

COMMITMENT TO EXCELLENCE



**BRASHEAR TIGERS**

Dear Students:

It is my privilege and honor to be working with you this year at Brashear High School. I am excited to build new relationships and work with each of you as you learn, mature, and strive to reach your highest potential. It is my sincere belief that all students can learn and that by working together we can ensure a positive learning environment for everyone!

In achieving your best, this handbook provides you with valuable information to help you be successful at school. Please read and become familiar with all policies and procedures that are contained within it. We are fortunate to have a strong teaching and support staff that is committed to helping you achieve your highest potential. It is our desire to help you grow into a responsible, productive young adult.

I want to wish you all the best of luck this school year. If you have any questions, please do not hesitate to ask a staff member or myself.

Sincerely,  
Brent Doolin  
High School Principal

# ADAIR COUNTY R-II HIGH SCHOOL

205 West Dewey St.  
Brashear, MO 63533  
Phone: (660) 323-5272  
Fax: (660) 323-5250

This Tracker Belongs to:

Name:

Address:

City:

Phone:

Locker #:



# MISSION STATEMENT

We Believe that in a democratic society, education must help the Students realize their worth as individuals and should lead them toward becoming A productive Member of society.

## ADMINISTRATION

Shelly Shipman.....Superintendent  
Brent Doolin ..... K-12 Principal  
Renee Reeves.....Superintendent Secretary  
.....HS Secretary

## BOARD OF EDUCATION

Roger Thompson ..... President of the Board  
Curtin Gordon.....Vice President  
Traci Hill .....Secretary  
Alissa Treasure .....Treasurer  
James Reeves..... Delegate/Board Member  
Duayne Housman.....Board Member  
Aaron Zentz .....Board Member

## RENAISSANCE PROGRAM

The purpose of the Renaissance program is to recognize students who are achieving academic excellence with tangible incentives, rewards, and recognition. This program has some 800 schools across this country involved in a rebirth in education.

This program was started in Conway, South Carolina, several years ago and picked up by Josten's as a means to promote academic excellence. Renaissance takes the incentive program from business and ties it to education. It is an attempt to motivate all students to strive for excellence with a new commitment to their academic endeavors. Renaissance is more than a program, it is an attitude that everyone can achieve excellence.

If we are going to compete as a nation in the 21st century we must get our young people to strive for excellence today. Our students are 24% of our population, but they are 100% of our future. The merging of business with education shall bring this nation to its rightful place in the competitive world. The symbol of this new Renaissance is the American Eagle. If we are to soar with the eagles we must complete this Renaissance -- the rebirth, renovation, restoration, refurbishment and renewal of our commitment to excellence in education.

Make the Most of  
Your Opportunities



**RENAISSANCE  
REQUIREMENTS**

**Gold Criteria**

**10.7 -11.00GPA**

No F's  
No unexcused tardies  
No discipline referrals  
(of any kind)  
Enrolled in 3 core subjects  
Participation in extra-  
curricular activity

**RENAISSANCE  
SPONSORS**

Colton's Steakhouse  
Joyce's Styling Hut  
Burger King  
Keller Estate  
McDonald's

**THANKS FOR YOUR  
SUPPORT**

**RENAISSANCE  
REQUIREMENTS**

**Silver Criteria**

**9.0 GPA**

No F's  
No more than 2 tardies  
No discipline referrals  
(of any kind)  
Enrolled in 3 core subjects  
Participation in extra-  
curricular activity or  
community activity

**RENAISSANCE  
SPONSORS**

Wendy's Old Fashioned  
Hamburgers  
Subway  
Sonic  
Back Roads Bar & Grill

**THANKS FOR YOUR  
SUPPORT**

**RENAISSANCE  
REQUIREMENTS**

**Bronze Criteria**

**GPA Increase of 1.0 or  
more or 7.0 GPA for 2  
consecutive semesters**

No F's  
No more than 4 tardies  
No discipline referrals  
(of any kind)  
Participation in extra-  
curricular or community  
activity

**RENAISSANCE  
SPONSORS**

Pagliai's Pizza  
Bellacino's/TCBY  
Downtown Cinema 8  
Pizza Hauz  
Domino's Pizza

**THANKS FOR YOUR  
SUPPORT**

# SCHOOL CALENDAR

Aug. 15.....First Day of Classes  
Sept. 3.....Labor Day  
Sept. 25-27..2<sup>nd</sup> & 7<sup>th</sup> grade OLSAT-8 Test  
Sept. 25-27.....10<sup>th</sup> grade PLAN Study  
Sept. 14.....Dismiss Early 1:03/In-Service  
Sept. 18.....All School Picture Day  
Oct. 17.....11<sup>th</sup> grade PSAT/NMSQT Test  
Oct. 12.....Dismiss Early 1:03/In-Service  
Oct. 12.....First Quarter Ends  
Oct. 24.....10<sup>th</sup> grade PLAN Test  
Oct. 18....Dismiss Early 1:03/P/T Conferences  
Oct. 19.....No School  
Nov. 16.....Dismiss Early 1:03/In-Service  
Nov. 21.....Dismiss Early 1:03  
Nov. 22 & 23.....Thanksgiving Vacation  
Dec. 10-14.....EOC Test  
Dec. 19.....First Semester Ends  
Dec. 19.....Dismiss Early 1:03  
Dec. 20.....Snow Day #1  
Dec. 20-Jan. 2.....Christmas Break  
Jan. 3.....School Resumes  
Jan. 18.....Dismiss Early 1:03/In-Service  
Jan. 21.....Martin Luther King/Snow Day #2  
Feb. 13.....11<sup>th</sup> Grade ASVAB Test  
Feb. 15.....Dismiss Early 1:03/In-Service

Feb. 18.....President's Day  
Mar. 7.....Third Quarter Ends  
Mar. 8.....Spring Break  
Mar. 11.....Spring Break/Snow Day #3  
Mar. 15.....Dismiss Early 1:03/In-Service  
Mar. 28-29.....Easter Break  
Apr. 1.....Easter Break/Snow Day #4  
Apr. 1-26.....3<sup>rd</sup>-8<sup>th</sup> grade MAP Test  
Apr. 22-May 3...K-5<sup>th</sup> grade Terra Nova Test  
Apr. 22-May 3.....EOC Test  
May 14Dismiss Early 1:03/Last Day of School  
May 15.....Snow Day #5  
May 16.....Snow Day #6

## SCHOOL WIDE ASSESSMENT

Individuals UNDER twenty-one (21) years of age who have not completed an approved program are encouraged to contact the Screening Coordinator for further information regarding screening. If the scheduled screening is appropriate for the individual, he/she is encouraged to participate. If the scheduled screening is deemed inappropriate, then an individual screening program will be made available.

For more information contact:  
Christy Grissom, Testing Coordinator  
(660) 323-5272  
christy\_grissom@brashear.k12.mo.us

## FACULTY

Jared Shulse .....Music  
 Martha Reese.....Business  
 Kevin Terry.....Librarian  
 James Scudder.....Math/Physics/Comp Sci.  
 Erin Moots.....Math  
 Tonya Wood.....Special Education  
 Jeffrey McHenry.....Social Studies  
 James Rearick .....Science  
 Matthew Copeland.....English  
 Rebecca Hazen .....Art  
 Michael Killen .....Industrial Technology  
 Diane McGinnis .....English  
 Kyle Robuck.....Physical Education/Health  
 Cheryl Reeves .....At-Risk/Health  
 Christy Grissom .....K-12 Counselor



## SUPPORT STAFF

Renee Reeves .....Secretary/Bookkeeper  
 .....High School Secretary  
 Karla Hettinger.....Elementary Secretary  
 Sheri Turner.....Nurse  
 Cathy March .....Head of Food Service  
 Darlene Withrow .....Cook  
 Barbara Person.....Cook  
 Sarah Magruder .....Cook  
 Willard Colegrove .....Head of Maintenance  
 Carl Garr .....Custodian  
 Daniel Carpenter .....Para-Professional  
 .....Para-Professional  
 Larry Billington.....Bus Driver  
 Lonnie Salter.....Bus Driver  
 Lajeana Coin.....Bus Driver  
 .....Bus Driver  
 Jeff Osborn.....Vo-Tech Driver  
 Joe Williams.....Vo-Tech Driver

# TELEPHONE DIRECTORY

The Adair County R-II School has installed phones in each classroom for safety and educational purposes. You may use the following directory to make calls. Voice mail will be available if the party is unable to take your call at that time.

Superintendent	10	Industrial Arts Room	27
Bookkeeper	11	Speech Room	28
7-12 Principal Secretary	12	Guidance Counselor	29
Physical Education	13	Nurse	30
At-Risk/Health	15	K-6 Resource Room	32
Art Room	16	Parents As Teachers Room	33
7-12 Resource Room	17	Sixth Grade	34
Business Room	18	Kitchen/Cafeteria	35
K-12 Principal/AD	19	English/Spanish Room	36
K-6 Principal Secretary	20	Social Studies Room	37
Kindergarten	21	Math/Technology Director	38
First Grade	22	Library	39
Fifth Grade	23	Music Room	40
Second Grade	24	H.S. English Room	41
Third Grade	25	Math Room (Grades 7-10)	42
Fourth Grade	26	Science Room	43
		Reading	44

## BACK TO SCHOOL

The Administration and Faculty of Brashear High School would like to welcome all students to the beginning of the 2012-2013 school year. The primary purpose and function of our school system is to provide its students with the best education possible. It is our hope that you will take advantage of all the opportunities given you and that you will gain all you possibly can from your high school education.

## A WORD TO PARENTS

Our school system will function best when you, as parents, cooperate with the faculty by doing the following:

1. See that your child attends school regularly and has sufficient time at home for rest and study.
2. Read your child's report card carefully and react to it appropriately.
3. Please read and study the information available concerning the policies of our school and help us in providing a quality education to our students.

