrooms and locker rooms. Cellular devices may be permitted during non-instructional time if used with teacher permission in an appropriate manner. Violation of this rule as determined by the staff/administration can result in confiscation of the device as well as further disciplinary action.

10. Students will not be permitted to change their schedule beyond the first week of each semester.

11. If not involved with a school-sponsored activity, students will be required to leave by 3:45.

12. All rules and regulations contained in the Student/Parent Handbook apply to all school activities, home or away, day or night.

13. Curriculum information is located in the appendix at the end of this Handbook.

Web Page: The District will maintain a web page of information available to students, parents and patrons. The web site address is as follows: http://sweetsprings.k12.mo.us
Student Internet Usage: Students have access to the Internet through District computer labs and Chromebooks. Students may not access any social networking site at school

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including, but not limited to, “Facebook”, “Snapchat”, “Instagram” or “Twitter”. Violation of this policy will result in disciplinary action and a loss of Internet privileges.

Grade Classification

Credits	Classification
0-6	9th Grade
6.5-13	10th Grade
13.5-20	11th Grade
20.5 or more	12th Grade

Student E-Mail: Students have e-mail capabilities through District computer labs and Chromebooks. Students will not be allowed to print any materials unless it is directly related to educational projects. The student must have permission of the librarian, librarian aide, or teacher in charge before printing any material. Violation of this policy will result in disciplinary action.

Saline County Career Center (SCCC): Students attending either Marshall High School or Saline County Career Center are expected to meet the bus at the time assigned. Students are to ride the bus to and from SCCC, unless prior approval has been granted by administration.

Transportation and Extracurricular Activities: Transportation, which has been sponsored by the school or by a school organization, is under the jurisdiction of the school. Conduct shall be in accordance with existing standards. Teachers, coaches, and chaperones will be in charge. Students who are participants are not permitted to drive to those functions which are away from school, and will be allowed to ride home with parents only if one of the parent(s) requests this in person at the event, or personally by phone prior to the event with the Principal.

Physical Intimacy: Sweet Springs High School will welcome only appropriate behavior acceptable to all our public. Students will not be allowed to publicly display their affections except in holding hands. Furthermore, teachers will have the authority to restrict the holding of hands in their classrooms if deemed disruptive to the learning environment.

Report Cards and Progress Reports: Grade reports will be issued at the end of each nine-week grading period. Progress reports will be issued in the middle of the quarters. Parents will elect one of two options in receiving a copy of their child’s report card.

1. Parents may elect to receive a paper copy of their child’s report card, if they choose not to sign up for access to the parent portal.
2. Parents may elect to receive an electronic copy of their child’s report card by accessing the parent portal.

Hall Passes: Students are not permitted out of their assigned classes unless they are accompanied by a teacher or have a HALL PASS. If a hall pass is issued, the student is only permitted in the area stated on the pass. Students caught without a pass will be subject to disciplinary action.

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Withdrawing from School: Often it is necessary for students to change schools. Students leaving Sweet Springs R-7 should inform the guidance counselor for assistance. You will receive a withdrawal form that must be filled out completely before school records can be mailed.

Placing Incoming Home-Schooled Students: Incoming second through eighth grade students will be placed by the building principal, after being administered an appropriate test or tests to determine their proper placement. High school credit will be assigned by the principal after students are administered a test appropriate to the credit desired (ex: An Algebra II test to determine Algebra II credit).

School Dances: Only those students who are current students of Sweet Springs Jr/Sr. High School, or currently participating in Sweet Springs extracurricular activities with all proper forms on record can attend school dances. With prior approval from the Principal students may bring out of school dates to dances. There will be no "open" or "alumni" dances. Homecoming, courtwarming, and prom are for Sweet Springs students and their invited guests only. Participation in extracurricular activity requirements apply to all school sponsored dances. This includes rules regarding attendance, Recovery Room, and the District's "Good Citizenship Requirements."

School Late Start: There may be occasions when conditions justify delaying the opening of school by two hours. In the case of a delayed opening, school schedules and bus schedules will be delayed for the amount of time announced. When a two hour late start is announced school will begin at 10:00 and doors will open beginning at 9:30. When school is delayed for two hours, transportation schedules will also begin 2 hours later. For example: if a bus run normally starts at 7:15 a.m., and a two hour delay is announced, the bus run will begin two hours later at 9:15 a.m.

During delayed start school days:

- Breakfast will not be served, but school lunches will be served as usual.
- School will be dismissed at normal dismissal time.

Delayed opening announcements will be carried on the same radio stations as school cancellations

Suspension: When a student is suspended from school he/she will not be permitted on school grounds during the day. While under suspension, a student may not participate in extracurricular activities. Students will not receive any credit for classes missed during OSS.

Communication

SIS Parent Portal- Parents have access to their child's records via the Internet. Please sign the Parent Portal agreement if you desire to access your child's records via the Internet. Parents must have an e-mail address. Once confirmed, you will be emailed a password that will allow you to check your child's records. Feel free to visit the school's web page: http://sweetsprings.k12.mo.us and click on Parent Portal. This will take you to the parent login page.

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Student Planners: Each student in 7th and 8th grade will be expected to purchase a school planner at the beginning of the school year. The cost for a planner is $3.00. Planners will be available for high school students to purchase in the office if desired at the same cost of $3.00

Office Aide Program: This program will be for qualified students only**.** This program will not be for credit. To be chosen students must: (1) Have a "B" average; (2) Be able to meet graduation requirements; (3) Have typing skills (other skills will be considered); (4) Have Good Attendance; and (5) Be a Good Citizen of school and community. The Principal and Superintendent offices will have 1st priority in selection of student aides each hour. If approved, a student can only be an aide for one period. Principal will have final approval of any student being selected as an office aide.

Cadet Teachers Program: Cadet Teachers is a program whereby juniors and seniors may receive high school credit for working as teacher aides. Students must meet grade requirements of 2.5 GPA or better and complete tasks assigned by their supervisor teacher in a timely and competent manner. Evaluation will be done jointly by the supervising teacher and the teacher to whom the student is assigned. Grades will be on a pass/fail basis with general elective course credit.

Honor Roll

<u>Quarter Honor Roll</u>

High Honor Roll	GPA of 3.5 or higher
Honor Roll	GPA of 3.0 to 3.4999

<u>Semester Honor Roll</u>

High Honor Roll	GPA of 3.5 or higher
Honor Roll	GPA of 3.0 to 3.4999

Honor Society: The Sweet Springs Chapter of the National Honor Society is governed by the national NHS constitution. To be eligible to be considered for Sweet Springs School Honor Society, the following requirements must be met:

1. You must be a member of the Sophomore, Junior, or Senior Class.
2. You must have a cumulative 3.25 class rank average.
3. You shall have spent the equivalent of one semester in attendance in Sweet Springs High School.

Membership is an honor bestowed upon a student. Those students who have met the above minimum requirements are candidates for membership. Selection for membership is made by a faculty council and is based on outstanding scholarship, character, leadership, and service.

Guidance Services: Guidance services include counselor assistance to every student, in educational planning, career exploration, group guidance and such personal concerns as the student may wish to discuss.

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Standardized Testing: MAP testing will be given in 7th and 8th grade in April-May. Parents can request a full report on their child's test results at Parent Teacher Conferences held in the fall of the following school year.

College and Military Visits: Juniors and Seniors may take a maximum of two college visit days, two military absence days and two job shadow days per year. These absences are to be arranged prior to the day of the off-campus event. The visit must be verified. If not verified, the trip will be counted towards absences. The student is responsible for all homework and classwork missed during these pre-arranged trips. Forms for the arranged trip and trip verification are available in the counselor's office. The school feels these trips are educational in nature. Juniors are allowed to take a military absence day for National Guard delayed entry program recruitment. All college visits must be taken by April 1st. Any time after that will require allowances determined by the Principal.

Leave Permit: A parent or guardian may withdraw a student from school during school hours, by phoning, coming to the high school office, or writing a note of that request. Students may not leave until a school official has been in contact with parent or guardian about the request. Students must sign out to leave.

Absentee Homework Request: If a student is absent from the school day, that student or his/her parents may request for the homework to be collected and then the parent may pick this up in the office at 3:00. It is best to request this by 9:00 a.m. of the day that the student is absent so homework can be collected.

Study Suggestions: To become a successful student, good study habits are a must. A few practical suggestions are:

1. When a teacher makes an assignment, write it down.
2. Work on a new assignment as soon as possible. Allow time for a quick review before class.
3. Be energetic and active in your study attitude.
4. Develop self-reliance.
5. Do your best. Be thorough. Do more than the teacher asks.
6. Proofread all work!!
7. Study at home in a quiet place when you are rested.
8. Pay particular attention during review lessons.
9. Don't get behind in your work!!
10. Develop the habit of being well-organized. Good organization is the key to success.

Outstanding Fine Policy: Students who have an outstanding fine will not be allowed to participate in any extracurricular activities until such time as the bill is paid. This policy applies to any student who agrees to sell or be responsible for a product for the school or student organization, collects the money, and does not submit the money; a student checks out a library book and does not return the book, pay the late fine, or replace book; or if a student agrees to borrow a school jersey and does not return it to the school; a student's lunch account is outstanding.

College Credit Courses: There may be fees associated with dual credit and college credit courses even if a student is not taking this class for college credits. This is including but not limited to textbooks. See instructor for details. Students will be eligible for dual credit

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classes second semester of sophomore year.

College Admissions Core Curriculum: The Coordinating Board for Higher Education has established minimum Core Requirements for General Admissions to All Public 4-Year Colleges and Universities in Missouri. The Core will minimally involve 16 units (1 unit = 1 year in class) as follows:

CORE AREA	UNITS REQ.	COURSES
English	4 (Class of 2010)	One of which may be speech or debate; 2 units emphasizing composition or writing skills is required
Math	4	High school level Algebra and beyond, i.e., Algebra II, Geometry, Trigonometry, Calculus
Social Studies	3	
Science	2 (not including Gen. or Phy. Science)	One of which must be a laboratory course
Visual/Performing Arts	1	Visual Arts, Music, Dance or Theater
Electives	2	Selected from foreign language and combinations of the above courses (2 units of foreign language are strongly suggested
	16 Units	

Additionally, some colleges and universities have placed a requirement of 2 units of foreign language for entrance since the Fall of 1997.

Weighted Grading Scale: We use a "weighted" grading scale. If you take one of the following upper level courses: (Ag. Mngt. & Economics, College Prep English, Biology II, Spanish II, Chemistry I, Accounting II, Advanced Human Biology, Math Analysis or an approved course for Dual H.S./college credit-Algebra II will be a weighted class starting with the class of 2013), additional honor points for a grade in the A, B, or C, range will be added to your honor points total for GPA calculation purposes. Class(es) can be added to this list after the printing of this handbook at the Principal's discretion.

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GRADE	WEIGHTED GRADES Grade Points	UNWEIGHTED GRADES Grade Points
A	4.800	4.000
A-	4.400	3.667
B+	4.000	3.333
B	3.600	3.000
B-	3.200	2.667
C+	2.800	2.333
C	2.400	2.000
C-	2.000	1.667
D+	1.333	1.333
D	1.000	1.000
D-	0.667	0.667
F	0.000	0.000

*Class Rank***:** Due to class ranking procedures, students must attend the spring semester of their senior year to achieve a class ranking.

Fines for Damage or Loss of Textbooks, Chromebooks, Ipads: Students will pay the replacement cost for damaged or lost textbooks, Chromebooks, or Ipads. Students will pay for a lost book, Chromebook, or Ipad before another will be issued or make special arrangements through the Principal's office.