# SHOW YOUR SCHOOL SPIRIT

You can develop pride not only in your high school but, more importantly, in yourself by striving to do the following:

1. Help keep the building and grounds clean and attractive.
2. Throw all paper and trash in appropriate containers.
3. Do not commit an act that will reflect discredit upon your school.
4. Walk quietly through the halls and do not talk or laugh in a boisterous manner.
5. Be present each day.
6. Don't be tardy.
7. Have lessons prepared each day for class.
8. Always be courteous and friendly to teachers and other students in this and other schools.
9. Try to take a special interest in at least one extra-curricular activity.

## DEVELOP POSITIVE REPUTATIONS

The manner in which you conduct yourself both at school and at home and work is a direct influence on the opinion that others develop about you. It is very possible that the individuals that you come in contact with during your high school years could one day play a key role in your future employment opportunities. Different circumstances call for different types of conduct. Therefore, we must develop a sense of doing right by learning "when to do what". People judge you, your parents, your friends, your school, and your home by your behavior. Every person that you come in contact with is going to form an opinion of you. Why not make it a GOOD ONE!!!

## NHS SELECTION PROCESS

Membership in the National Honor Society is one of the highest honors that can be awarded to a high school student. NHS has worked hard to bring the accomplishments of outstanding students to the attention of parents, teachers, peers, and community. Chapters in more than 20,000 high schools across the nation strive to give practical meaning to the Society's goals of scholarship, leadership, service, and character.

According to national rules, selection to NHS is by a majority of a five-member faculty council. These four ideals are considered as the basis for selection. No student is inducted simply because of a high academic average. The National Honor Society strives to recognize the total student; one who excels in all these areas.

**SCHOLARSHIP:** - 9.35 cumulative grade point average. (Cannot drop below 9.0 after induction.)

**CHARACTER:** demonstrates honesty, upholds principles of morality and ethics, complies with school regulations, exemplifies desirable qualities of personality and shows courtesy, concern and respect for others.

**LEADERSHIP:** holds offices or positions of responsibility, conducts business efficiently and effectively, is reliable and dependable, promotes worthy school and community activities, inspires positive behavior in others and takes a constructive lead in the classroom and other school activities.

**SERVICE:** volunteers dependable and well-organized assistance, cheerfully renders requested service to the school, works well with others, is willing to take on difficult or inconspicuous responsibilities, participates in extra-curricular activities or community service activities and maintains a loyal school attitude.

Membership, however, is more than an honor. It carries with it more than certain privileges. It incurs a responsibility and an obligation to demonstrate those outstanding qualities that resulted in selection.

## **VISITORS**

Adult visitors are always welcome at any time to visit school. Non-adult visitors must be accompanied by their parent to remain at school.

## **STUDENT INSURANCE**

Student insurance will be offered at the beginning of the school year. Insurance forms shall be returned directly to the company by the parent.

## **GET A RECEIPT**

Any time money is paid to the school secretary for anything a receipt will be given. Parents and students should keep these receipts until the close of school.

## **PROPER DRESS**

Students are expected to dress in proper clothing at all times while in school as well as attending school functions. Halter tops, tank tops with straps less than one inch wide, or T-shirts with obscene or any inappropriate messages will not be allowed. Clothing with tobacco, alcohol or any inappropriate drug related messages or logo will not be allowed. Sleeveless T-shirts may be worn but cannot be cut back past the seam of the sleeve. "A" shirts may only be worn for athletic practices or extra-curricular activities outside of school. Shorts and skirts must be an appropriate length. Any article of clothing deemed distracting by teachers or administration (such as those showing visible undergarments or excessive skin) will not be allowed.

## **MEDICATION POLICY**

ALL students who take ANY KIND of medication (prescription or over-the-counter) must bring that medication to the respective office (elementary or high school) to be placed until such time specified by parent note (if over-the-counter) or doctor's orders (if prescription) to take that medication. The office personnel will then dispense the medicine as directed.

All medication must be in original container and with the original prescription if ordered by a physician. A parent note on exact time of dosage and amount of dosage must accompany an over-the-counter medicine. Asthma inhalers must have the original prescription attached, but allowances will be made for students who must carry them on their person after proper notification is given in the office and recorded.

This policy is required by the Missouri Department of Health. Board policy must also comply with this requirement.

## **GRADUATION GOALS**

1. Students will acquire knowledge and skills to gather, understand, analyze and apply information and ideas.
2. Students will acquire the knowledge and skills to communicate effectively within and beyond the classroom.
3. Students will acquire the knowledge and skills to recognize and solve problems.
4. Students will acquire the knowledge and skills to make decisions and act as responsible members of society.

## **TEXTBOOKS**

Textbooks are furnished free to the elementary and secondary students. Notebooks, paper, pencils, and other expendable materials are paid for by the student. (See item number (3) in General Student Information.)

## **SCHOOL PLANNER**

School Planners will be available to all students K-12 at no charge to the student. We feel that the value of the planners as an organizational tool and means of communication between the school and home are well worth the investment. Please see that your children get the maximum benefit from this daily planner.

## **PROMOTION REQUIREMENTS FOR GRADES 7 & 8**

Students must pass: 10 out of 14 semesters with 7 classes. If the student does not meet these minimums, he/she must repeat the 7th or 8th grade.

## **GRADING SCALE**

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

# GENERAL STUDENT INFORMATION

1. Each day a bulletin will be issued from the high school office, announcing school related events and activities. This will be read to the students and will be presented during first period and will be posted in the high school hallways. Parents may also view the daily bulletin on the school web site at <http://brashear.k12.mo.us>.
2. Each student entering Brashear School for the first time must present record of having been immunized against polio, diphtheria, measles, and any other disease as required by the State Department of Education or will not be allowed to attend.
3. According to school law, marking or defacing any school property is punishable by expulsion. Students who damage anything that belongs to the school are liable for the cost of repair or replacement.
4. Lost articles should be turned in to the office. If the articles are not claimed within a reasonable time period, they will be disposed of.
5. When riding the bus to out-of-town activities, all students are under direct supervision of the sponsor.
6. All players, cheerleaders or other participants are to ride the school bus to and from the activity. Participants who wish to ride home with their parents may do so after signing out. Parents wishing their child to ride home with another approved adult must submit their request in writing to an administrator BEFORE the bus has left Brashear School. If for some reason this is not done, it is the option of the principal and coaches to keep a player from competition for a specified time or suspend the player completely.
7. Any student in the hallways during class time must have in their possession a teacher-issued hall pass.
8. No student shall smoke or use tobacco, alcohol or drugs (or have these in their possession) in the school buildings, or on the bus or the school grounds during regular school hours or at any school sponsored activity.
9. Gambling will not be allowed at any time on buses or in the buildings.
10. A telephone has been placed in the lobby of the high school building. Students are to use this telephone for personal calls. Other telephones in the school are for school business only.
11. Only those people who are actually participating in out-of-school activities (track meets, academic contests, school sponsored field trips, etc.) will be excused from school. Non-participating students will not be allowed to ride the bus to activities.
12. The elementary school office and high school office is a place of business and for the conducting of school business. Individuals not conducting school business should not be in the office.
13. Students must bring a note from home, signed by parents or guardians, in order to be dismissed during the school day.
14. A student shall not leave school before or during the school day or absent himself from any class without an office permit. This permit is authorized only by a principal or superintendent, not a teacher. An absence without such a permit will be considered truant.
15. Students who have in-school suspension may receive 100% credit for make-up work and out-of-school suspension may receive NO credit for make-up work at the teacher's discretion. Students in ISS or OSS will not be allowed to participate in any school activity during the day of the ISS or OSS.

## **CLASS ACTIVITIES**

1. All activities must have a sponsor in attendance.
2. All students are required to ride the school bus to and from activity.
3. In order to participate in any school activity (parties, ball games, practices, dances, etc.) a student must attend school 4 full periods during that school day. Students in ISS may not participate in school activities the day ISS is assigned.
4. All functions of the class must be scheduled in the office. The Principal reserves the right to either approve or disapprove each activity. Date, time, and place will be at the discretion of the principal and sponsor.
5. During any activity, school-like conduct is expected of all students.
6. School dances will not exceed 4 per year plus the Junior-Senior Prom.

## **CLASS ORGANIZATION**

1. The officers of each class shall be: President, Vice President, Secretary, Treasurer, and a member of the student council.
2. Class meetings will be held with your class sponsors. The meetings should be conducted in an orderly manner according to parliamentary procedure.
3. It shall be the duty of the class president to conduct all class meetings. He should consult with the sponsor in advance of the meetings in preparation of the agenda. The vice president will take charge of the meetings in absence of the president.
4. The secretary is responsible for keeping a record of the minutes of the meetings and should have a copy of these minutes available if needed by the office. He is also responsible for all correspondence necessary in connection with class business.
5. The treasurer is responsible for keeping record of the class money. A class treasurer book is provided for recording all receipts and expenditures. ALL class funds are to be turned in to the office by the class treasurer. Expenditures of class monies must have the approval of the sponsors, and cleared through the Superintendent's office.
6. All school dances, except Junior-Senior prom are a function of the student council and must be approved by the Principal.

# BUS CONDUCT

It is the goal of our school to provide safe transportation for students; therefore, it is necessary for the drivers, students, parents and school personnel to work in harmony to enforce these rules. Conduct of students may be monitored by surveillance cameras. This policy has been approved by the school board.

1. To ensure safety, the driver must be totally in charge of the school bus. Passengers must respond promptly to all instructions given. Example of infraction: Deliberately defiant/refusal to follow instructions given.
2. The use of alcohol and tobacco products is strictly prohibited. Example of infraction: Smokeless tobacco, smoking, matches, lighters, drugs, or alcohol.
3. Animals as well as glass containers are not permitted.
4. Passengers must observe classroom conduct at all times. Example of infraction: Excessive horseplay, pushing, tripping, loud talking/undue noise, throwing objects, obscene/unacceptable language, gestures, remarks or literature.
5. Do not attempt to get off or move about while the bus is in motion. Example of infraction: Arms, head, feet, objects out window, refusal to stay seated, standing/moving around, crawling under or over seats.
6. Vandalism or tampering with bus equipment is prohibited. Example of infraction: broken window, cut seat or seat damage.

# DRIVING CARS

Building principals have the authority to regulate student use of automobiles at school. Use of school property for student parking purposes is a privilege that may be denied due to violation of District regulations and school policies. Student vehicles parked on District property are subject to search by school officials where there is reason to believe a vehicle contains materials prohibited by District regulations.