Academic Integrity: The integrity of the academic program and the evaluation of each student's achievement are of primary concern to all educational institutions. Any student who cheats or plagiarizes is subject to the following:

First offense: (1) A zero grade will be recorded for the exercise. (2) The parents will be contacted. (3) The student will be referred to the principal.

Second offense: (1) A zero will be recorded for the exercise. (2) The student will be referred to the principal. (3) 1-10 days in –school or out of school suspension. (4) A parental conference will be required.

Subsequent offenses: (1) Students will be referred to the Superintendent for review of their academic progress and possible suspension for up to 90 days.

Students who falsify notes, signatures, or otherwise engage in dishonest behavior shall be disciplined in a similar manner.

Recovery Room: Students will be referred to the Recovery Room for one or more of the following reasons: assistance/remediation, excessive tardies, or discipline/behavior referral. Recovery Room, except for assistance/remediation, does not allow for students to participate in or attend an extra or co-curricular activity on the day by which the Recovery Room assignment is not fully served. (Example: 2 days assigned – School dance the night prior to serving the 2nd day). Students will not be docked points for being

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assigned the Recovery Room for tardy and behavior issues. An exception to this rule is if assigned work is not handed in according to instructions or policy.

Grading and Reporting System

Jr./Sr. High School

		A	***95 – 100%***	***A -***	***90 – 94%***
B +	***87 – 89%***	***B***	***84 – 86%***	***B -***	***80 – 83%***
C +	***77 – 79%***	***C***	***74 – 76%***	***C -***	***70 – 73%***
D +	***67 – 69%***	***D***	***64 – 66%***	***D -***	***60 – 63%***
		F	***59 – 0%***		

SEMESTER GRADES

EXAMPLE	***HIGH SCHOOL***	***JUNIOR HIGH SCHOOL***
1st Quarter	*45 %*	*50%*
2nd Quarter	*45 %*	*50%*
Final Exam	*10%*	*-*
	100%	*100%*

7th/8th Grade Promotion: For a seventh or eighth grade student to be promoted to the next grade, (3) of the four (4) core academic areas must be passing. Core areas are: Science, Math, Social Studies, and English. Students who fail to meet these requirements will need administrative approval before being promoted to the next grade.

Missouri State High School Activities Association (MSHSAA) Activities

DEFINITION/PURPOSE

Extra-curricular activities are an extension of the classroom. They provide an opportunity for learning that is not available during the regular school day. While many of the goals for extracurricular activities are the same as those in the classroom, emphasis is placed upon proper values and life skills that will stay with participants long after they leave school. Of primary importance is helping the student learn how to deal with the many facets of competitions and teamwork that are of major importance in later life as well as in extracurricular activities.

Extra-curricular activities are available as privileges to students at Sweet Springs High School who are willing to work outside the school day and toward the goals of the program and abide by the rules established for these privileges as set forth by the Sweet Springs R-7 Board of Education, Missouri State High School Activities Association (MSHSAA) and other governing bodies of the specific activities.

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Extra-curricular activities are defined as those activities occurring beyond the school day or during the school day outside the school environment for which the student does not receive a grade. These activities include, but are not limited to, sporting events, field trips, dances, club or organization meetings or activities, or possible contests in music, art, industrial arts, speech and drama, math, science and so forth.

CITIZENSHIP

Anyone who participates in extracurricular activities at Sweet Springs High School must be a credible citizen. The proper school authority (Superintendent or Principal) will be the judge of a student's citizenship. A student whose character or conduct reflects discredit upon himself or his school is not such a citizen and is not eligible to participate.

a. If the terms of a student's In School Suspension (Recovery Room) or Out of School Suspension (OSS) fall within the time of an extracurricular activity, the student will not be eligible to participate.
b. Students who are expelled or withdrawn from school because of disciplinary action are not eligible to participate for 365 days from the date of expulsion or withdrawal unless earlier admittance is approved by the Sweet Springs Board of Education.
c. Any student representing Sweet Springs High School shall meet the standards of dress as dictated by the student handbook or the activity. The standards for the physical appearance of athletes will be determined by the coach of the particular sport/activity and approved by the athletic director.
d. Students arrested by law enforcement agencies or officials and are (1) convicted of, (2) confess to, (3) plea bargain, or (4) indicted for a felony offense are subject to suspension from any and or all extracurricular activities pending further review and or consultation with law enforcement agencies or officials.

CITIZENSHIP REQUIREMENTS

(Taken from the MSHSAA Handbook, By-Law212.0)

Students who represent a school in interscholastic activities must be credible citizens and judged so by the proper authority. Those students whose character or conduct is such as to reflect discredit upon themselves or their schools are not considered "credible citizens." Conduct shall be satisfactory in accord with the standards of good discipline.

a. Law Enforcement: A student who commits an act for which charges may be or have been filed by law enforcement authorities under and municipal ordinance, misdemeanor or felony statute shall not be eligible until all proceedings with the legal system have been concluded and any penalty (i.e. jail time, fines, court costs, etc.) has been satisfied. If law enforcement authorities determine that charges will not be filed, eligibility will be contingent upon local school policies. Moving traffic offenses shall not affect eligibility, unless they involve drugs, alcohol, or injuries to others. After a student has completed all court appearances and penalties, and has satisfied all special conditions of probation and remains under general probation only, local school authorities shall determine eligibility.
b. Student responsibility: Each student is responsible to notify the school of any and all situations that would affect his/her eligibility under the above standards. If the student does not notify the school of the situation prior to the school's discovery,

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then the student shall be ineligible for up to 365 days from discovery, pending review by the board of directors.

ACADEMIC STANDARDS OF ELIGIBILITY

Students must meet or exceed the following academic standards to be and to remain eligible to participate in any extracurricular activities as representatives of Sweet Springs Junior-Senior High School:

1. **High School Academics**

    a. A student in grades 9-12 must have earned, the preceding semester of attendance, a minimum of 3 units of credit or have earned credit in 80% of the maximum allowable classes in which a student can be enrolled in the semester, whichever is greater, and shall currently be enrolled in and regularly attending courses that offer 3 units of credit or 80% of the maximum allowable credits which may be earned, whichever is greater, or a student must be enrolled in a full course at his or her level in a special education program for the handicapped approved by the Missouri State Department of Education which, though upgraded, enrolls pupils of equivalent age, and that student must have made standard progress for his or her level the preceding semester.

2. **Junior High School Academics**

    a. A seventh or eighth grade student must be enrolled in the normal course for that grade or must be enrolled in a full course at his or her grade level in any public school special education program for the handicapped approved by the Missouri State Department of Education which, though ungraded, enrolls pupils of equivalent chronological age. A student must have been promoted to a higher grade or to a higher level in special education at the close of the previous year. A seventh or eighth grade student who was not promoted but takes summer school classes in order to be promoted to the next level will become eligible upon the successful completion of the summer school program. Effective July 1, 2010, any junior high student who failed more than one scheduled subject, or failed to make standard progress in special education, shall be ineligible the following grading period regardless of promotion to the higher grade.

3. **Change in Eligibility**

    a. Any student with a failing grade at any progress or quarterly grading cycle will become academically ineligible at Sweet Springs for extracurricular activity participation until the next grade check It is the student's responsibility to provide the Principal a completed grade check to be eligible. If it is not submitted, the student will remain ineligible until the next scheduled eligibility point. The most recent progress or quarter ineligible list will be reviewed again at progress/quarter report time. Again, the course to which the failing grade was recorded must be passed in order for the student to be

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removed from the ineligible list. Note: First quarter ineligible lists are generated from the previous year's 4th quarter grade results.

A student must also meet the "Citizenship Requirements" and Recovery Room Policy in order to participate in any extracurricular activities. (School sponsored dances and senior trip are included in extracurricular activities.)

i. Excluded from this policy are Graduation exercises. If a student fails to meet graduation requirements, they will not be eligible for Graduation exercises.

b. Ineligible students are expected to attend all practices and games. They will be required to sit with their respective teams during games but are not allowed to dress out in the team uniforms. Absence from either practice or games will be counted as an unexcused absence unless prior approval is obtained from the principal.

4. **Incomplete Grades**

a. Incomplete grades for a quarter grade will make a student ineligible until the work has been completed and grade reported. Students who have IEPs may be granted allowances on this policy depending upon conditions in the I.E.P. These allowances would be determined by the Principal, Counselor and the teacher involved. Any decision regarding the implementation or interpretation of this policy is left to the discretion of the principal. Students may start any new school year academically ineligible, if they do not meet current MSHAA regulations at the end of the previous school year.

5. **Previous Year's Grades**

a. Grades from the previous school year's last quarterly grading cycle DO affect a student's eligibility for the first quarter of the succeeding year.

STANDARDS OF ELIGIBILITY (continued)

6. **Transfer Students**

a. Transfer students are eligible if they meet standards 1 and 2 above (MSHSAA Guidelines) and have an approved Transfer of Eligibility Request on file in the principal's office.

7. **Grade Average**

a. To be eligible to participate in extracurricular activities, you must maintain a C- average and no F's.

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ATTENDANCE AT SCHOOL

A student must be in attendance for 1/2 day on the day of an event in order to participate. If the activity takes place on a day school is not in session, the students shall attend school for 1/2 day on the day before the activity. Failure to follow this policy will result in loss of participation privileges. The Principal reserves the right to review individual student circumstances on a case-by-case basis.

Should a student be absent for any part of the day following an activity, they must have a doctor's excuse for that absence or prior approval from the Principal's office. A student will not be eligible to participate in the next activity if the stated criteria are not met. The Principal reserves the right to review individual student circumstances on a case-by-case basis. Please stress to your children/students the importance of their regular attendance and that extracurricular activities are just that, participation in such activities is not a reason to be absent the following day. Only PRIOR approval by the principal will exempt a student from this rule.

ATTENDANCE AT PRACTICES

Students wanting to be a member of extracurricular teams or groups are expected to attend all scheduled practices as set forth by the coach or sponsor.

Any absence from a scheduled practice for a reason other than sickness, retesting or receiving special help from a teacher, school activity, or an unavoidable reason without prior approval from the coach, shall be counted as an unexcused absence. Wherever possible, coaches should be notified of all excused absences at least 24 hours in advance. Furthermore, coaches will have discretion to assign practice make-ups, even for excused absences.

Appropriate disciplinary measures may be administered by the head coach. If a player has four unexcused absences from practice/games, he/she will be removed from the team.

PHYSICAL EXAMINATIONS/INSURANCE

According to Missouri State High School Activities Association regulations, the school shall require of each student participating in athletics, cheerleaders, pom poms, dance line, winter guard and other similar groups a certificate of an issued physical signed and authorized by a physician, or nurse practitioner in a written collaborative practice with a physician, or a certified physician's assistant in collaboration with a sponsoring physician stating that the individual is physically able to participate in these activities. The medical certificate is valid for the current year if issued on or after February 1st of the previous school year.

A student shall provide proof to the school District of basic athletic insurance coverage before competing or practicing for the sports or activities outlined above.

Students shall NOT compete or practice in ANY way for the school until there is on file with the District a valid physical and proof of basic athletic insurance coverage.

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Any student receiving doctor's note during a season stating they are not allowed to practice, will still be required to attend practice but cannot participate until the school receives another doctor's note clearing them for physical activity.