If a student arranges his/her own transportation to and from school, or school-related activities, the school's supervision of such student will not begin until the school has custody and control over that student (i.e. checked in by a designated representative of the school).

All students going to the area vocational school at Kirksville MUST ride the bus from the Brashear School to Kirksville and back. If a student is required to drive in order to fulfill a Vo-Tech commitment, permission will be provided on a case by case basis. Willful violation of this will result in possible removal from Vo-Tech school.

Students driving cars to school shall park them **as soon as they arrive**. Students are to leave cars parked until the end of the day. Only with permission will the cars be permitted to leave the parking area before school is dismissed for the day. This permission comes from the Principal's office.

A speed limit of ten (10) miles per hour is established for all motor vehicles operated on the school premises. Drivers of all vehicles are not to pass parked school buses while pupils are being loaded and unloaded. Extreme care is to be exercised by all drivers while operating vehicles on the school premises in order to insure the safety of all children. Failure to comply with this policy will result in a suspension of driving privileges.

## **CLOSED NOON HOUR**

Like many schools in the state with a lunch program, Brashear will have a closed noon hour. This period will be longer than the regular periods to allow ample time to eat in staggered shifts. The students start eating in the cafeteria at 10:55 and by 1:03 over 265 lunches have been served. Twenty minutes are provided each individual for lunchtime.

We will be offering participation in the breakfast program. Buses will arrive at school early enough so all students will have time for breakfast if they choose to eat. Prices for breakfast will be .85 cents for grades K-6, \$1.10 for grades 7-12, and \$1.35 for adults.

Lunch accounts are paid by students on Monday morning for the week. Prices for lunch will be \$1.85 for grades K-6, \$2.25 for grades 7-12, and \$2.75 for adults. Students must notify the kitchen if they plan to eat a second meal. Cost of a second meal is \$2.75. The salad bar will once again be available at no additional cost with the hot lunch for those students not serving a lunch detention or ISS.

Parents with questions about the free or reduced breakfast/lunch program should contact the Superintendent's office.

## **LUNCHROOM RULES**

1. Crowding to the front in the lunch line will result in the student being sent to the end of the line.
2. All lunch accounts are to be paid in the office on Monday mornings of each week, grades 7-12. Lunch payments will be collected in elementary classrooms Monday mornings (grades K-6).
3. Be quiet. No loud talking, running or shoving.
4. Elementary students should remain seated until the teacher is ready to leave.
5. Students sit where there is a seat available. After selecting a seat, stay put. No changing seats. No saving seats.
6. When a 7-12 student finishes lunch he/she will remain seated in the cafeteria. Students will not be allowed in the hallway after lunch because it disturbs the classes in session.
7. Charging lunches will not be allowed. Students who forget their lunch money will be allowed a 3 day grace period before they will not be allowed to eat.
8. Any time money is paid to the school secretary, for anything, a receipt will be given. Parents and students should keep these receipts until the close of school.  
\*A receipt will be given for all meals paid in advance.
9. NO GUM in the lunchroom.

# DUAL ENROLLMENT

Dual Enrollment courses are offered at Brashear High School through Moberly Area Community College. Students may take these courses and receive college credit through MACC as well as high school credit through our school. Courses cost \$70.00 per credit hour (or \$210.00 per three hour semester class). Students are expected to pay for the classes in full at the time of enrollment. Students will pay for only one semester worth of classes at a time. Instructors and textbooks will be furnished by the district. (Students may enroll in these classes for high school credit only at no charge.)

MACC will offer select online dual credit courses for \$82.00 per credit hour (or \$246 per three hour semester class). Courses being offered in the fall of 2012 include: College Algebra, American History, Composition I, American Lit from 1865, Music Appreciation, and Sociology

## Classes offered for dual enrollment may include:

College Freshman English	Exposition	American History I
American Literature I	Sociology	Western Civilization I & II
American Literature II	Fine Arts Appreciation	College Algebra
College Trigonometry	Chemistry	Advanced Biology
Psychology	Advanced Government	Public Speaking

# ACT ASSESSMENT

TEST DATE	REGULAR REGISTRATION	LATE REGISTRATION
September 8, 2012	August 17, 2012	August 18-24, 2012
October 27, 2012	September 21, 2012	Sept. 22-Oct. 5, 2012
December 8, 2012	November 2, 2012	November 3-16, 2012
February 9, 2013	January 11, 2013	January 12-18, 2013
April 13, 2013	March 8, 2013	March 9-22, 2013
June 8, 2013	May 3, 2013	May 4-17, 2013

# DISTRIBUTION OF NON-CURRICULAR STUDENT PUBLICATIONS

Students may not distribute unofficial written material, which is obscene, libelous, vulgar/indecent, harassing/demeaning, or which causes a substantial disruption of school.

Anyone wishing to distribute written material must first submit for approval a copy of the material to the principal/designee at least three (3) days in advance of desired distribution time with the following information: name and phone number of person submitting request, date and time of intended display, location where material will be displayed, and grade of students to whom the display is intended. Within 48 hours the principal will render a decision on whether the material will be displayed. To receive a copy of the complete document on student publications, inquire in the office of administration during regular school hours.

# WEIGHTED GRADE SYSTEM

The primary purpose of the weighted grade system is to assist in calculating class rank based upon courses recognized as college preparatory. Most colleges consider class rank as a critical factor in determining a student's admission.

The weighted grade system awards more points for difficult academic courses. A 20% exact calculation will be given to the weighted classes.

A = 13.2	B+ = 10.8	C+ = 7.2	D+ = 3.6
A- = 12	B = 9.6	C = 6	D = 2.4
	B- = 8.4	C- = 4.8	D- = 1.2

Because the following courses demand a high level of written communication skills, problem solving, and creative thinking abilities, they are considered weighted:

Algebra II	Physics	Pre-Calculus
Spanish II	Advanced Biology	Accounting
Spanish III	Chemistry	Advanced Government
Sociology		

All classes offered for dual enrollment will be weighted. Any classes offered for dual enrollment but not taught for dual enrollment will remain weighted. Dual enrollment classes may include but are not limited to the following:

Exposition	Public Speaking	College English
American Literature I & II	Chemistry	American History I & II
College Algebra	Sociology	Western Civilization I & II
College Trigonometry	Fine Arts Appreciation	Advanced Government
Psychology		Advanced Biology

***MoVIP (Missouri Virtual Instruction Program) offers Advanced Placement courses that will be certified by College Board and taught by AP certified teachers. These courses are recognized as allowing students to access higher-level courses and will be accepted as weighted courses. Other MoVIP or approved distance learning courses that have course and content comparable to weighted courses (i.e. Algebra II, Physics, Chemistry, etc) will be considered weighted. The above list is not necessarily all-inclusive as course titles and offerings may vary from year to year. Each year the list of course offerings for weighted and dual enrollment courses will be approved by Board action.***

# SENIOR INTERNSHIP PROGRAM

What you should know about Internship...

Internship is an out of the classroom learning opportunity. Demonstrating responsibility, communication skills, and maturity are essential to participate in this opportunity. While in an internship position, you are expected to act as adult members of the community. As an intern you may be paid or you may be working as a volunteer. Compensation is at the mentor's discretion. Whether you are paid or not, interning is an educational activity. The goal of interning is to provide you access to a learning environment outside the classroom. Your internship must be related to your future career goals.

- I. Class offered to BHS seniors
  - A. Year-long Internship/Apprenticeship
  
- II. Requirements - Students must:
  - A. Express a sincere interest in a career choice and complete an application.
  - B. Sign a contract and have parent signature also.
  
- III. Class work - Students will:
  - A. Prepare resume
  - B. Prepare cover letter
  - C. Contact employer
  - D. Research job seeking skills
  - E. Research career choice
  - F. Research post-secondary education possibilities
  
- IV. Benefits - Students:
  - A. Gain "real world" experience
  - B. Learn from others
  - C. Gain better understanding of career choice
  - D. See need for additional post-secondary training

See School Counselor for Details

## STUDENT A+ ELIGIBILITY

For a student to be eligible for the financial incentives of the program, students must be certified as an A+ student by A+ Coordinator, Mrs. Cheryl Reeve, at BHS. To be certified as an A+ student, an individual must do the following:

- Sign an A+ Student contract.
- Enter into a written agreement with BHS prior to the last day of the first semester of the senior year.
- Attend an A+ designated high school for the three consecutive years prior to graduation.
- Maintain a 95% attendance rate.
- Earn a 2.5 minimum grade point average on a 4.0 scale.
- Perform 50 hours of unpaid tutoring or mentoring for younger students.
- Maintain a record of good citizenship and avoid the unlawful use of drugs and alcohol, including tobacco.
- Make a good faith effort to first secure all available federal post-secondary student financial assistance funds that do not require repayment.
- 2015 graduates must obtain proficient or advanced on the Algebra I End-of-Course test.

For more information or a full explanation of the above requirements, please contact Mrs. Cheryl Reeves, A+ Coordinator at (660) 323-5272.

## **REPORT TO PARENTS**

1. Grade cards will be issued a few days following the end of the first, second and third quarters. Fourth quarter grade cards will be mailed to students after fourth quarter finals.
2. Progress reports are sent out each quarter after the 3rd and 6th week. These reports need not be returned to the office.
3. The following schedule of grades will be used: A=Excellent, B=Superior, C=Average, D=Inferior and F=Failure.
4. The honor roll is calculated at the end of each quarter and each semester. To be eligible for the honor roll, a student must have a grade point of at least 7.000 to 9.999 for the "B" honor roll and 10.000 or greater for the "A" honor roll. Any failing grade during the period that appears on the report card will cause the student not to make the honor roll.
5. Parents can access their child's grades using the "parent portal" of our Student Information System. To gain access to the portal, parents must first sign a use of technology agreement. Agreement contracts can be obtained in each office.

## **HOMEWORK ON TIME (HOT) PROGRAM**

**Mission:** To develop and foster the responsibility of our students and provide assistance to students who need help completing assignments and learning to manage the work load of our high school schedule.

**What:** Students will receive a HOT Sheet for any assignment which is not completed on time. The HOT Sheet assignment may be completed during Tiger Time or during a HOT Relief Period. HOT Sheets may be assigned a second time for the same assignment if the assignment is not passing or if the teacher determines that the student can perform at a higher level than he/she did on the completed assignment. Any HOT Sheet assignments that are not completed after 2 HOT Relief Periods may become a zero for that student.

**When:** HOT Relief Periods will be on Tuesday and Thursday from 3:15 – 4:15. However, students will be free to leave as soon as their HOT sheet assignment is completed and they have permission from their parent/guardian.

**Who:** Any Student with incomplete HOT Sheets received on Tuesday and Wednesday will stay for the HOT Relief Period on Thursday. Any Student with incomplete HOT Sheets received on Thursday, Friday, or Monday will stay for the HOT Relief Period on Tuesday.

## 2012-2013 Class Schedule

Instructor/Subject	Period 1 8:15-9:06	Period 2 9:09-10:00	Period 3 10:03-10:54
Becky Hazen Art	College Prep. Art (10-12) 3-D Art (10-12)	Design Theory (9-12) Fiber Art (9-12)	Elementary Art
Cheryl Reeves Science/Health	A+		At-Risk
Martha Reese Business	#Accounting (11-12)	Vocational Business Technology (11-12)	
PolyCom Coop Classes	*#Public Speaking(11-12) *#Theatre Apprec(11-12)	*#Psychology (11-12) *#Sociology (11-12)	
Michael Killen Industrial Arts	Exploring IA (9-12)		Drafting (10-12)
Diane McGinnis Language Arts	English 7		Applied Communications/ Journalism (10-12)
Matt Copeland Language Arts		Language Arts I (9-10)	*#College Eng (11-12)^ *#Exposition (11-12)^
Erin Moots Math	Integrated Math I (9-12)	Algebra ½ (8)	Math 7
James Scudder Math	Computer Science (10-12)	*#College Algebra (11-12) *#College Trigonometry	Geometry (10-12)
Jared Shulse Music	Band (9-12)		Elementary Music
Kyle Robuck Physical Education	Weight Training (10-12)		Elementary PE
Tonya Wood Resource	Resource	Resource	Resource
James Rearick Science	*#Chemistry (11-12)	Biology 10	Science 8
Jeff McHenry Social Studies	Social Studies 8	Social Studies 7	American History 9
Spanish			

\*designates college dual enrollment classes

## 2012-2013 Class Schedule

Period 4 10:57-11:48	Period 5 11:51-1:03	Period 6 1:06-1:57	Period 7 2:00-3:09
Elementary Art		8A    8B 7A    7B	Drawing (9-12) Painting (9-12)
Experimental Science (10-12)	Health (7-8)	S.T.A.T.S. (recommendation only)	Careers/Study Skills (7) Careers/Study Skills (8)
Personal Finance (12) College Prep (12)	Elementary Keyboarding	8B    8A 7B    7A	Computer Applications (9-12)
Woods I (9-12)	Home Improve (10-12) Metals (10-12)	7A    7B 8A    8B	Advanced Woods (11-12)
English 8	Language Arts IV (12)	Practical English (9-12)	Applied Communications/ Journalism (11-12)
Language Arts II (10-12)	Language Arts III (11-12)	*#American Lit I (11-12)^ *#American Lit II(11-12)^	Reading/Writing (8) Reading/Writing (7)
Algebra I (9-10)	#Pre-Calculus (12)		Integrated Math II (10-11)
#Algebra II (11-12)	Physics (11-12)		Technology Director
Elementary Music	Elementary Band	7B    7A 8B    8A	Band (7-12)
Elementary PE	PE (7-8)	Health (9) PE (9-12)	Team Sports (10-12) Lifetime Sports (10-12)
Resource	Resource		Special Education Assistant Director
Science 7	Physical Science 9	*#Advanced Biology (11-12)	
	World History 10	Government (10-12) Current Events (10-12)	*#Western Civ I (11-12)^ *#Western Civ II(11-12)^
#Spanish III (12)	#Spanish II (11-12)	Spanish I (10-12)	

^designates PolyCom room

#designates weighted classes

# **JUNIOR-SENIOR HIGH SCHOOL CO-CURRICULAR ACTIVITY PARTICIPATION REQUIREMENTS**

Students must pass all subjects enrolled and maintain a 4.0 grade point average (on an 11 point scale) the previous quarter in order to participate in co-curricular activities to be district eligible. All students' grades are to be reviewed every 3 weeks (progress report time) to see if they remain district eligible and can participate. Students that receive a failing grade on a progress report will be on probation until he/she submits a grade check showing his/her grade is above a 60% in that course. Students that fall below a 4.0 GPA at the 3-week grade check will be on probation. During probation, students may participate in team activities but if that student's grade does not improve above 4.0 GPA at the second three-week grade check, that student will be district ineligible until the end of the quarter. District ineligible students may be allowed to practice, and sit with the team during activities, but cannot participate in the event. Students that are district ineligible cannot miss school time to attend events.

Students need only to meet state standards (must receive 3.0 units of credit or 80% of the maximum allowable credits which may be earned, whichever is greater) the first day of school to participate until the end of the first 3 week period at which time they must be district eligible. A 4.0 may not be attained by rounding a lower number to reach 4.0.

All I.D.E.A. and 504 students with an Individual Education Plan (IEP) will be exempt from the District Extra Curricular Activities Policy but will be held to the State Standards (must earn 3.0 units of credit or 80% of the maximum allowable credits which can be earned, whichever is greater, the previous semester.)

## **STUDENT PHYSICALS**

Students must have a physical exam on file before they can participate in extra-curricular activities. If the physical is received after February 1, it is good for the remainder of that school year plus the next whole school year (expiring on the last day of school).

## **TRI-COUNTY CONFERENCE**

This year Brashear will again participate in the Tri-County Conference. Conference sports consist of softball and baseball in the fall. The winter sport is boys and girls basketball. The spring activities are junior high and high school track and academic bowl. Student athletes will be eligible for all-conference recognition in each sport, as voted on by conference coaches. The senior high squads will compete for conference championships. Member schools are: Atlanta, Bevier, Brashear, Bucklin/Macon County, Green City, LaPlata, Linn County, and Novinger.

## **BRASHEAR TOURNAMENT**

The 84th Annual Brashear Invitational Tournament will be held in the High School February 4-9, 2013.

## **COOP JUNIOR HIGH FOOTBALL/SOFTBALL**

This year, the Adair County R-II District will be partnering with Knox County R-I District to provide junior high students with the opportunity to play football and softball. Because Knox County District will be head school, Adair County District will not be responsible for the student during these activities. This includes transportation to and from practices and/or games. Students are also responsible for any fees incurred. Students interested need to contact the Knox County School at 397-2231.

## BASEBALL/SOFTBALL SCHEDULE

Aug. 24	Linn County (SB/BB)	Home	5:00
Aug. 25	Atlanta V SB Tourney	Away	TBA
Aug. 28	Knox County (JV/V SB)	Away	5:00
Aug. 31	LaPlata (JV/V BB)	Away	5:00
Sept. 1	Knox County SB Tourney	Away	TBA
Sept. 4	Novinger (SB/BB)	Away	5:00
Sept. 6	Canton (JV/V SB)	Home	5:00
Sept. 7	LaPlata (SB/BB)	Away	5:00
Sept. 10	Scotland County (JV/V SB)	Away	5:00
Sept. 11	Atlanta (SB/BB)	Home	5:00
Sept. 14	Green City (SB/BB)	Home	5:00
Sept. 17	Marion County (JV/V SB)	Home	5:00
Sept. 18	Bucklin (SB/BB)	Away	5:00
Sept. 21	Bevier (SB/BB)	Home	5:00
Sept. 22	Schuyler County V SB Tourney	Away	TBA
Sept. 27	Green City (JV/V SB)	Away	5:00
Oct. 3-6	District Softball Tourney	TBA	TBA

## JUNIOR HIGH BASKETBALL SCHEDULE

Oct. 11-12	Green City Tourney	Away	TBA
Oct. 15	Atlanta	Home	6:00
Oct. 16	LaPlata	Home	6:00
Oct. 19	Green City	Away	6:00
Oct. 22	Mary Immaculate (7&8 only)	Home	6:00
Oct. 23	Bevier	Home	6:00
Oct. 26	Bucklin	Away	6:00
Oct. 30	Novinger	Home	6:00
Nov. 1	Linn County	Away	6:00
Nov. 5-10	Atlanta Tourney	Away	TBA
Nov. 13	Mary Immaculate (7&8 only)	Home	6:00

## VARSITY BASKETBALL SCHEDULE

Nov. 19	Marion County	Away	6:00
Nov. 26-Dec. 1	Novinger Tourney	Away	TBA
Dec. 4	Linn County	Home	6:00
Dec. 11	LaPlata	Away	6:00
Dec. 13	Atlanta	Home	6:00
Dec. 17	Marion County	Home	6:00
Jan. 4	Schuyler County	Home	6:00
Jan. 7	Scotland County	Home	6:00
Jan. 11	Bevier	Away	6:00
Jan. 14-19	North Shelby Tourney	Away	TBA
Jan. 22	Green City	Home	6:00
Jan. 25	Canton	Away	6:00
Jan. 28	Knox County	Home	6:00
Feb. 4-9	Brashear Tourney	Home	TBA
Feb. 12	Bucklin	Home	6:00
Feb. 14	Novinger	Away	6:00
Feb. 16-Feb. 23	District Basketball Tourney	TBA	TBA

# FIRE DRILL

As a safety precaution, and in accordance with the Missouri State School Laws, fire drills will be held during the school year. The **FIRE DRILL WILL BE ANNOUNCED OVER THE TELEPHONE INTERCOM** system followed by a **CONTINUOUS BELL**. Students will evacuate the building in a quiet and orderly fashion. No talking will be allowed. The object is to evacuate the building as quietly and orderly as possible. The following procedure will be used unless given other last minute instructions by your teacher at the time of the alarm. Line up facing the building and remain so until you hear the long bell, which indicates all clear at which time you will re-enter the building and return to your respective classes.