CONDITIONING REQUIREMENTS

Each squad must have 14 days of practice and each individual must have participated in 14 school practices on 14 different days prior to the first interscholastic contest in all sports offered at Sweet Springs High School according to Missouri State High School Activities Association regulations**. Cheerleading requires only 10 days of conditioning.** This requirement shall be waived if a student has been a member of another school sports squad immediately preceding the sport season and has had 14 days of conditioning. Transfer to the next sport is then continuous from the preceding sport.

TRANSPORTATION

Students are required to ride school furnished transportation to and from school activities. Bus times are leaving times; students should plan on being at the bus at least 10 minutes early to avoid holding up the group or missing the bus.

1. Students may ride home with their parents from school activities as long as the parents sign the Sign-Out Sheet. Check with the sponsor in charge for the sheet.

2. Failure to follow approved transportation procedures will result in a one game suspension and possible loss of letter. Any participant not riding the school furnished transportation to the activity will not be allowed to participate **or must have prior approval by the principal.**

3. Any exceptions to these items must be granted by the principal or administrator on site.

FLAGRANT UNSPORTSMANLIKE PENALTIES/TECHNICAL FOULS

Any student who received a **flagrant** unsportsmanlike penalty/technical foul while representing Sweet Springs High School will be disciplined according to the following schedule:

FLAGRANT UNSPORTSMANLIKE PENALTIES/TECHNICAL FOULS (continued)

Note: In accordance with MSHSAA bylaw 810.c: A player who is ejected from a contest for unsportsmanlike conduct shall at a minimum be prohibited from playing in the next interscholastic context at that same level.

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In addition, members of athletic teams who are disciplined for **flagrant** unsportsmanlike penalties/technical fouls should expect extra conditioning work from their coaches to be assigned to make up for what they will miss when sitting out the specified term.

DISCIPLINARY ACTIONS

The following disciplinary actions are continuous throughout the school year and are not specific to each sport or activity. If a member of a group or organization is removed from that group/organization for the remainder of the season, the 1st offense on a subsequent group/organization will result in the removal from that group for the remainder of the school year.

ILLEGAL DRUGS/ALCOHOL: Any member of a group or organization who uses or possesses illegal drugs and or alcohol shall be disciplined according to the following schedule:

In addition, members of athletic teams who are disciplined for use and or possession of illegal drugs/alcohol should expect extra conditioning work from their coaches to be assigned to make up for what they will miss when sitting out the specified term.

TOBACCO: Any member of a group or organization who uses or possesses tobacco products, including electronic cigarettes or vapor cigarettes, shall be disciplined according to the following schedule:

In addition, members of athletic teams who are disciplined for use and or possession of tobacco products should expect extra conditioning work from their coaches to be assigned to make up for what they will miss when sitting out the specified term.

NOTE: The above are minimum measures. Depending upon the severity of the offense and the student's past extracurricular behavior, a student may be removed from the activity on the first offense.

ATHLETIC TEAMS-MEMBERSHIP

Team membership is open to all students who wish to participate and meet team requirements. General requirements are:

1. Good citizenship
2. Proper attitude toward the sport, coach and teammates
3. Promptness in reporting for all practice sessions
4. Willingness to follow instructions and to put forth enough personal effort to benefit the team as a whole
5. Personal conduct at all times that will help mold good character for the individual and build good will for the school and community
6. Students are responsible for purchasing their own clothing and shoes with the exception of the official team uniform.
7. The school uniform will be worn.

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BASIC REQUIREMENTS FOR LETTERING

- ☐ All eligibility requirements of the MSHSAA, I-70 Conference and Sweet Springs High School must be met for a student to be considered eligible for consideration for an athletic letter.
- ☐ The student must have displayed good sportsmanship in competition and have been regular in attendance at practice and games.
- ☐ The student must have participated in the entire sports season. Leaving early from practices and competitions, unless prior arrangements have been agreed upon by both the coach and student, will be considered a violation of this policy. It will be possible to make exceptions to this rule in the case of injury or illness.
- ☐ Students meeting all requirements must receive the recommendation of the coach and the approval of the principal and athletic director.

Basketball Lettering Requirements

- ☐ Participate in at least one-**fourth** of the quarters played by the team in the total varsity schedule
- ☐ Team members not meeting this requirement shall be awarded a certificate of participation

Volleyball Lettering Requirements

- ☐ Participate in at least 20 games at the varsity level
- ☐ Team members not meeting this requirement shall be awarded a certificate of participation

Football Lettering Requirements

- ☐ Participate in at least half of the total quarters played by the varsity team in the total schedule
- ☐ Team members not meeting this requirement shall be awarded a certificate of participation

Track Lettering Requirements

- ☐ To receive a varsity letter, an athlete must meet at least one of the following criteria:

  - ✓ Receive 16 pts in duals, triangulars, and/or quad meets. If on a relay, divide points by 4. *Must be in an event that has at least nine total participants.
  - ✓ Place in the top eight at three medal meets, as long as there are nine or more participants in said event.
  - ✓ Finish top three at conference or top four at district meets in an individual event or relay.

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✓ Qualify for the state track meet as a participant.

☐ Team members not meeting this requirement shall be awarded a Certificate of Participation.

Softball Lettering Requirements

☐ Participate in at least four varsity games
☐ Team members not meeting this requirement shall be awarded a Certificate of Participation

Baseball Lettering Requirements

☐ Participate in at least four varsity games
☐ Team members not meeting this requirement shall be awarded a Certificate of Participation

Cheerleading Lettering Requirements

☐ To be a member of the squad in good standing the entire season

Academic Team Lettering Requirements

☐ Participate in one-quarter of the halves of varsity contests
☐ Team members not meeting this requirement shall be awarded a certificate of participation.

Service Letter

☐ May be awarded to a player who has been faithful in practice and participation for at least two consecutive years and has completed the sport season during his/her senior year without having reached skill. The service letter shall be the same as the regular varsity letter.

Manager's Letter

☐ May be awarded for a minimum of one season's service as a team manager provided his/her conduct and attendance at practice and games is satisfactory to the Coach, Principal and Athletic Director. The manager's letter shall be the same as the regular varsity letter. A manager shall receive a manager's pin for his letter.

NOTE TO PLAYERS, FANS, AND PARENTS

Extra-curricular events are extensions of the school day and, as such, are classroom situations. As you would not enter a classroom without permission, we ask that you do

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not disrupt extracurricular events or practices. Parent conferences with teachers, sponsors and coaches should be set up through the Principal's office. Please do not attempt to argue with, detain or otherwise disrupt the teacher, sponsor or coach the night of an event or during practices or games.

Anyone doing so may be subject to removal from school premises and may not be allowed to return for an extended period of time.

Parents and all spectators should remember that this game is competitive, but it is also an education experience for all the Players and Students. Please continue to show respect and sportsmanship throughout all contests as we set good examples for our Students, Players and Youngsters in Attendance.

Anyone not showing good sportsmanship may be subject to removal from school premises and may not be allowed to return for an extended period of time.

Extra-curricular Activities and Clubs

Extracurricular activities sponsored by the District are part of the educational experience and opportunities for students. Clubs, sports, and other groups seek a diverse range of students and provide fair access under the law. Students are encouraged to identify activities matched to their interests and ability levels and participate in those activities. Participation in extracurricular activities is voluntary and a privilege. Therefore, students must meet certain academic standards, demonstrate acceptable citizenship and behavior, and maintain appropriate attendance in order to be eligible to participate. Unless special arrangements have been made with the principal, a student is required to attend school on the day of an activity in order to participate. All extracurricular activities are supervised by District employees and the expected code of conduct for students remains the same as during the standard school day. Additional guidelines for specific groups, including activities sanctioned by the Missouri State High School Activities Association (MSHSAA), may be outlined at the beginning of the year and/or season. Competitive, interscholastic activities may have evaluation procedures that eliminate some students from participation. When students are not selected for participation, communication will occur in a personal and respectful way.

Identification Cards/Badges

Jr./Sr. High School students are assigned ID badges.

Parties/Celebrations

Elementary*:* Three school parties will be scheduled: Halloween, Christmas, and Valentine's Day. Birthday parties should be pre-arranged with the classroom teacher. Birthday parties are not required and may be scheduled at the discretion of the classroom teacher.

Room Parents: Room parents will be selected for each classroom at the beginning of the school year. Room parents will be responsible for organizing the Halloween and Valentine's Day parties, volunteering at our Home & School Carnival, and Field Day. All parents are encouraged to assist room parents in whatever manner

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feasible. All parents are welcome to attend classroom parties. Parents serving as room parents will be able to attend field trips with District transportation.

Classroom Celebration/Snack Policy: Snacks and other treats to be shared with students in the classroom must be purchased at retail stores and brought to school in their original sealed packages. This policy is for the health and safety of all students. We are unable to accept homemade baked goods for any occasion.

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Supply Lists

SWEET SPRINGS R-VII ELEMENTARY
2022-2023 SUPPLY LIST

PRESCHOOL
1 backpack- large enough to fit folder, no wheels
4 plastic folders w/ pockets & prongs- label w/ name inside
4 Elmer's glue sticks
1 box crayons (24ct. or 32ct.)
1 10ct. Crayola washable markers
1 box colored pencils
1 box of tissue
1 complete change of clothes to stay at school in ziploc bag- label w/name)
1 vinyl covered mat for resting- label w/name
1 towel or small blanket for rest time
1 child sized solid white T-shirt label w/name

KINDERGARTEN
1 pkg. #2 pencils 12-yellow, non-decorative
8 glue sticks
2 boxes of crayons
2 lg. boxes of facial tissue
1 pair blunt end scissors
2 pink erasers
1 back pack (no wheels)
2 boxes of Crayola markers
1 plastic shoe box
2 black dry erase markers
1 container Clorox wipes
Boys- 1 box of gallon bags
Girls- 1 box qt. size bags
1 pair of headphones not ear buds

FIRST GRADE
2 pkg. #2 pencils 12 –yellow, non-decorative
2 boxes of crayons
2 erasers
1 small supply box 8 ½ x 6"
2 lg. boxes facial tissue
6 glue sticks
1 back pack (no wheels)
8 black dry erase markers
2 packs Crayola Markers
1 container Clorox wipes
1 12 oz. bottle germ-x
1 pair headphones

SECOND GRADE
2 pkg. #2 pencils (24)
1 box of crayons
1 pair pointed end scissors
4 glue sticks
1 white Elmer's glue
1 eraser
2 lg. boxes of facial tissue
1 ruler, 12" with metric side
2 red pens
1 back pack (no wheels)
6 dry erasable markers
3 pocket folders
1 small supply box 8 ½ x 6"
2 container Clorox wipes
1 bottle Germ-X
1 pair of headphones
1 box markers
1 box colored pencils
1 highlighter

THIRD GRADE
3 pkg. #2 pencils (36)
1 box crayons
1 box colored pencils
1 box of markers
1 pair pointed end scissors
12 glue sticks
1 highlighter
2 boxes facial tissue
2 3-subject spiral notebooks
6 plain plastic pocket folders (green, red, blue, orange, purple, black)
1 pkg. dry erase markers
1 pair headphones
2 containers of Clorox Wipes
1 bottle Germ-x
***No supply box needed
1 Daily Assignment Book
($3.00- Purchase @ SSR-7)

FOURTH GRADE
2 pocket folders (plastic)
1 pkg. dry erase markers (8)
3 pkg. #2 yellow, non-decorative pencils (36)
1 box crayons
1 box markers
1 box colored pencils
1 pair pointed end scissors
4 glue sticks
1 med. Elmer's glue
2 erasers
1 small supply box 8 ½ x 6"
2 lg. boxes facial tissues
1- 1 subject notebook
2 pkgs. wide-ruled paper
1 container Clorox wipes
1 bottle Germ-x
1 cotton rag for eraser
1 pkg. highlighters (4-6 ct.)
1 1 in. binder
1 set of 6 dividers w/tabs
Daily Assignment Book
($3.00 – Purchase @ SSR-7)
1 pair of headphones or ear buds

FIFTH GRADE/SIXTH GRADE
2 pkg. #2 pencils
1 box colored pencils
1 box crayons
1 pair scissors, pointed end
1 glue stick
1 eraser
1 ruler
1 pkg. wide-line notebook paper
1 box facial tissues
1 supply box
4 dry erase markers
1 pkg. markers
1- 5 subject notebook
1 yellow highlighter
1 container Clorox Wipes
1 bottle Germ-x
1 pencil pouch w/ 3 ring binder holes
Daily Assignment Book
($3.00 – Purchase @ SSR-7)
1 pair of headphones or ear buds

- All elementary students will need an extra pair of tennis shoes to wear inside of the gymnasium. These shoes will be kept at school.

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Student Parking

Jr./Sr. High School

Driving to school is not a right but a privilege. All students who desire to drive to school must follow these regulations or their driving privileges may be suspended:

1. Any student 16 years old with a valid Missouri Operator's Driver's License will be permitted to drive a motor vehicle to school.
2. All vehicles driven to school must be covered by liability insurance.
3. Students must register the vehicle they will park at school in the office of the High School Principal.
4. The District may inspect the interiors of student automobiles whenever a school authority has reasonable suspicion to believe illegal or unauthorized materials are contained inside the automobile.
5. Parking lot speed will not exceed 10 mph. Pedestrians and school busses always have the right of way on school grounds.
6. No cars may leave the student parking lot until the school busses have departed.
7. Students will operate their vehicle in a safe and prudent manner.
8. Students are not permitted to loiter in cars parked on school property or in the parking lot.
9. No vehicle will be removed from the parking lot by student unless he/she obtains prior approval from the Principal by presenting a written request to do so from their parents during school hours.

District Policy Information

English Language Learners I-150-S

The District provides programs and support for students in order to provide equal educational opportunities for students with limited English proficiency (LEP).

Free language interpreting and translation is available for parents/guardians and students who require it. If you require an interpreter, please inform your student's teacher or school, and the District will arrange for an interpreter to assist at no cost to you. If we do not have an interpreter for your language, we will work to find someone who can help.

Information on District programs such as Gifted Education, AP classes, Special Education, extracurricular activities, and others can be found on the District website.

For more information about the programs for students with LEP or assistance for families, please contact:

Name:	Tara Merrick
Address:	600 East Marshall, Sweet Springs, MO 65351
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Email:	tmerrick@sweetsprings.k12.mo.us

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Physical Examinations and Screenings S-146-S
The District will generally obtain parental consent before administering a physical examination or screening on a student. However, the District may forgo obtaining parental consent if there is a health or safety concern or by court order.

No nonemergency, invasive physical examinations or screenings of student are scheduled or expected to be scheduled at this time.

Parents and guardians will be provided an opportunity to opt out of any nonemergency, invasive physical examination or screening of their student.

This policy does not apply to any physical examination or screening that is permitted or required by state law, including physical examinations or screenings that are permitted without parent notification.

Surveying, Analyzing, and Evaluating Students S-150-S
The District has developed District Policies regarding the rights of a parent/guardian to:

- Inspect all instructional materials.
- Inspect and provide prior written consent for a student to participate in certain student surveys.
- Be informed of and provide prior written consent for physical examinations or screenings that the school or agency may administer to a student.
- Be informed of the District's collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing that information to others for that purpose), including arrangements to protect student privacy that are provided by the agency in the event of such collection, disclosure, or use.

If a parent/guardian would like to request the review of any of the above materials, please contact: the building principal.

All District policies can be located at: sweetsprings.k12.mo.us

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Missouri Department of Elementary and Secondary Education

Every Student Succeeds Act of 2015 (ESSA) COMPLAINT PROCEDURES

This guide explains how to file a complaint about any of the programs[1] that are administered by the Missouri Department of Elementary and Secondary Education (the Department) under the Every Student Succeeds Act of 2015 (ESSA)[2] .

Missouri Department of Elementary and Secondary Education Complaint Procedures for ESSA Programs Table of Contents	
General Information 1. What is a complaint under ESSA? 2. Who may file a complaint? 3. How can a complaint be filed?	
Complaints filed with LEA 4. How will a complaint filed with the LEA be investigated? 5. What happens if a complaint is not resolved at the local level (LEA)?	**Complaints filed with the Department** 6. How can a complaint be filed with the Department? 7. How will a complaint filed with the Department be investigated? 8. How are complaints related to equitable services to nonpublic school children handled differently?
Appeals 9. How will appeals to the Department be investigated? 10. What happens if the complaint is not resolved at the state level (the Department)?	

1. **What is a complaint?**
   For these purposes, a complaint is a written allegation that a local education agency (LEA) or the Missouri Department of Elementary and Secondary Education (the Department) has violated a federal statute or regulation that applies to a program under ESSA.

2. **Who may file a complaint?**
   Any individual or organization may file a complaint.

3. **How can a complaint be filed?**
   Complaints can be filed with the LEA or with the Department.

4. **How will a complaint filed with the LEA be investigated?**
   Complaints filed with the LEA are to be investigated and attempted to be resolved according to the locally developed and adopted procedures.

5. **What happens if a complaint is not resolved at the local level (LEA)?**
   A complaint not resolved at the local level may be appealed to the Department.

6. **How can a complaint be filed with the Department?**
   A complaint filed with the Department must be a written, signed statement that includes:
   1. A statement that a requirement that applies to an ESSA program has been violated by the LEA or the Department, and
   2. The facts on which the statement is based and the specific requirement allegedly violated.

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7. **How will a complaint filed with the Department be investigated?**
The investigation and complaint resolution proceedings will be completed within a time limit of forty-five calendar days. That time limit can be extended by the agreement of all parties.

The following activities will occur in the investigation:

1. **Record.** A written record of the investigation will be kept.
2. **Notification of LEA.** The LEA will be notified of the complaint within five days of the complaint being filed.
3. **Resolution at LEA.** The LEA will then initiate its local complaint procedures in an effort to first resolve the complaint at the local level.
4. **Report by LEA.** Within thirty-five days of the complaint being filed, the LEA will submit a written summary of the LEA investigation and complaint resolution. This report is considered public record and may be made available to parents, teachers, and other members of the general public.
5. **Verification.** Within five days of receiving the written summary of a complaint resolution, the Department will verify the resolution of the complaint through an on-site visit, letter, or telephone call(s).
6. **Appeal.** The complainant or the LEA may appeal the decision of the Department to the U.S. Department of Education.

8. **How are complaints related to equitable services to nonpublic school children handled differently?**
In addition to the procedures listed in number 7 above, complaints related to equitable services will also be filed with the U.S. Department of Education, and they will receive all information related to the investigation and resolution of the complaint. Also, appeals to the United States Department of Education must be filed no longer than thirty days following the Department's resolution of the complaint (or its failure to resolve the complaint).

9. **How will appeals to the Department be investigated?**
The Department will initiate an investigation within ten days, which will be concluded within thirty days from the day of the appeal. This investigation may be continued beyond the thirty day limit at the discretion of the Department. At the conclusion of the investigation, the Department will communicate the decision and reasons for the decision to the complainant and the LEA. Recommendations and details of the decision are to be implemented within fifteen days of the decision being delivered to the LEA.

10. **What happens if a complaint is not resolved at the state level (the Department)?**
The complainant or the LEA may appeal the decision of the Department to the United States Department of Education.

[1] *Programs include Title I. A, B, C, D, Title II, Title III, Title IV.A, Title V*
[2] *In compliance with ESSA Title VIII- Part C. Sec. 8304(a)(3)(C)*

Local education agencies are required to disseminate, free of charge, this information regarding ESSA complaint procedures to parents of students and appropriate private school officials or representatives.

School Nutritional Program F-290-S

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, religious creed, disability, age,

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political beliefs, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: How to File a Complaint, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

Mail:	U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights 1400 Independence Avenue, SW Washington, D.C. 20250-9410;
Fax:	(202) 690-7442; or
Email:	program.intake@usda.gov

This institution is an equal opportunity provider.

Student Transfers S-120-S

The District will enroll students in the school associated with the attendance area in which the student resides. If a student's residence changes to a different attendance area within the District, the student must transfer to the associated school. The Superintendent or designee may consider exceptions to this policy under the following conditions:

1. The District will not generally grant requests for transfers but the District will make limited exceptions based upon educational needs of the student. Resident parents/guardians may request a transfer to another school within the District by completing the transfer request form available on the website. All transfer requests will consider a school's space and class sizes. The District may rescind a transfer for any reason, including but not limited to, disciplinary issues and absenteeism. Any student who transfers to a school outside the student's attendance area based upon residence will be subject to all eligibility rules of the Missouri State High School Activities Association (MSHSAA). The final decision regarding a student transfer rests with the District administration. The District will not provide transportation outside the student's attendance area unless required by law. The Board authorizes the Superintendent to establish student transfer procedures.

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2. The Superintendent or designee may transfer students between schools if a transfer is necessary for the student's safety, health, or welfare, or to address overcrowding in a school. The decision of the Superintendent regarding a student transfer will be final.

3. Students who are homeless or in foster care may attend their school of origin if it is in the student's best interest. The District may assign District students with disabilities (served under the provisions of an Individual Education Plan (IEP) or Section 504 Plan (504)) to a school outside the student's attendance area as determined by the IEP or 504 team. In special circumstances, and at the mutual discretion of the participating school Districts, Districts may contract for necessary services for students with disabilities.

4. The District will consider students placed into programs by the Missouri Department of Mental Health (DMH), the Department of Social Services (DSS), or by a court order a resident of the District in which the program is housed. The District will allow a student to attend another school within the District if that student is enrolled in a persistently dangerous school or becomes a victim of a violent criminal offense on school property as mandated by state regulations.

Tobacco-Free Policy C-150-S
To promote the health of all individuals, the District prohibits all employees, students and patrons from smoking or using tobacco products, electronic cigarettes or imitation tobacco or cigarette products in all District facilities, on District transportation, on all District grounds at all times and at any District-sponsored event or activity while off campus.

Firearms and Weapons F-235-S
Possession of weapons, including concealed weapons, on District property, on District transportation or at any District function or activity sponsored by the District unless the visitor is an authorized law enforcement official or is specifically authorized by the Board.