All teachers should follow their class out and when the safety area has been reached, make certain that all students are accounted for. Make sure all windows are closed and doors shut.

1. PE class will exit main door south to ball field.
2. PolyCom room will exit southeast stage door turning south to ball field.
3. At-Risk/Health room will exit south door of room to northeast stage door turning south to ball field.
4. Art room will exit through northeast stage door turning south to ball field.
5. Business room will exit the main door south to ball field.
6. Resource room will exit the northeast stage door turning south to ball field.
7. Weight room will exit building heading south to the ball field.
8. Lower Math room will exit classroom door and continue through west exit doors south to ball field.
9. Upper Math room will exit the south door at the east end of the hallway then south to the ball field.
10. Social Studies room will exit the south door at the east end of the hallway then south to the ball field.
11. Sixth Grade will exit classroom door turning left in main hallway, exit the south door at the east end of the hallway then south to the ball field.
12. Cafeteria will exit the single door in the east side of the room, continue east around the building and south to the ball field.
13. Upper English room will exit the south door at the east end of the hallway then south to the ball field.
14. Library will exit library turning left through the west exit doors south to the ball field.
15. Music will exit music room turning left to the west exit doors south to the ball field.
16. Science will exit science room turning right through the west exit doors south to the ball field.
17. Lower English room will exit classroom door turning right through west exit doors south to ball field.

# TORNADO DRILL

As a safety precaution, and in accordance with the Missouri State School Laws, tornado drills will be held during the school year. The **TORNADO DRILL WILL BE ANNOUNCED OVER THE TELEPHONE INTERCOM** system followed by a **SERIES OF SHORT BELLS**. All students will go to designated areas in a quiet and orderly manner. Students and teachers will move to shelter in the following order:

<b>LOWER WING RESTROOMS</b>	<b>BOYS LOCKER ROOM</b>	<b>GIRLS LOCKER ROOM</b>	<b>TEACHER WORKROOM</b>
Music	P.E.	Upper English	Upper Math
Lower Math	Business	Social Studies	
Library	Art	PolyCom	
Lower English	Resource		<b>PAT ROOM</b>
Science	At-Risk		6 <sup>th</sup> Grade
	Weight Room		Cafeteria

# EARTHQUAKE EMERGENCY PLAN

An earthquake strikes without warning; therefore the teacher or person in charge should direct the students to get under their desk or a table and cover their heads. If they can't do this, they should get against a wall away from windows and falling objects. Students should be reminded to stay as calm as possible and listen for instructions.

If the students are in the lunchroom, in special classes like art, remedial, music, library, etc., get under the table. If in the bathroom, get in the doorway. If you are outside, stay in an open area away from the building and power lines. Do not try to come back in the building until you are instructed to do so.

When the earthquake is over, the principal or head teacher will give a signal, a loud blow of a whistle, for evacuation of the building. If for any reason the principal or head teacher, cannot make teachers and pupils receive his evaluation alert, the teacher will have students wait two minutes and proceed on their own. Follow the procedure out of the building as for fire drill -- first making sure that way is safe.

The teacher will see that students will not run aimlessly and blindly out of the building. There is always danger of electrical wires, falling debris, and gas leaks that cause fires.

**TEACHERS TAKE ROLL IMMEDIATELY ON REACHING DESIGNATED AREA!**

## TEACHER ALERT INSTRUCTIONS

In some instances teachers may need to be alerted about an emergency situation or an event taking place. The **TEACHER ALERT WILL BE ANNOUNCED OVER THE TELEPHONE INTERCOM** system followed by a **SHORT-SHORT-LONG-SHORT-SHORT LONG** series of bells. All teachers should then check their e-mail section for the alert.

# ATTENDANCE POLICIES

All students are expected to attend school regularly and to be on time for classes in order to get maximum benefit from the instructional program and to develop habits of punctuality, self-discipline, and responsibility. There is felt to be a direct relationship between poor attendance, class failure, and dropouts. The following are items comprising the attendance policy of the Adair County R-II Schools. Revised by the Adair County R-II School Board on June 15, 2009.

1. Students may miss no more than 7 days or the equivalent of 7 school days to receive any "credit" during a given semester for all classes enrolled. Students may miss no more than 7 periods of any one class to receive "credit" for that class. If a student misses more than 15 minutes of a period, it will be counted as a full period absence.
2. "Credit" will be defined as 1/2 unit of Carnegie credit per class each semester. Any student exceeding 7 days in a semester will forfeit the 1/2 unit of credit for each class and have placed on their official transcript the letters "NC" (no credit) under the column "semester grade". Also, the "NC" will be footnoted with an explanation of the school's attendance policy and loss of credit.
3. The only exception to the attendance policy is a doctor, dentist, or orthodontist certified medical excuse, or mandatory courtroom appearance documented by the court or law firm. Excused absences are based on the honesty and integrity of the parents and their doctor.
4. Make-up of missed work, tests, etc.: It is the student's responsibility to obtain all homework and hand it in on time. One day will be allowed for each day missed. For example, if you are sick for 2 days with the flu, you have 2 days to make up the work. Exceptions for late work can be made at the teacher's discretion. Truants will not be allowed to do make-up work. Students must bring a note from home, for any absence, in order to be given credit for make-up work. Assignments given or tests announced prior to an absence are due upon the students return to school.
5. The school day is divided into seven class periods. Each period absent counts as one-seventh of an absence.
6. After the 4<sup>th</sup> day of absence a letter will be sent to the parent or guardian to inform them of the student's absences. After the 6<sup>th</sup> day of a student's absence the parent or guardian will be contacted by phone or letter (if phone contact is not possible). After the 7<sup>th</sup> day of absence a certified letter will be sent notifying the parent or guardian of their student's status. After the 8<sup>th</sup> day of absence a certified letter will be sent to the parent or guardian notifying the individual of the Adair County R-II School's attendance policy and their child's status. The school will request a parent conference at that time.
7. Student tardiness will be reported and recorded on an hourly basis for each school day. Students who accumulate eight tardies in a semester will receive a detention for the first offense. On the 12th tardy, the student will serve a day of ISS. On the 15th tardy, the student will serve 1-3 days of ISS. On the 16th tardy and over, each tardy will receive 1-3 days of ISS.
8. Any student who exceeds 7 absences for any reason will make up each absence (in excess of 7 absences) hour for hour to receive credit for the semester. The time can be made up in the after school detention program or Saturday school as arranged by the Principal. All make-up hours will be approved on a case by case basis.

The attendance policy is for grades 7-12, but because of the importance of regular attendance it is recommended that all students adhere to the policy. Students grades K-8 who exceed the attendance policy may be referred to the Juvenile authorities.

## **SCHOOL SONG**

We're going to fight tonight for Brashear High,  
Our team is on the road to win,  
Our team is on the road to victory,  
And our hearts are in a spin Rah-Rah!

To the team we pledge our loyalty,  
To the team who'll fight right back,  
To the senior (junior) high more honor be,  
Because we wear the orange and black

B-B-BRA-S-S-SHE-E-E-EAR.....BRASHEAR!!

## **HOTLINE**

Your safety at school is a top priority for us. If you are aware of a situation that jeopardizes the safety of anyone at school, immediately notify a member of the school staff or your parent/guardian. If you are uncomfortable bringing this situation to the attention of an adult you know, call the Missouri School Violence Hotline at 866-748-7047. Your call may be anonymous.

## **CORPORAL PUNISHMENT**

STUDENTS Policy 2670

Discipline

Corporal Punishment: Authorized

Corporal punishment should be used only after other methods have failed and when there is reason to believe it will be helpful in maintaining discipline or in the development of the student's character and power of self-control.

All instances of corporal punishment shall be witnessed by at least one other adult member of the school staff and will only be administered by a principal or other District administrator.

## **LOCKER SEARCH**

Student lockers are the property of the school district and remain at all times under the control of the district. The district retains the right to inspect student lockers for any reason at any time without notice, without student consent, and without a search warrant. Drug dogs may be used to search lockers, backpacks, purses and cars parked on the school premises.

## **DETENTION**

Detention time will be served one hour after school (3:15-4:15) unless otherwise specified. There will be no talking, sleeping, soda or use of cell phones or other electronic devices.

# DISCIPLINE

The District has the authority to control student conduct which is prejudicial to good order and discipline in the schools as provided by state law. School officials are authorized to hold students accountable for misconduct in school, on school property, during school-sponsored activities and for conduct away from school or in non-school activities which affect school discipline.

Students forfeit their right to a public school education by engaging in conduct prohibited in Regulation 2610 and related provisions. Disciplinary consequences include, but are not limited to, withdrawal of school privileges (athletics, intramurals, student clubs and activities and school social events); the reassignment of the student to another school; removal for up to ten (10) school days by school principals; extension of suspensions for a total of 180 days by the Superintendent; and longer term suspension and expulsion from school by the Board of Education.

## STUDENT DISCIPLINE

### **Behavioral Expectations**

The discipline code set out in this regulation is intended to be illustrative but not an exclusive listing of acts of misconduct and the consequences for each. Misconduct which is not specifically listed in this regulation may be deemed to warrant discipline up to and including expulsion following provision of all due process procedures. In addition, the disciplinary consequence listed for each offense may be increased or decreased by the Administration or the Board of Education due to mitigating or aggravating circumstances. This code includes, but is not necessarily limited to, acts of students on school playgrounds, parking lots, school buses or at a school activity whether on or off school property.

Copies of this regulation as well as the District's corporal punishment policy will be provided to each student at the beginning of each school year. Copies of these documents will also be available for public inspection during normal business hours in the Superintendent's office.

**Academic Dishonesty** – Academic dishonesty is defined as copying from another student or allowing another student to copy work, using or possessing a “crib sheet,” using an electronic device to cheat, looking in a book during a closed-book test, and/or plagiarizing an assignment or project.

*First Offense:* Zero on the assignment, project, or test and one detention.

*Subsequent Offenses:* Zero on the assignment, project, or test and in-school suspension, or 1-180 days out-of-school suspension.

**Alcohol** - Possession of or presence under the influence of alcohol

*First Offense:* 1-180 days out-of-school suspension, possible notification to law enforcement of officials, and documentation in student's discipline record.