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Appendix 1: High School Curriculum

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COMMUNICATION ARTS

***Mission Statement**: To provide a curriculum in which all students have many opportunities to apply the communication skills they learn in the classroom in a variety of real life situations.*

***Rationale Statement**: The Sweet Springs R-7 communication arts curriculum is designed to lead to the production of literate, competent users of the communication arts processes. The District strives to provide students with a balanced program of integrated study that includes emphasis both on the understanding and appreciation of language and literature and on the application of the language arts processes.*

General Goals for Graduates:

1. *To develop a problem-solving approach to writing that can be adapted to a variety of writing approaches.*
2. *Students should develop skills ranging from literal comprehension to advanced techniques for interpretation and critical reasoning.*
3. *Students should develop an understanding and appreciation of literature and writing skills which are present in all aspects of society.*

COURSE	UNITS	GRADE	DESCRIPTION
English 7	-	7	*The student will cover all areas of language arts including literature (reading), writing, grammar usage, spelling and vocabulary. The student will understand and write main ideas with clear supporting details, develop paragraphs, write compound sentences, revise written work and edit for spelling, punctuation, and correct grammar. The student will have knowledge of base words, prefixes, and suffixes, their meaning and use. The student will understand characterization, setting, plot and theme in literature. Students will also practice research skills for all areas of study.*
English 8	-	8	*The student will study writing skills and literature interpretation, personal reports, and research. The student will write using clear organization and grammar usage, as well as the ability to express ideas clearly. Students will be expected to increase vocabulary and spelling skills. The student will understand plot structure, theme (thesis) characterization, figurative language, bias, and propaganda.*
Reading	-	7-8	*The course focuses on providing opportunities for students to become better readers. The instruction follows the Communication Arts – Reading Grade Level Expectations (GLE's) for the state of Missouri. Class members explore many different strategies to improve their reading comprehension, fluency and speed; understanding of vocabulary, understanding of the reading process; and key study skills. Students read independently in this class as well as in groups (such as Literature Circles). The Accelerated Reader program is utilized in the class.*
English I	1	9	*This course is designed for freshman. Course of study will include grammar usage, mechanics, and literature as well as vocabulary/spelling. An in-depth study of Shakespeare and his "Romeo and Juliet" will also be included. This course is a requirement for graduation.*
English II	1	10	*This course is specifically designed as a preparatory course for those students who need improvement in the basics of English. Students in this course will learn skills necessary to encompass material studied in the advanced language courses. This course will include a study of grammar, punctuation, capitalization, spelling, and composition.*
English III	1	11	*This course is designed for juniors. Course study will include grammar, mechanics, American Literature, and vocabulary/spelling. Students in this course will focus on upper level comprehension strategies and analytical thinking skills.*
Comp/Creative Writing	1	11-12	*Prerequisite is the completion of English I and English II. Students' writing will be stressed. The course will encompass several types of writing which includes essays, research papers, songs, poems, and short stories. The sole purpose of the class is to enhance composition skills needed in the business world and in college today.*
Publications	1	10-12	*Prerequisites include good English skills, photography, computer skills. Application must be filed in the spring preceding the school year. The best candidates will be chosen from those who apply. Students will develop journalistic skills in interviewing, writing, designing layouts and graphics, choosing pictures and selling advertising. Emphasis is put on computer generated copy and layouts. The primary objective of the class is to produce the Levrier, but it also does other school publications and newspapers articles. This class does not count as an English credit.*
English IV	1	12	*This course is designed for seniors. Course study will include grammar, mechanics, writing, British literature, and vocabulary/spelling. Students in this course will focus on advanced comprehension strategies, analytical thinking skills, and writing techniques.*
Mythology	1	11-12	*This course is designed for juniors and seniors. Students' writing will be stressed. The course includes a survey of the major myths of Greek, Roman, and Norse antiquity, including the appropriate*

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			gods, heroes and heroines, and the stories these cultures told about them. Within the course, students examine the nature and social function of mythology. A particular focus of the course is the legacy of mythology in modern literature and popular culture.
College Prep	*1 (weighted)*	*12*	*Weighted course. It is recommended for college bound seniors who have a B- average or above in Language Arts II or teacher approval. Emphasis will be placed on various styles of logical thinking, requirements of writing, exposure to writing creatively about experiences and feelings, and the composition of term papers. The outcome will be students who are prepared both in Literature and in writing skills needed for a college freshman.*

MATHEMATICS

Mission Statement*: To provide an educational environment which will encourage students to realize their mathematical potential and serve as a resource for the community in promoting lifelong mathematical learning experiences.*

Rationale Statement*: The basis of the Sweet Springs R-7 math curriculum is built around the belief that math should be taught as a process approach by which students can solve problems faced on a daily basis. Through the teaching of computation skills and problem solving approaches, we will build a foundation in which children will feel comfortable and will experience success in dealing with daily task relating to mathematics.*

General Goals for Graduates*:*

2. *To develop problem solving skills based on mathematical concepts and principles.*

3. *Students should come to understand that math is a discipline through which we gain understanding and control over real-world situations.*

4. *To prepare students for a life where math and technology are playing an increasing important role in all aspects of society.*

COURSE	*UNITS*	*GRADE*	*COURSE DESCRIPTION*
Math 7	-	*7*	*Student will be able to order both whole numbers and decimals, write large numbers using scientific notation and exponents. Student will be able to perform four operations on fractions, decimals, and whole numbers. Students will be able to relate geometry to problems involving area, volume, and surface area. Student will be able to measure both metrically and with standard measurement.*
Math 8	-	*8*	*Student will be able to perform operations on decimals, fractions, whole numbers, integers, and rational numbers. Student will understand pre-algebra concepts and notation. Student will be able to measure metrically and with standard measurement: area, volume, and surface area of given objects. Student will be able to do consumer math problems with %, tax, payroll, and checking accounts.*
Algebra I	*1*	*8-12*	*This course stresses both the structure of algebra and the development of computational problem-solving skills. The student will review and extend the structure and properties of real numbers. The student will develop problem-solving techniques, logical reasoning, and deductive reasoning. The student will work with equations, inequalities, polynomials, systems of equations, functions, and will be introduced to statistics and probability. Prerequisite of B- in Math 8 or teacher recommendation.*
Algebra II	*1 (weighted)*	*10-12*	*In this course students will extend skills in: operations with real and imaginary numbers, simplifying algebraic expressions, solving equations and inequalities. Prerequisite is Algebra 1.*
Applied Mathematics	*1*	*9-12*	*This class is for the student who experiences math anxiety. It will stress applications in real-world job situations as well as emphasize more than a "pencil and paper" level of learning. The student will work on carrying out arithmetic operations with calculations and problem solving.*
Geometry	*1*	*9-12*	*The student will study geometric figures such as lines, angles, polygons, circles, and solids, using algebra extensively. The student will also work with constructions, measurements, logic, and proof of relationships. Prerequisite is Algebra I.*

SCIENCE

Mission Statement*: By providing an understanding of the physical and natural world around us the mission of the science curriculum is to produce*

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scientifically literate individuals who will be able to realize their potential and serve as a resource for their community in promoting lifelong learning experiences.

***Rationale Statement**: The main purpose for the study of science is to make all students aware of the wonders of the natural world and the immense power and knowledge that is gained through scientific inquiry and scientific processes. Science education should help students gain an understanding of the natural and physical worlds in which we live and how human activity affects those worlds. Through greater understanding and appreciation of scientific principles and concepts our students will be in a better position to face a world that is more and more technologically and scientifically oriented.*

General Goals for Graduates:

1. *To help students develop positives towards science.*
2. *To develop problem solving skills based on science concepts and principles.*
3. *To develop scientific literacy which will help students to:*
a. *become aware that science, mathematics, and technology are interdependent, each with strengths and limitations.*
b. *understand and use key concepts, principles, and laws of science.*
c. *recognize the phenomena of the natural world as well as its diversity.*
d. *use scientific knowledge and scientific ways of thinking for individual and social purposes.*
4. *Students should come to understand that science is an intellectual and social endeavor by which we gain understanding and control over real-world situations.*
5. *Science processes are used to gather information, create and evaluate hypothesis, pose theories for understanding the universe in which we live, and communicate these theories to others.*
6. *To prepare our students for a life where science and technology are playing an increasingly important role if all aspects of society.*

COURSE	UNITS	GRADE	DESCRIPTION
Science 7	-	7	*The student will understand earth science, including Earth's interior, its rocks, soil, atmosphere, oceans, and outer space. Students will learn basic scientific information such as the metric system, making and interpreting graphs, and basic steps of the scientific method.*
Science 8	-	8	*The student will understand that life science is the study of living things. They will observe and read about a variety of organisms, from huge redwood trees to the tiny bacteria that cause sore throats. The student will understand how living things interact with their environment and learn characteristics and needs that all living things have in common. They will study daily changes as well as changes that take place over millions of years. Students will learn basic scientific information such as the metric system, to make and interpret graphs, and the basic steps of the scientific method.*
Physical Science	1	9-12	*This course can be used to fill one of the science credits needed for graduation. Physical science also provides a good foundation for the advanced courses in chemistry and physics. The major areas covered by this course are: measurement, atomic structure and bonding, motion, forces, heat, electricity, sound and light waves, energy resources, ecology, and environmental quality. The material will be presented through class discussions, readings, written exercises and laboratory activities. The student will demonstrate an understanding of the basic forces of nature and associate these forces with the composition of all activities and interactions on earth.*
Biology I	1	9-12	*The Biology curriculum is designed to continue student investigations of the biological sciences begun in grades K-8. High school inquiry is expanded to include more abstract concepts such as the function of DNA, biological evolution, and the interdependence of organisms. The curriculum includes inquiry into the following content areas: the cell, molecular basis of heredity, biological evolution, interdependence of organisms, matter, energy, and organization in living systems, and behavior of organisms.*
Biology II	1 (weighted)	10-12	*Prerequisite for this course is Biology I. This course encompasses material from the content areas of Human Anatomy and Physiology and consists of a detailed study of the structures and processes involved in the functioning of the human body. The yearlong course is designed for students interested in studying human life and health related issues.*
Chemistry I	1 (weighted)	10-12	*The chemistry course encourages students to continue their investigation of the structure of matter along with chemical reactions and the conservation of energy in these reactions. Inquiry is applied to the study of the transformation, composition, structure, and properties of substances. The course focuses on basic chemical concepts and incorporates activities*

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			that promote investigations to reinforce the concepts.
Zoology	*1/2*	*11-12*	*This course is a survey of the animal kingdom. Much emphasis will be placed on hands-on work with live and preserved specimens. Topics of study will include the following: Animal identification and taxonomy, animal anatomy and physiology, animal behavior, forest grassland, freshwater ecosystems, and freshwater ecology. Prerequisite: Biology I.*
Botany	*1/2*	*11-12*	*This course is a survey of the plant kingdom. Much emphasis will be hands on experiences with plant material. Topics will include the study of: Plant anatomy at the cellular, tissue and structural levels, plant physiology, reproduction and genetics, taxonomy/plant diversity and ecology. Prerequisite: Biology I.*

SCIENCE (continued)

Mission Statement*: By providing an understanding of the physical and natural world around us the mission of the science curriculum is to produce scientifically literate individuals who will be able to realize their potential and serve as a resource for their community in promoting lifelong learning experiences.*

Rationale Statement*: The main purpose for the study of science is to make all students aware of the wonders of the natural world and the immense power and knowledge that is gained through scientific inquiry and scientific processes. Science education should help students gain an understanding of the natural and physical worlds in which we live and how human activity affects those worlds. Through greater understanding and appreciation of scientific principles and concepts our students will be in a better position to face a world that is more and more technologically and scientifically oriented.*

General Goals for Graduates:

4. *To help students develop positives towards science.*
5. *To develop problem solving skills based on science concepts and principles.*
6. *To develop scientific literacy which will help students to:*
e. *become aware that science, mathematics, and technology are interdependent, each with strengths and limitations.*
f. *understand and use key concepts, principles, and laws of science.*
g. *recognize the phenomena of the natural world as well as its diversity.*
h. *use scientific knowledge and scientific ways of thinking for individual and social purposes.*
7. *Students should come to understand that science is an intellectual and social endeavor by which we gain understanding and control over real-world situations.*
8. *Science processes are used to gather information, create and evaluate hypothesis, pose theories for understanding the universe in which we live, and communicate these theories to others.*
9. *To prepare our students for a life where science and technology are playing an increasingly important role if all aspects of society.*

COURSE	UNITS	GRADE	DESCRIPTION
Sci 100 Biological Sciences w/Lab	*4 DC (.5 cr/sem.)*	*11-12*	*Detailed summary of modern biological concepts. Emphasis on key biological principles and their application in cytology, genetics, medicine, zoology and other related biological fields. Excellent background/prerequisite for all biology majors and educators. Laboratory required. Prerequisites: junior status, GPA 3.3, or permission of instructor.*
Sci 201 Human Biology	*4 DC (.5 cr/sem.)*	*12*	*An overview of Human Biology, emphasizing physiology, developmental health, interpersonal and environmental interactions. This course is designed to give a sound foundation for higher level biology courses. Laboratory required. Prerequisites Sci 100; or Permission of Provost.*
Sci Geology	*1/2*	*11-12*	*This course includes the study of geologic forces including earthquakes, volcanoes, fossils and cave formation.*

SOCIAL STUDIES

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Mission Statement: *To provide an educational environment, which will encourage students to be informed, responsible citizens and be active participants in various groups to which they belong. This would include family, school, private associations, city, state, nation and global systems.*

Rationale Statement: *The primary purpose for the study of Social Studies is to give students an understanding of the privileges and responsibilities of living in a democratic society. Through their study of social science, students will develop decision-making skills that will allow them to understand the relationships of individuals, groups, governments and economic systems. Such understanding provides citizens with the necessary skills for dealing with social questions of today and tomorrow.*

General Goals for Graduates:

1. *To understand our heritage and the democratic traditions of this nation.*
2. *To understand and respect themselves and the perspectives of others.*
3. *To understand how individuals, groups, organizations and social systems function and relate to each other.*
4. *To be knowledgeable and have the ability and the will to solve problems using critical thinking and decision-making skills.*
5. *To understand how the present is related to the past and the future.*
6. *To understand geographic conditions and how they affect world relationships.*

COURSE	UNITS	GRADE	DESCRIPTION
Social Studies 7	-	7	This course has two areas of emphasis, geography and world history. It is a survey of the geography of the world and principles underlying geographic development. Early world civilization and culture of man; his government, economic, social and religious activities are studied. A survey of modern times beginning with the sixteenth century concluding with the modern world is included in this course.
Social Studies 8	-	8	This is a survey course of Early American History beginning with the Native American culture. Students will discuss the historical events and figures from the age of exploration to the tension filled 1850's. American political, economic, cultural institutions and leaders that shaped America's development as a nation are studied.
American History	1	9	This is a survey course of American History beginning with the decade prior to the Civil War. Students will discuss the internal and political conflicts following the Civil War, Spanish-American War, World War I, the Great Depression and World War II. Emphasis is placed on tracing the growth of the United States as a world leader.
American Government	1/2	10-12	This course is a study of governmental institutions and selected political theories with an emphasis on basic democratic principles, concepts and characteristics. both national and state governments are studied. Students will analyze the National Constitution, general principles of our federal system, processes and organization of the United States government. The study of state government includes the Missouri Constitutions, administrative, legislative, and judicial activities of our state government. Passing of the Constitution test is a state requirement for graduation.
Current Events	1/2	10-12	This course will be an in-depth study of significant issues currently confronting citizens of the United States and the world. Students will read a weekly national news magazine, be expected to participate in class discussions and do library research on contemporary topics. The student will be able to read, comprehend and discuss main points from national news magazines and major newspapers. The student will be able to provide a comprehensive written analysis of a social, economic or political problem based on research using various sources.
Economics	1/2	11-12	This class explores how to work and live within our economic system and how this system can be used by "John Doe" to improve his standard of living. Four main divisions of the course are micro-economics, macroeconomics, money and banking, and comparative economic systems. Students will read designated assignments in text and current periodicals, participate in class discussions, take tests and work on projects concerning budgets and the stock market. The student will be able to discuss the role of economics in society and the differences that exist among the various economic systems today. The student will be able to provide a comprehensive written analysis of an economic situation based on research using different types of news media sources.
Geography	1/2	10-12	This course is intended to give students an opportunity to understand the physical aspects of the earth and of their importance to the continued existence of man. Industrial development of societies will be examined in relation to their physical geography. Students will

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			demonstrate atlas skills, which will involve map reading and map making. Colored pencils and a desk atlas must be purchased for the course. The student will be able to locate places, nations and physical features of the world on maps and globes, and describe how their locations relate to each other. The student will be able to research material, draw maps and write a formal report concerning a specific geographic region.
World History	*1*	*10-12*	*This course in world history will provide students with a base of knowledge concerning the development of world civilizations and cultures. In addition to a chronological orientation of significant historical events, students will become familiar with significant historical figures and the geographical factors related to world history. The student will identify chronological sequence of significant historical world events from prehistoric times to modern history. The student will write a research paper that is synthesis of information from several different sources.*

SOCIAL STUDIES (continued)

Mission Statement*: To provide an educational environment which will encourage students to be informed, responsible citizens and be active participants in various groups to which they belong. This would include family, school, private associations, city, state, nation and global systems.*

Rationale Statement*: The primary purpose for the study of Social Studies is to give students an understanding of the privileges and responsibilities of living in a democratic society. Through their study of social science, students will develop decision-making skills that will allow them to understand the relationships of individuals, groups, governments and economic systems. Such understanding provides citizens with the necessary skills for dealing with social questions of today and tomorrow.*

General Goals for Graduates*:*

1. *To understand our heritage and the democratic traditions of this nation.*
2. *To understand and respect themselves and the perspectives of others.*
3. *To understand how individuals, groups, organizations and social systems function and relate to each other.*
4. *To be knowledgeable and have the ability and the will to solve problems using critical thinking and decision-making skills.*
5. *To understand how the present is related to the past and the future.*
6. *To understand geographic conditions and how they affect world relationships.*

COURSE	UNITS	GRADE	DESCRIPTION
General Psychology	*½ DC*	*11-12*	*This class is an introduction to the art and science of psychology. Students will study theories, famous psychologists and popular experiments. They will also study cognitive development, personality and intelligence theories and assessments, characteristics of learning and categorization of mental health. The student will be able to explain the differences between the five major personality theories. The student will conduct experiments using suitable scientific methodology in the study of specific behavior.*
Sociology	*1/2*	*11-12*	*This class is a study of the society as a whole with emphasis on American Society. Students will compare and contrast the major aspects of American society with different cultures. They will also summarize how the roles of class, race, gender and age groups change in society, including the cause and effects. The students will be able to describe the major social institutions and how they fulfill human needs.*

BUSINESS EDUCATION

Mission Statement*: The vocational business education department at Sweet Springs High School will provide instruction appropriate for students who with to obtain entry-level office positions. It will also provide the educational foundation for those students who plan to pursue higher education in the field of business. Each student should have the opportunity to learn according to his/her abilities. This type of education is best achieved through the use of projects, hands-on use of equipment, and simulations.*

Rationale*: Business occupations represent the area of greatest potential for most communities in terms of both employment demand and student interest. Through the business education program, students experience the practical applications of basic skills to real world and real work situations. The public demand for students to have improved competencies in basic skills can be met through comprehensive business education programs where*

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communications, computation, and computer skills are applied. To become functional and contributing members of society, students should be educated for and about business. Business education for business provides potential for making citizens financially self-sufficient and contributes to career growth. Business education provides instruction for learning how the private enterprise system functions and how one's business and economic life can be managed more efficiently.

General Goals for Graduates:

1. *Develop skills, abilities, and understandings that are necessary to conduct personal business affairs and make wise economic decisions.*
2. *Develop skills, abilities, and understandings that are necessary to enter, perform, and progress in a business career.*
3. *Apply communication, computation, and computer skills that are essential to master the competencies in the business area.*
4. *Gain an understanding of the occupational opportunities available in the world of business.*

COURSE	UNITS	GRADE	DESCRIPTION
Tech 7	Semester	7	Students will receive beginning instruction in touch-keying. They should be able to key 15 wpm by the end of the semester. Students will also learn the basics of Microsoft Word and PowerPoint.
Tech 8	Semester	8	This class will develop keyboarding speed and accuracy as well as formatting a variety of styles of letters, reports, and tables using Microsoft Word. Students should be keying at a rate of 40 wpm.
Computer Applications	1	9-12	The goals of this class are to learn to type by touch, develop keyboarding speed and accuracy, and format a variety of styles of letters, reports, and tables using WordPerfect word processing software on the computer. This class is a prerequisite to Business Communications and Office Technology.
Accounting I	1	10-12	Basic accounting principles are applied to many personal financial activities, such as balancing a checkbook or completing an income tax return. The goals of this class are to learn the basic accounting principles and procedures that are applied to accounting records kept for businesses that operate in the private enterprise economy of the United States and to understand the types of on-the-job activities that are required of entry-level accounting workers.
Accounting II	1 (weighted)	11-12	Accounting II is offered to students who have successfully completed Accounting I and are interested in studying more advanced accounting procedures. The goals of this class are to master more advanced principles such as uncollectible accounts, promissory notes, inventory valuation, depreciation, and deferrals and accruals for partnership and corporate forms of business. Accounting II is offered by arrangement and qualifies as an advanced class for the College Prep Certificate. State Fair Community College has agreed to grant the following college credit to students who complete Accounting I and Accounting II with grades of "B" or better: ACCTRG 101 Principles of Financial Accounting - 3 credit hours.
Personal Finance	1/2	10	This is a required course for sophomores. Personal Finance will provide students with an understanding of all aspects of personal financial management such as family budgeting, banking, credit, etc.
Computer Science I	1	10-12	This course is designed to provide skills needed to successfully use modern business technology. It is designed to work in tandem with Computer Science II.
Computer Science II	1	10-12	Like Computer Science I, this course is designed to provide skills needed to successfully use modern business technology. Computer Science I and Computer Science II should be taken in sequence.

PHYSICAL EDUCATION

Mission Statement: *The Board of Education for this School System believes that it is their duty to provide an opportunity within this institution for all students to achieve full academic success. Each student will be given the chance to develop to his/her potentials within the curricular and non-curricular activities. Through positive environment and role modeling, the student will begin to develop a strong sense of democratic ideas, as well as an appreciation of American heritage and an understanding of the rights of themselves and others. Within this the individual will be able to become knowledgeable as a citizen in a democratic society. The students shall also have the opportunity to develop a positive self-image and as future citizens they will be able to develop proper knowledge in economic and civic matters. Through proper teaching and role modeling students will develop the*

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skills needed to succeed in life.