*Subsequent Offenses:* Expulsion, possible notification to law enforcement officials, and documentation in student's discipline record.

**Arson** - Intentionally causing or attempting to cause a fire or explosion

*First Offense:* 11-180 days out-of-school suspension or expulsion, notification to law enforcement of officials, and documentation in student's discipline record.

*Subsequent Offenses:* Expulsion, notification to law enforcement officials, and documentation in student's discipline record.

**Assault** - (Refer to Policy and Regulation 2673 – Reporting of Violent Behavior)

- a. Attempting to cause injury to another person; placing a person in reasonable apprehension of imminent physical injury; physically injuring another person.  
*First Offense:* In-school suspension, 1-180 days out-of-school suspension, or expulsion, possible notification to law enforcement of officials, and documentation in student’s discipline record.  
*Subsequent Offenses:* 11-180 days out-of-school suspension or expulsion, notification to law enforcement officials, and documentation in student’s discipline record.
- b. Attempting to kill or cause serious physical injury to another; killing or causing serious physical injury to another.  
*First Offense:* Expulsion, notification to law enforcement officials, and documentation in student’s discipline record.
- c. Fighting—Mutual combat in which both parties have contributed to the conflict either verbally or by physical action.  
*First Offense:* Principal/Student conference, in-school suspension, or 1-180 days out-of-school suspension, or expulsion, and possible documentation in student’s discipline record\*.  
*Subsequent Offenses:* In-school suspension, 1-180 days out-of-school suspension, or expulsion, and possible documentation in student’s discipline record\*.

**Automobile/Vehicle Misuse**—Driving and parking on school property are privileges granted by the Board of Education to persons who have reasons to be in the schools or on school property. Students are expected to use all acceptable courtesies and safe driving practices on and around school property. Building principals shall establish rules and procedures necessary for the safe operation and parking of automobiles, trucks, motorcycles and other vehicles on school property. Students are not to move or be in automobiles/vehicles during the school day without permission from school officials. Failure to follow these rules and procedures may result in suspension or revocation of driving and parking privileges as well as other disciplinary action.

**Bullying** – The district is committed to maintaining a learning and working environment free of any form of bullying or intimidation by students toward District personnel or students on school grounds, or school time, at a school sponsored activity or in a school related context. Bullying is the intentional action by an individual or group of individuals to inflict physical, emotional or mental suffering on another individual or group of individuals.

Bullying occurs when a student:

- Communicates with another by any means including telephone, writing or via electronic communications, intention to intimidate, or inflict physical, emotional, or mental harm without legitimate purpose, or
- Physically contacts another person with the intent to intimidate or to inflict physical, emotional, or mental harm without legitimate purpose. Physical contact does not require physical touching, although touching may be included.

*First Offense:* In-school suspension, 1-180 days out-of-school suspension or expulsion, possible notification to law enforcement officials, and documentation in student’s discipline record.

*Subsequent Offenses:* 1-180 days out-of-school suspension, possible notification to law enforcement officials, and documentation in student’s discipline record.

\*The Superintendent may reduce the length of suspension for elementary school students based upon the facts in each case.

**Bus Misconduct**—Any offense committed by a student on a district-owned or contracted bus shall be punished in the same manner as if the offense had been committed at the student’s assigned school. In addition, bus riding privileges may be suspended or revoked.

**Cell Phones/Pagers** - The use of cell phones in school poses increasing risks of school disruptions, bullying, criminal activity, and academic dishonesty. Student cell phones, digital cameras and similar electronic devices shall be turned off and are not to be seen or heard during the instructional day and are banned from dressing areas (home or away) at all times.

*First Offense:* 1-3 days in-school suspension.

*Subsequent Offenses:* 2-10 days in-school suspension.

Students needing to call home on their cell phones must first get permission from the principal's office prior to displaying cell phone.

**Defiance of Authority** - Refusal to obey directions or defiance of staff authority (Including disrespectful conduct or speech such as verbal, written or symbolic language or gesture directed at a staff member that is rude, vulgar, defiant, or considered inappropriate to public settings.)

*First Offense:* Principal/Student conference, in-school suspension, or 1-10 days out-of-school suspension.

*Subsequent Offenses:* In-school suspension, or 1-180 days out-of-school suspension, or expulsion, and possible documentation in student’s discipline record\*.

**Disruptive Behavior** - Conduct that has the intentional effect of disturbing education or the safe transportation of a student including conduct or verbal, written, pictorial or symbolic language that materially and substantially disrupts classroom work, school activities or school functions.

*First Offense:* Principal/Student conference, in-school suspension, or 1-10 days out-of-school suspension.

*Subsequent Offenses:* In-school suspension, or 1-180 days out-of-school suspension, or expulsion, and possible documentation in student’s discipline record\*.

### **Drugs/Controlled Substance**

- a. Possession or presence under the influence of a controlled substance or substance represented to be a controlled substance while at school, on the school playground, on the school parking lot, a school bus or at a school activity whether on or off of school property.

*First Offense:* 1-180 days out-of-school suspension, notification to law enforcement of officials, and documentation in student’s discipline record.

*Subsequent Offenses:* Expulsion, notification to law enforcement officials, and documentation in student’s discipline record.

- b. Sale of a controlled substance or substance represented to be a controlled substance while at school or at any of the locations described above.

*First Offense:* 1-180 days out-of-school suspension, notification to law enforcement of officials, and documentation in student’s discipline record.

*Subsequent Offenses:* Expulsion, notification to law enforcement officials, and documentation in student’s discipline record.

**Extortion** - Verbal threats or physical conduct designed to obtain money or other valuables

*First Offense:* Principal/Student conference, in-school suspension, or 1-10 days out-of-school suspension.

*Subsequent Offenses:* In-school suspension, or 1-180 days out-of-school suspension, or expulsion, and possible documentation in student’s discipline record\*.

**False Alarms** – Tampering with emergency equipment, setting off false alarms, making false reports.

*First Offense:* Up to and including Principal/parent conference, in-school suspension, 1-180 days out-of-school suspension, or expulsion, and possible documentation in student's discipline record\*.

*Subsequent Offenses:* Up to and including in-school suspension, 1-180 days out-of-school suspension, or expulsion, and possible documentation in student's discipline record\*.

**Firearms and Weapons** (Refer to Policy and Regulation 2620 – Firearms and Weapons in School)

**Possession of a firearm or weapon**

- a. Possession or use of any instrument or device, other than those defined in 18 U.S.C. § 921, 18 U.S.C. § 930(g)(2) or § 571.010, RSMo., which is customarily used for attack or defense against another person; any instrument or device used to inflict physical injury to another person.

*First Offense:* In-school suspension, 1-180 days out-of-school suspension, or expulsion, possible notification to law enforcement of officials, and documentation in student's discipline record\*.

*Subsequent Offenses:* 11-180 days out-of-school suspension or expulsion, notification to law enforcement officials, and documentation in student's discipline record.

- b. 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) .

*First Offense:* One calendar year suspension or expulsion, unless modified by the Board upon

recommendation by the superintendent, notification to law enforcement officials, and documentation in student discipline record.

**Harassment** (Refer to Policy 2130 – Harassment)

*First Offense:* Principal/Student conference, in-school suspension, 1-180 days out-of-school suspension, or expulsion, and possible documentation in student's discipline record\*.

*Subsequent Offenses:* In-school suspension, 1-180 days out-of-school suspension, or expulsion, and possible documentation in student's discipline record\*.

**Improper Display of Affection** - A public display of affection is defined as physical contact with another person that gives the appearance of an intimate relationship or is an intimate act that is in view of others and is inappropriate in a school setting. It may include, but is not limited to any intimate physical contact between two individuals such as embracing, kissing, intimate caressing or touching or any combination of the above. Students who engage in public displays of affection are subject to referral for disciplinary action by the school administration as defined in the student handbook. A good rule to follow is that side-to-side handholding is permitted.

*First Offense:* Principal/Student conference, in-school suspension, or 1-180 days out-of-school suspension, and possible documentation in student's discipline record\*.

*Subsequent Offenses:* In-school suspension, 1-180 days out-of-school suspension, or expulsion, and possible documentation in student's discipline record\*.

**Improper Language**

**Threatening Language**-Use of verbal, physical or written threats to do bodily harm to person or personal property.

*First Offense:* Principal/Student conference, in-school suspension, or 1-10 days out-of-school suspension.

*Subsequent Offenses:* In-school suspension, 1-180 days out-of-school suspension, or expulsion, and possible documentation in student's discipline record\*.

**Use of Obscene or Vulgar Language-** Language that depicts sexual acts, human waste, and blasphemous language

*First Offense:* Principal/Student conference, in-school suspension, or 1-10 days out-of-school suspension.

*Subsequent Offenses:* In-school suspension, 1-180 days out-of-school suspension, or expulsion, and possible documentation in student's discipline record\*.

**Disruptive or Demeaning Language or Conduct** – Use of hate language to demean other persons due to the race, gender, disability, natural origin, or religious beliefs. This provision also includes conduct, verbal, written, or symbolic speech that materially and substantially disrupts class, school activities, transportation, or school functions.

*First Offense:* Principal/Student conference, in-school suspension, or 1-10 days out-of-school suspension.

*Subsequent Offenses:* In-school suspension, 1-180 days out-of-school suspension, or expulsion, and possible documentation in student's discipline record\*.

**Inappropriate Sexual Conduct** (Refer to Policy and Regulation 2130 - Harassment)

**Physical touching of another student** in the area of the breasts, buttocks, or genitals

*First Offense:* In-school suspension, 1-180 days out-of-school suspension, or expulsion, and possible documentation in student's discipline record\*.

*Subsequent Offenses:* In-school suspension, 1-180 days out-of-school suspension, or expulsion, and possible documentation in student's discipline record\*.

**Use of sexually intimidating language, objects, or pictures.**

*First Offense:* Principal/Student conference, in-school suspension, or 1-180 days out-of-school suspension, or expulsion, and possible documentation in student's discipline record\*.

*Subsequent Offenses:* In-school suspension, 1-180 days out-of-school suspension, or expulsion, and possible documentation in student's discipline record\*.