Rationale: *The Sweet Springs Physical Education Department will strive to meet the educational philosophy of the Sweet Springs School District with the belief that each child will learn the values needed to succeed in a democratic society. This department will use the holistic approach to insure the development of motor skills needed for the performance of fitness and leisure activities, social interactions needed for human relations and societal success, and through skills, written and oral evaluations the academic achievement will be measured. Through a positive environment, proper teaching, and role modeling for the students will be able to develop the basic skills required to lead a successful and healthy life.*

General Goals for Graduates:

1. *Each child will develop and learn to more efficiently and effectively.*
2. *Each child will develop and become knowledgeable of rules and regulations required to compete in lifetime sports.*
3. *Each child will develop the ability to function in human relationships as well as team and individual sports.*

COURSE	UNITS	GRADE	DESCRIPTION
P.E. / Health	-	7-8	*The purpose of this semester class is to further students' physical skills and coordination, to develop a sense of good sportsmanship and to gain a better working knowledge of the rules in both individual and team sports. First semester students will complete the following units: President's Fitness Test, Flag Football, Soccer, Volleyball, Basketball, and Floor Hockey. Second semester class will complete the following units: Basketball, Volleyball, Floor Hockey, Pickleball Ping Pong, Ultra Frisbee, Whiffleball and Softball. Both semester classes will include health classes.*
Health	1/2	10-12	*This course is designed to let students learn different functions of the body, such as appearance, behavior, emotions, sense organs and tissue maintenance. Also the dealings with alcohol and tobacco as well as drug abuse. We will also learn about first aid and safety education, social and public health hazards, and knowledge and information on HIV and Aids prevention. The goal in the health class is to know your mental and physical well being better, and how to cope with certain factors of health in your life.*
COED P.E.	1	9-12	*The purpose of this course is to further the students' physical skills and coordination, to develop a sense of good sportsmanship and to develop a better working knowledge of the rules in both individual and team sports. Some of the activities to be played and tested are: President's Fitness Test, Speed and Agility Conditioning, Volleyball, Soccer, Flag Football, Basketball, Badminton, Shuffleboard, Floor Hockey, Pickleball, Ping Pong, Bowling, Ultra Frisbee, Whiffleball, Softball and Golf. Sportsmanship and lifetime sports will be emphasized to all students. In addition, the student will be required to dress out daily in a clean and acceptable gym uniform. Cleanliness and health tips will include a daily shower at the end of the class period. The goal is to have students finish the course with a better understanding of their physical well-being and of individual and life-time sports.*

AGRICULTURE EDUCATION

Mission Statement*: The mission of Agriculture Education at Sweet Springs is to provide a total dynamic educational system. We aspire to excellence as we recruit, prepare and support individuals in agricultural careers. We serve the people and inform them about agriculture, its needs, opportunities and challenges. We value: providing instruction in and about agriculture; serving all populations; developing the whole person; responding to the needs of the marketplace; advocating free enterprise and entrepreneurship education; functioning as part of the total educational process which includes formal instruction, experiential learning, leadership and personal development.*

Rationale Statement*: Agriculture is America's largest, most productive and basic industry. Nowhere is this more true than in the Sweet Springs R-VII School District. Every patron of the District is employed in an area directly related to or dependent upon the success of the agriculture industry. Much of this country's success in agriculture can be attributed to a sound program of education and an educated public. To maintain a stable and efficient agriculture system and to assure the continued well being of our society, agriculture education must continue to be a priority. With over one-fifth of the national population, and an even higher percentage in the school District, employed in the agriculture industry, education must inform our youth about agriculture and assist them as they prepare to enter the workforce. In order to be considered a well informed individual, every student needs a basic understanding of agriculture and its role in feeding and clothing our population. Students also need to understand how agriculture has influenced and continues to influence the development of our community, state and nation. Our mission, in the Sweet Springs Agriculture Department, is to provide students with the necessary skills and knowledge to be successful in both agricultural and non-agricultural occupations.*

General Goals for Graduates:

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1. *Understand the influence of research on agriculture and other aspects of our society, such as medicine and consumer products.*
2. *Understand the interrelationships of agriculture with other segments of society.*
3. *Understand the influence of public policy on agriculture.*
4. *Understand and appreciate agriculture for vocational and leisure interests.*
5. *Develop creative interests in agriculture.*
6. *Understand the meaningful and practical applications of agriculture with other subject matter areas, such as mathematics and science.*
7. *Understand the opportunities in occupational areas requiring knowledge and skills in agriculture.*
8. *Utilizing knowledge and skills developed in agriculture to improve economic efficiency.*
9. *Understand how agriculture contributes to our society.*
10. *Develop leadership and personal skills necessary to be successful in any occupational area.*

COURSE	UNITS	GRADE	DESCRIPTION
Exploring Agriculture 7	Semester	7	This semester course is designed to introduce agriculture to the Junior High student and show them the role agriculture plays in their lives. At the complete of this course the student will be able to: Explain the role plants and animals play in our society, identify agriculture products and explain where they come from and how they are processed, identify and use hand tools, explain the importance of environment and resource conservation, receive their Missouri Hunters Education Certificate.
Exploring Agriculture 8	Semester	8	This semester course is designed to introduce agriculture to the Junior High student and show them the role agriculture plays in their lives. At the complete of this course the student will be able to: Explain the role plants and animals play in our society, identify agriculture products and explain where they come from and how they are processed, identify and use hand tools, explain the importance of environment and resource conservation, receive their Missouri Hunters Education Certificate.
Agriculture Science I	1	9-12	Ag. Science I is for those students who are taking a high school agriculture class for the first time. At the completion of this class the student will be able to: Demonstrate the proper leadership skills needed to work with others in organizations and clubs, keep accurate and useful records, compare career opportunities in agriculture, weld safely and correctly with an arc welder, safely use basic tools in constructing small wood projects, read, interpret and design project plans, analyze and select quality livestock and livestock products, explain the proper nutritional needs of animals, describe the reproductive systems of animals.
Agriculture Science II	1	10-12	Ag. Science 2 is for those students who are enrolling in their second year of high school agriculture classes. At the completion of this class the student will be able to: Explain the basic plant process, identify and describe the uses of common crops, evaluate the soil for productive qualities, demonstrate leadership skills needed in discussing, speaking and participating in meetings, safely and properly use power tools, perform advanced arc welding and woodworking skills, use the oxyacetylene equipment safely and properly.
Animal Science	1/2	11-12	Pre-requisite of Ag. Science I -- Students will analyze the major species of livestock in Missouri. At the conclusion of the course the student will be able to: Select quality livestock for production, develop a nutritional program for their livestock, maintain a whole herd health program, improve the herd through the use of genetic selection.

AGRICULTURE EDUCATION (continued)

Mission Statement: *The mission of Agriculture Education at Sweet Springs is to provide a total dynamic educational system. We aspire to excellence as we recruit, prepare and support individuals in agricultural careers. We serve the people and inform them about agriculture, its needs, opportunities and challenges. We value: providing instruction in and about agriculture; serving all populations; developing the whole person; responding to the needs of the marketplace; advocating free enterprise and entrepreneurship education; functioning as part of the total educational process which includes formal instruction, experiential learning, leadership and personal development.*

Rationale Statement: *Agriculture is America's largest, most productive and basic industry. Nowhere is this truer than in the Sweet Springs R-VII School District. Every patron of the District is employed in an area directly related to or dependent upon the success of the agriculture industry. Much of this country's success in agriculture can be attributed to a sound program of education and an educated public. To maintain a stable and*

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efficient agriculture system and to assure the continued well being of our society, agriculture education must continue to be a priority. With over one-fifth of the national population, and an even higher percentage in the school District, employed in the agriculture industry, education must inform our youth about agriculture and assist them as they prepare to enter the workforce. In order to be considered a well informed individual, every student needs a basic understanding of agriculture and its role in feeding and clothing our population. Students also need to understand how agriculture has influenced and continues to influence the development of our community, state and nation. Our mission, in the Sweet Springs Agriculture Department, is to provide students with the necessary skills and knowledge to be successful in both agricultural and non-agricultural occupations.

***General Goals for Graduates**:*

1. *Understand the influence of research on agriculture and other aspects of our society, such as medicine and consumer products.*
2. *Understand the interrelationships of agriculture with other segments of society.*
3. *Understand the influence of public policy on agriculture.*
4. *Understand and appreciate agriculture for vocational and leisure interests.*
5. *Develop creative interests in agriculture.*
6. *Understand the meaningful and practical applications of agriculture with other subject matter areas, such as mathematics and science.*
7. *Understand the opportunities in occupational areas requiring knowledge and skills in agriculture.*
8. *Utilizing knowledge and skills developed in agriculture to improve economic efficiency.*
9. *Understand how agriculture contributes to our society.*
10. *Develop leadership and personal skills necessary to be successful in any occupational area.*

COURSE	UNITS	GRADE	DESCRIPTION
Food Science & Technology	1/2	11-12	This course is designed to introduce the student to the processes involved in converting beef, pork, sheep, poultry and dairy products from the raw products to food for human consumption. At the conclusion of this course the student will be able to: Explain the steps in processing of agricultural products, examine the issue of food safety in our society, make wise consumer choices when selecting livestock products.
Agriculture Construction	1	11-12	Prerequisite is Ag Science 1 and 2 -- This semester course is designed to allow students the "hands on" opportunity to design and construct advanced shop projects. At the conclusion of this course the student will be able to build wood or metal projects from commercial shop plans or plans of their own design.
Agriculture Communications	1	11-12	Students will study the importance of good communication skills for the success of employees in an agri-business setting. At the conclusion of this course the student will be able to: Compose and deliver informative, persuasive, demonstrative and challenging presentations, prepare and present an effective sales presentation, utilize computer software in designing and presenting a presentation.
Agriculture Management & Economics	1 (weighted)	11-12	Prerequisite is Ag Science 1 -- This class will present the basic economics principles with an emphasis on production. At the completion of this course the student will be able to: Utilize economic principles in decision-making processes, explain and use marketing information to market agricultural products for maximum profit.
Turf & Landscape Management	1	11-12	**TURF AND LANDSCAPE MANAGEMENT** -- 1 Unit – (11-12) -- This course will introduce students to the area of landscape design and management. At the completion of this course, the student will be able to: Evaluate opportunities in the landscaping industry, identify and select the proper plants to use in the landscape, Analyze a site and design a landscape for that site.

FAMILY AND CONSUMER SCIENCES

***Mission Statement**: To provide an educational environment which will encourage students to realize their potential and to serve as a resource for the community in promoting lifelong learning experiences.*

***Rationale**: The basis of the Sweet Springs R-VII Family and consumer Science Curriculum is built around the belief that management, decision-making, problem solving, the ability to relate to others, and citizenship/leadership skills are the foundation for all learning. The curriculum focuses on a hands-on learning approach where students learn by doing. Society depends on two constants for its survival: Family systems and work (Felstehausen & Schultz, 1991). Though both systems are interconnected, the nature of each system and the way in which they harmonize and conflict have changed greatly in the last few decades. Increasing numbers of single-parent and dual-income families, change in work and family roles,*

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differences between employer and family expectations and changes in lifestyles have created new perspectives on the relationship between work and family members but for the economy as well. Society cannot be optimally productive unless the needs of employers and employees are accommodated. A strong family unit makes a valuable contribution to the work force and the economy and allows individuals to lead happier, richer lives.

***General Goals for Graduates**:*

Family and Consumer Science Education Programs strengthen the well-being of individuals and families across the life span by enabling students to:

1. *Develop skills as responsible citizens and leaders in family, community and work settings.*
2. *Manage resources to meet the material needs of individuals and families.*
3. *Balance personal, home, family, and work lives.*
4. *Use critical and creative thinking skills to address problems in diverse family, community, and work environments.*
5. *Function as providers of goods and services.*
6. *Develop leadership skills through FCCLA.*

COURSE	UNITS	GRADE	DESCRIPTION
FACS Exploration	1/2	7-8	(Semester course) This comprehensive instructional program is designed to help prepare students for multiple roles as individuals and family members. Emphasis is placed upon values clarification, decision making, consumer skills, personal and family relationships, parenting, nutrition, and health. Career exploration and its impact on families are key components. This class deals with far more than just cooking and sewing.
Life Skills	1/2	8	An instructional program that is designed to help students grasp the demands placed upon them from school, family, and community and develop techniques and strategies to successfully meet those demands. The course will focus on planning, goal-setting, positive mental frameworks, and habits, including physical, emotional, and social routines that will help build successful outcomes.
FACS I	1/2	9-12	This comprehensive instructional program describes the general study of family and consumer sciences, including how individuals develop and function in family, work, and community settings and how they relate to their physical, social, emotional, and intellectual environments. Career exploration and its impact on families are key components. There are a number of "real world" experiences built into the curriculum. FCCLA programs are integrated within the course.
FACS II	1/2	9-12	This comprehensive instructional program builds upon the foundations of the FACS I course and expands upon the study of family and consumer sciences. A more in-depth examination of how individuals develop and function in their roles in family, work, and community settings are explored. FCCLA programs are integrated within the course.
Foods	1/2	9-12	An instructional program that prepares individuals to understand the principles of nutrition; the relationship of nutrition to health and wellness; the selection, preparation and care of food; meal management to meet individual and family food needs and patterns of living; food economics and ecology; optimal use of the food dollar; understanding and promoting nutritional knowledge; and application of related math and science skills.
Family Living	1/2	9-12	An instructional program that prepares individuals to understand the physical, psychological and social influences pertaining to the complex housing decisions required for creating a desirable living environment. Includes instruction in the human and environmental factors influencing the form and use of housing; the varied types of housing; costs; exterior and interior design; home furnishings and equipment; and the selection, use and care of available resources for achieving improved living space to meet individual and family needs.
Clothing Design	1/2	9-	An instructional program that prepares students to understand the social, psychological, physiological aspects of fashion, textiles, and apparel. Instruction includes apparel and behavior; elements and principles of design; color theory, wardrobe planning, history of apparel, specialized clothing, wardrobe budgets, retail options, textiles, garment care, alterations, and construction.

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FINE ARTS

Mission Statement: *The study of art as a discipline, along with the production of visual art, will stimulate and foster creativity, pride in workmanship, and higher order of thinking. It will aid in transmitting culture, and enhance both communication and critical thinking skills. These skills are necessary for students to become productive members of society as well as discriminating consumers.*

Rationale: *Art education provides three things that students need as they prepare to become vital, productive members of society.*

1. *Art encompasses "work". Beyond the qualities of creativity, self expression, and communication, art is a type of work. Through art, students learn the joy of work. Work that is done to the best of one's ability, for its own sake, for the satisfaction of a job well done. Work is one of the noblest expressions of the human spirit and art is the visible evidence of work carried out to the highest possible level. The ideas of productivity and workmanship are strengthened each time students commit themselves to the endeavor of art.*
2. *Art increases "language" in both visual and verbal modes. In art, students learn to make and study visual images. The individual who cannot create, understand, and translate visual images in incompletely educated. Complete literacy includes the ability to create, understand, respond to, and talk about visual images. Art education stimulates discussion about visual images and develops critical thinking skills.*
3. *Art focuses on "values". Great art of the past and present deals with durable human concerns such as home and family, war and peace, beauty and ugliness, the individual and society, and violence and love. When studying the art of other people and lands, students are exposed to a wide range of human values and concerns. They become sensitized to the fact that values shape all human efforts, and that visual images can affect their personal value choices. From that foundation, they will be in a better position to choose what is right and good for themselves, their families, and society in the 21st century.*

General Goals for Graduates:

Upon graduation, each student should be able to demonstrate that he/she has the capacity to:

1. *Have intense involvement in and personal response to visual experiences.*
2. *Perceive and understand visual relationships in the environment, especially aesthetic relationships.*
3. *Think, feel, and act creatively with visual art materials.*
4. *Increase manipulative and organizational skills in art performance appropriate to individual abilities.*
5. *Acquire a knowledge of mankind's heritage of visual art and design.*
6. *Understand the nature of art and the creative process.*
7. *Make intelligent visual aesthetic judgments.*
8. *Use art knowledge and skills in personal and community life.*

COURSE	UNITS	GRADE	DESCRIPTION
Art 7	-	7	(Semester Course) Seventh grade art is primarily concerned with introducing the student to the fundamental elements of art and principles of design. The student will develop skills in drawing, the use of color and color theory, design, painting in various media and some 3D techniques.
Art 8	-	8	(Semester Course) Eighth grade art builds on lessons learned in 7th grade, and continues to master foundations in elements of Art and Principles of Design. The student will again be exposed to several types of art forms: drawing, painting, design, sculpture, and ceramics.
Art I	1	9-12	Art 1 offers students an opportunity to advance in specific areas of studio art. The student will continue to develop techniques and skills learned in Junior High. Studio experience may include any of the following areas: sculpture, ceramics, drawing, painting, and printmaking. Studio courses may vary from year to year.
Art II	1	10-12	Art II offers students an opportunity to excel in higher level art forms. Course offerings include one semester of studio experience (applied arts such as papermaking, book binding, fiber arts, basketry and weaving, candle making, printmaking, etc.) and one semester of computer based learning (applied arts such as commercial art, interior design, architecture, etc.)

MUSIC

Mission Statement: *To provide an educational environment which encourages students to realize their musical potential. To provide a musical outlet for learning and enrichment for the entire community, promoting lifelong musical experiences.*

Rationale: *The primary purpose of music education is to develop an understanding, appreciation and enjoyment of music by providing a program of*

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instruction to meet the needs of all students. Through this instruction, the individual shall be given the opportunity to expand their musical skills and talents through academic study and performance. Music education encourages personal creativity, as well as responsibility, cohesiveness and expression.

General Goals for Graduates:

1. *To develop an understanding and command of musical notation and vocabulary.*
2. *To display knowledge of various performance skills.*
3. *Develop positive attitudes about the value of musical experiences as part of a full and well-rounded life.*
4. *Develop a knowledge of a variety of musical forms and styles representing multicultural and ethnic influences.*
5. *To encourage a love and respect for the musical arts into adulthood, so causing every generation to be exposed to music at home as well as in the classroom.*

COURSE	UNITS	GRADE	DESCRIPTION
Junior High Band	-	7-8	This course will lay the foundation for basic instrumental music skills on all the traditional concert band instruments. Students will begin performing in three different settings including the concert hall, parade setting and football field. Students will be taught basic music notation, rhythm, harmony, form and style that will be evaluated in a performance setting. Musical growth will be encouraged with the final outcome being involvement in instrumental music at the high school level.
High School Band	1	9-12	This course will expand the foundation of instrumental music skills on all the traditional concert band instruments. Students will continue performing at all three performance areas including the concert hall, parade setting, and football field. Students will be encouraged to reach the highest level of performance in their area at all grade levels, with evaluation including community performances and competitive festival settings. Students will be exposed to all styles of music, expanded levels of musical history, notation, format and style. Musical growth will be encouraged with the final outcome being involvement in instrumental music at the college level and into adulthood.
Jazz Band	1	9-12	This course will expand the instrumental music skills through the exploration and study of musical styles relating to the art form of jazz. With jazz being a true American art form, study will include jazz history, notation, performance, form and style. Students will be exposed to all styles of jazz including blues, swing, rock Latin, and reggae music. In the exploration of these styles, students will be taught cultural influences connected with these different styles of jazz. Students will be encouraged to reach the highest level of performance in their area at all grade levels, with evaluation including community performances competitive festival settings. Musical growth will be encouraged with the final outcome being involvement in jazz studies at the college level and into adulthood.
Junior High Vocal Music	-	7-8	This class will introduce students to basic singing skills, musical history, rhythm, and notation. Students will be taught listening and singing skills using the foundation began at the elementary level. Students will be encouraged to read the highest level of performance in their area at all grade levels, with evaluation including community performances and competitive festival settings. Musical growth will be encouraged with the final outcome being involvement in vocal music at the high school level.
High School Vocal Music	1	9-12	This class will expand upon the foundation of singing skills. Students will be taught music history, vocal pedagogy, and will expand their knowledge of music harmony, rhythm, style and form. Students will be encouraged to reach the highest level of performance in their area at all grade levels, with evaluation including community performances and competitive festival settings. Musical growth will be encouraged with the final outcome being involvement in vocal music at the college level and adulthood.
Music Appreciation	1	9-12	This course is designed to provide the student with a well rounded music education. Students will explore the basic elements of music, instruments, historical periods of music history, and listen to music from the great composers of each period. Students will also learn how to read

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music and interpret the music through playing the recorder.

FOREIGN LANGUAGE			
Mission Statement: ***Rational***: ***General Goals for Graduates***:			
COURSE	**UNITS**	**GRADE**	**DESCRIPTION**
Spanish 7	-	*7*	*(One Semester) This course will introduce students to fundamental vocabulary, and situational phrases and expressions. In addition, students will learn about Hispanic culture, and geography of the Spanish speaking countries.*
Spanish 8	-	*8*	*(One Semester) This course will expand on the fundamental language learned in 7th grade. Students will learn basic sentence structure, including the conjugation of the simple present tense verbs. Students will explore short paragraph writing.*
Spanish I	*1*	*9-12*	*This course will provide students with opportunities for speaking, reading, writing, and listening comprehension. Students will learn all present and future form verb tenses. The Spanish-speaking countries will be featured one or two at a time to allow more in-depth study. Students will complete at least one intensive project that demonstrates knowledge of the Spanish language.*
Spanish II	*1 (weighted)*	*10-12*	*This course will further provide students with opportunities for speaking, reading, writing, and listening comprehension. Students will review the present and future verb tenses and learn all past tenses. The Spanish-speaking countries will continue to be featured one or two at a time to allow more in-depth study. Students will complete at least one intensive project that demonstrates knowledge of the Spanish language*

VOCATIONAL-TECHNICAL COURSES AT SALINE COUNTY CAREER CENTER (SCCC), MARSHALL			
COURSE	**UNITS**	**GRADE**	**DESCRIPTION**
Auto Mechanics	*	*11-12*	*For students planning to follow the Auto Mechanics profession. Students will have the opportunity to study the design, construction, and operation of automobile units, as well as technical and related information necessary to attain proficiency as an auto mechanic. They will apply the knowledge learned in the classroom by doing actual maintenance and repair work on cars in the shop area.*
Construction Trades	*	*11-12*	*For students interested in entering one of the various carpentry trades. Instruction includes classroom instruction in maintenance, repair and construction of homes. On the job experience is gained in the actual construction of a dwelling. Objectives of the course are to provide practical experience, information, and skill techniques relating to residential wiring, painting, carpentry and other specialties.*
Food Service Management	*	*11-12*	*To provide training for paid employment in managerial, production, and service level jobs in institutional, commercial or self-owned food establishments or other food occupations.*
Health Occupations	*	*11-12*	*For students desiring training and employment as a Certified Nursing Assistant in a hospital or long-term care facility. The first semester will include basic nursing procedures and the human body in health and disease. The second semester will be spent working and observing at various health care facilities in the community.*

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MISC.			
COURSE	***UNITS***	***GRADE***	***DESCRIPTION***
Work Study	*1-8*	*11-12*	*The cooperative school work program, in conjunction with Vocational Rehabilitation, is designed to offer practical work experience while still in school. This program is designed to aid students in exploring career options. It also provides valuable training experience. Cooperative school work programs may include; activities, job training stations, part-time employment, or full-time employment. Generally, while in their Junior year, the student on a job site works half-time, and attends school half-time. In their Senior year they may work full time. The student is paid fair wages by the employer. Credit may, or is, awarded for work experience.*

** See Guidance Counselor for Details*

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