**Indecent Exposure**—Includes display of breasts, buttocks and genitals in a public location

*First Offense:* Principal/Student conference, in-school suspension, or 1-180 days out-of-school suspension, or expulsion, and possible documentation in student's discipline record\*.

*Subsequent Offenses:* In-school suspension, 1-180 days out-of-school suspension, or expulsion, and possible documentation in student's discipline record\*.

**Technology Misconduct**

- a. Attempting, regardless of success, to gain unauthorized access to a technology system or information; to use district technology to connect to other systems in evasion of the physical limitations of the remote system; to copy district files without authorization; to interfere with the ability of others to utilize district technology; to secure a higher level of privilege without authorization; to introduce computer "viruses," "hacking" tools, or other disruptive/destructive programs onto or using district technology; or to evade or disable a filtering/blocking device.

*First Offense:* 1-180 days out-of-school suspension, suspension or loss of user privileges, possible notification of law enforcement and documentation in student's discipline record\*.

*Subsequent Offenses:* 1-180 days out-of-school suspension, expulsion, suspension or loss of user privileges, possible notification of law enforcement and documentation in student's discipline record\*.

**Violation of the Board adopted “Acceptable Use Policy”**, administrative procedures or netiquette rules governing student use of district technology.

*First Offense:* In-school suspension, 1-180 days out-of-school suspension, suspension or loss of user privileges, possible notification of law enforcement and documentation in student’s discipline record\*.

*Subsequent Offenses:* In-school suspension, 1-180 days out-of-school suspension, expulsion, suspension or loss of user privileges, possible notification of law enforcement and documentation in student’s discipline record\*.

**Theft** - Nonconsensual taking or attempt to take the property of another

*First Offense:* In-school suspension, 1-180 days out-of-school suspension, or expulsion, possible notification to law enforcement officials, and possible documentation in student’s discipline record\*.

*Subsequent Offenses:* 11-180 days’ out-of-school suspension, or expulsion, notification to law enforcement officials, and documentation in student’s discipline record.

**Tobacco** - Possession or use of tobacco or tobacco products

- a. Possession of any tobacco products on school grounds, school transportation or at any school activity.

*First Offense:* Principal/Student conference or in-school suspension, confiscation of tobacco product, possible notification of law enforcement officials.

*Subsequent Offenses:* In-school suspension, or 1-10 days out-of-school suspension, confiscation of tobacco product, possible notification of law enforcement officials

**Use of any tobacco products on school grounds, school transportation or at any school activity.**

*First Offense:* In-school suspension or 1-3 days out-of-school suspension, confiscation of tobacco product, possible notification of law enforcement officials.

*Subsequent Offenses:* In-school suspension, or 1-10 days out-of-school suspension, confiscation of tobacco product, possible notification of law enforcement officials

**Truancy** - Absent or tardy from class or classes without authorization (See also Policy and Regulation 2340 – Truancy and Educational Neglect.)

*First Offense:* Principal/Student conference or 1-3 days in-school suspension.

*Subsequent Offenses:* 3-10 days in-school suspension.

**Vandalism** - Intentional damage or attempt to damage property belonging to the staff, students, or the District.

*First Offense:* In-school suspension, 1-180 days out-of-school suspension, or expulsion, possible notification to law enforcement officials, and possible documentation in student’s discipline record\*.

*Subsequent Offenses:* 11-180 days’ out-of-school suspension, or expulsion, notification to law enforcement officials, and documentation in student’s discipline record.

\*Any offense which constitutes a “serious violation of the district’s discipline policy” as defined in Board policy PRF 2673 will be documented in the student’s discipline record.

# **PARENT INVOLVEMENT POLICY**

The Board of Education recognizes the positive effects of parents/families' involvement in education of their children. The Board is committed to strong parent/family involvement in working collaboratively with district staff as knowledgeable partners in educating district students. In order to implement the Board's commitment to parent/family involvement in education, the Superintendent will appoint a committee of parents, staff, and community representatives to serve as the district's Parent Involvement Committee. The Committee's responsibilities will include recommendations for program development, parent staff training and program evaluation.

## **DISCRIMINATION AND HARRASSMENT OF STUDENTS & EMPLOYEES**

The Adair County R-II School District is committed to an academic and work environment in which all students and employees are treated with dignity and respect. Discrimination and harassment of students and employees, whether committed by supervisors, employees or students and regardless of whether the victim is an employee or student, will not be tolerated.

Inquires, complaints or grievances from students and their parents and employees regarding discrimination and harassment may be directed to:

Brent Doolin  
205 W Dewey St  
Brashear MO 53533  
660-323-5272

Other offices dealing with these complaints:

Missouri Commission for Human Rights	Equal Employment Opportunity Comm
Department of Labor & Industrial Relations	Robert A Young Federal Building
PO Box 1129, 3315 W Truman Blvd	1222 Spruce St Room 8.100
Jefferson City MO 65102-3325	St Louis MO 63103
573-751-3325	314-539-7800 or 800-669-4000
<a href="http://www.dolir.state.mo.us/hr">www.dolir.state.mo.us/hr</a>	<a href="http://www.eeoc.gov">www.eeoc.gov</a>

US Department of Education	US Department of Justice
Office of Civil Rights	950 Pennsylvania Ave NW
Lyndon Baines Johnson Department of Ed Bldg	Washington DC 20530-0001
400 Maryland Ave SW	202-353-1555
Washington DC 20202-1100	<a href="mailto:ASKDOJ@usdoj.gov">ASKDOJ@usdoj.gov</a>
8010-421-3481	
<a href="mailto:OCR@ed.gov">OCR@ed.gov</a>	

## **NON-DISCRIMINATION**

Adair County R-II School does not discriminate on the basis of race, color, national origin, sex, age, or disabling condition. This policy regards admission/access to treatment/employment in its programs and activities. This notification is made to: applicants for admission and employment; students; parents of elementary and secondary students; employees; sources of referral of applicants from admission and employment and all unions or professional organizations holding collective bargaining or professional agreements.

Any person having inquiries concerning the Adair County R-II Public Schools' compliance with the laws and regulations implementing Title VI of the civil Rights Act of 1964 (Title VI), Title IX of the Education Amendments of 1972 (Title IX), the Age Discrimination in Employment Act (ADEA), Section 504 of the Rehabilitation Act of 1973 (Section 504), or Titles II and III of the Americans with Disabilities Act of 1990 (ADA) is directed to the applicable Compliance Coordinator below who has been designated by the Adair County R-II Schools to coordinate School District efforts to comply with the laws and regulations implementing Title IV, Title IX, the ADEA, Section 504, and the ADA.

The Adair County R-II School has established grievance procedures for persons unable to resolve problems arising under the statutes above. The Compliance Coordinator for the applicable law, whose name is listed below, will provide information regarding those procedures upon request.

Any person who is unable to resolve a problem or grievance arising under the laws and regulations cited above may contact the Office for Civil Rights, Region VII, 8930 Ward Parkway, Suite 2037, Kansas City, MO 64114; phone (816) 268-0550.

The Nondiscrimination Compliance Coordinator  
(Title VI, Title IX, ADEA, Section 504, and the ADA)  
Shelly Shipman  
205 West Dewey Street  
Brashear, MO 63533  
(660) 323-5272

## **NO CHILD LEFT BEHIND COMPLAINT PROCEDURES**

The Federal No Child Left Behind Act of 2001 (NCLB), Title IX Part C. Sec. 9304(a)(3)(C) requires the Missouri Department of Elementary & Secondary Education (DESE) to adopt procedures for resolving complaints regarding operations of programs authorized under the Act, including Title I, Title II, Title III, Title IV (Part A), Title V, Title VI, and Title VII and Title IX, part C.

**Who May File a Complaint:** Any local education agency (LEA), consortium of LEAs, organization, parent, teacher, or member of the public may file a complaint.

**Definition of a Complaint:** There are both formal and informal complaint procedures.

A formal complaint must be a written, signed statement that includes:

1. an allegation that a federal statute or regulation applicable to the state educational agency (SEA) or a local education agency (LEA) program has been violated,
2. facts, including documentary evidence that supports the allegation, and
3. the specific requirement, statute, or regulation being violated.

**Alternatives for Filing Complaints:** It is federal and state intent that complaints are resolved at a level nearest the LEA as possible. As described below, formal complaints filed with the SEA will be forwarded to the appropriate LEA for investigation and resolution. Informal complaints made to the SEA will be subject of an initial investigation by the SEA, but will be forwarded to the LEA if a formal complaint evolves.

Specific guidelines about this complaint procedure can be requested in the superintendent's office.

# ADAIR COUNTY R-II SCHOOL DISTRICT

## Office of Administration

### LETTERING POLICY ADOPTED FEBRUARY 1998

#### MUSIC

- Band** (Must meet both requirements)
1. Attend 95% of all morning or evening rehearsals (esp. marching band).\*
  2. Participate in all parades or one of the following: All-Conference Band, All-District Band, or attend Jr. High or High School District Contest.
- Chorus** (Must meet both requirements)
1. Attend 95% of all before or after school practice.\*
  2. Participate in at least one extra concert (meaning not those performed at school).  
examples: All-Conference Chorus, All-District Chorus, KTVO Heartland Chorus, NMSU Honors Choir, District Music Contest, etc.

#### SPORTS

- Jr. High & Varsity Track** (Must meet both requirements)
1. Attend 95% of practices and events.\*
  2. Be a member of the team at the end of that sport season.
- Baseball & Softball** (Must meet both requirements)
1. Attend 95% of practices and events.\*
  2. Be a member of the team at the end of that sport season.
- Jr. High & Varsity Basketball** (Must meet both requirements)
1. Attend 95% of practices and events.\*
  2. Be a member of the team at the end of that sport season.
- Jr. High & Varsity Cheerleader** (Must meet both requirements)
1. Attend 95% of practices and events.\*
  2. Be a member of the team at the end of that sport season.

#### ACADEMIC BOWL

- Jr. High & Varsity** (Must meet both requirements)
1. Attend 95% of practices and events.\*
  2. Be a member of the team at the end of the season.

\*Attendance requirement for lettering is not affected when administration determines the "group" will not attend an event. Attendance % is of all events at which the "group" participates.

**\*\*Any appeals will be considered on a case by case basis.**

#### POSSIBLE AWARDS

**Jr. High (gold)**

- 1 Jr. High Letter
- 1 Symbol per activity
- 3 bars maximum per activity

**Varsity (gold)**

- 1 Varsity Letter
- 1 Symbol per activity
- 4 bars maximum per activity

# *TECHNOLOGY USAGE*

(Technology Safety)

## **Internet Usage**

### **Personal Responsibility**

Access to electronic research requires students and employees to maintain consistently high levels of personal responsibility. The existing rules found in the District's Behavioral Expectations policy (Board Policy/Regulation 2610) as well as employee handbooks clearly apply to students and employees conducting electronic research or communication.

One fundamental need for acceptable student and employee use of District electronic resources is respect for, and protection of, password/account code security, as well as restricted databases files, and information banks. Personal passwords/account codes may be created to protect students and employees utilizing electronic resources to conduct research or complete work.

These passwords/account codes shall not be shared with others; nor shall students or employees use another party's password except in the authorized maintenance and monitoring of the network. The maintenance of strict control of passwords/account codes protects employees and students from wrongful accusation of misuse of electronic resources or violation of District policy, state or federal law. Students or employees who misuse electronic resources or who violate laws will be disciplined at a level appropriate to the seriousness of the misuse.

### **Acceptable Use**

The use of the District technology and electronic resources is a privilege, which may be revoked at any time. Staff and students are only allowed to conduct electronic network-based activities which are classroom or workplace related. Behaviors which shall result in revocation of access shall include, but will not be limited to: damage to or theft of system hardware or software; alteration of system hardware or software; placement of unlawful information, computer viruses or harmful programs on, or through the computer system; entry into restricted information on systems or network files in violation of password/account code restrictions; violation of other users' rights to privacy; unauthorized disclosure, use or dissemination of personal information regarding minors; using another person's name/password/account to send or receive messages on the network; sending or receiving personal messages on the network; and use of the network for personal gain, commercial purposes, or to engage in political activity.

Students and employees may not claim personal copyright privileges over files, data or materials developed in the scope of their employment, nor may students or employees use copyrighted materials without the permission of the copyright holder. The Internet allows access to a wide variety of media. Even though it is possible to download most of these materials, students and staff shall not create or maintain archival copies of these materials unless the source indicates that the materials are in the public domain.

Access to electronic mail (E-mail) is a privilege and designed to assist students and employees in the acquisition of knowledge and in efficiently communicating with others. The District E-mail system is designed solely for educational and work related purposes. *E-mail files are subject to review by District and school personnel.* Chain letters, "chat rooms" or Multiple User Dimensions (MUDs) are not allowed, with the exception of those bulletin boards or "chat" groups that are created by teachers for specific instructional purposes or employees for specific work related communication.

Students or employees who engage in “hacking” are subject to loss of privileges and District discipline, as well as the enforcement of any District policy, state and/or federal laws that may have been violated. Hacking may be described as the unauthorized review, duplication, dissemination, removal, damage, or alteration of files, passwords, computer systems, or programs, or other property of the District, a business, or any other governmental agency obtained through unauthorized means.

To the maximum extent permitted by law, students and employees are not permitted to obtain, download, view or otherwise gain access to “inappropriate matter” which includes materials that may be deemed inappropriate to minors, unlawful, abusive, obscene, pornographic, descriptive of destructive devices, or otherwise objectionable under current District policy or legal definitions.

The District and school administration reserve the right to remove files, limit or deny access, and refer staff or students violating the Board policy to appropriate authorities or for other disciplinary action.

### **Privileges**

The use of District technology and electronic resources is a privilege, not a right, and inappropriate use will result in the cancellation of those privileges. All staff members and students who receive a password/account code will participate in an orientation or training course regarding proper behavior and use of the network. The password/account code may be suspended or closed upon the finding of user misuse of the technology system or its resources.

### **Network Etiquette and Privacy**

Students and employees are expected to abide by the generally accepted rules of electronic network etiquette. These include, but are not limited to, the following:

1. System users are expected to be polite. They may not send abusive, insulting, harassing, or threatening messages to others.
2. System users are expected to use appropriate language; language that uses vulgarities or obscenities, libels others, or uses other inappropriate references is prohibited.
3. System users may not reveal their personal addresses, their telephone numbers or the addresses or telephone numbers of students, employees, or other individuals during E-mail transmissions.
4. System users may not use the District’s electronic network in such a manner that would damage, disrupt, or prohibit the use of the network by other users.
5. System users should assume that all communications and information is public when transmitted via the network and may be viewed by other users. The system administrators may access and read E-mail on a random basis.
6. Use of the District’s electronic network for unlawful purposes will not be tolerated and is prohibited.

### **Services**

While the District is providing access to electronic resources, it makes no warranties, whether expressed or implied, for these services. The District may not be held responsible for any damages including loss of data as a result of delays, non-delivery or service interruptions caused by the information system or the user’s errors or omissions. The use or distribution of any information that is obtained through the information system is at the user’s own risk. The District specifically denies any responsibility for the accuracy of information obtained through Internet services.

## **Security**

The Board recognizes that security on the District's electronic network is an extremely high priority. Security poses challenges for collective and individual users. Any intrusion into secure areas by those not permitted such privileges creates a risk for all users of the information system.

The account codes/passwords provided to each user are intended for the exclusive use of that person. Any problems, which arise from the user sharing his/her account code/password, are the responsibility of the account holder. Any misuse may result in the suspension or revocation of account privileges. The use of an account by someone other than the registered holder will be grounds for loss of access privileges to the information system.

Users are required to report immediately any abnormality in the system as soon as they observe it. Abnormalities should be reported to the classroom teacher or system administrator.

The District shall use filtering, blocking or other technology to protect students and staff from accessing internet sites that contain visual depictions that are obscene, child pornography or harmful to minors. The District shall comply with the applicable provisions of the Children's Internet Protection Act (CIPA), and the Neighborhood Internet Protection Act (NCIPA).

## **Vandalism of the Electronic Network or Technology System**

Vandalism is defined as any malicious attempt to alter, harm, or destroy equipment or data of another user, the District information service, or the other networks that are connected to the Internet. This includes, but is not limited to the uploading or the creation of computer viruses, the alteration of data, or the theft of restricted information. Any vandalism of the District electronic network or technology system will result in the immediate loss of computer service, disciplinary action and, if appropriate, referral to law enforcement officials.

## **Consequences**

The consequences for violating the District's Acceptable Use Policy include, but are not limited to, one or more of the following:

1. Suspension of District Network privileges;
2. Revocation of Network privileges;
3. Suspension of Internet access;
4. Revocation of Internet access;
5. Suspension of computer access;
6. Revocation of computer access;
7. School suspension;
8. Expulsion; or
9. Employee disciplinary action up to and including dismissal.

# **CAREER AND COURSE PLANNING GUIDE**

## **ADAIR COUNTY R-II HIGH SCHOOL**

The decisions and choices you make as a student at Adair County R-II High School will have a profound and long-lasting effect on your future. You are encouraged to make your own decisions and to be responsible for the consequences of them.

All students should develop a six-year plan according to their individual interests, abilities, and goals. Each spring the student will study and adjust the six-year plan, using input from parents, teachers, counselors, and other resources. Students should utilize career information in the Counseling and Career Center and the library media center to aid in developing the six-year plan. Information on careers, vocational-technical schools, scholarships, college entrance requirements, and other related data is available from the counselor, in the library media center, or online. Please also see [www.missouriconnections.org](http://www.missouriconnections.org) for your online six-year plan. NEW THIS YEAR (12-13) ARE PARENT LOG-INS FOR THIS SITE. SEE MRS. GRISSOM TODAY.

Parent involvement is critical to the success of the student's six-year plan. It is the responsibility of each student to read carefully all of the registration materials and requirements for graduation, and to be willing to live with choices made for the year. Parents should be aware of the requirements and recommendations for their student's chosen pathway. Also, parents should support the student and school by providing a proper study atmosphere at home and by maintaining good communications with school officials and teachers.

We challenge you to set high standards for yourself, select courses and organizations which will advance you toward those goals, attend classes daily, and work hard to achieve your goals.

### **ADAIR COUNTY R-II HIGH SCHOOL**

Adair County R-II High School is accredited by the Department of Elementary and Secondary Education of Missouri. It offers a four-year program for Missouri residents. Non-residents may apply for admission by contacting the school administration; tuition payments are required for non-resident students. The local Board of Education has set a graduation requirement of twenty-four (24) units of credit.

### **EQUAL EDUCATIONAL OPPORTUNITIES**

Each student, being limited only by individual differences; should be given the opportunity to develop and achieve to the maximum extent possible. Therefore, the school district will foster an educational environment that provides equal educational opportunities for all students. Education programs, services, vocational opportunities and extracurricular activities will be designed to meet the varying needs of all students, and will not discriminate against any individual for reasons of race, creed, color, sex, national origin, economic status or disability.

### **PURPOSE OF THIS GUIDE**

The purpose of this booklet is to provide assistance to students, parents, and counselors in developing the students' six-year sequence of high school classes and the first two years of post-secondary decisions. Students should look at their interests, abilities, and talents to choose one of the six broad career pathways and then consider the possible careers in each pathway. The intent is not for students to decide on a specific occupation for the rest of their lives, but to focus on a broader career path to help them select school courses.

## GRADUATION REQUIREMENTS

### Local Requirements

Subject Area	Required
Language Arts	4
Math	3
Science	3
Social Studies <b>(.5 Government)</b>	3
Fine Arts (Art or Music)	1
Practical Arts (IA, Bus) <b>(Computer 1)</b>	1
Personal Finance	.5
Health	.5
Physical Education	1.5
Electives	6.5
<b>Total</b>	<b>24</b>

### Diploma of Distinction Requirements

Subject Area	Required
Language Arts*	4
Math*	3
Science*	3
Social Studies* <b>(.5 Government)</b>	3
Additional Core (including Foreign Language & Fine Arts)	3
Fine Arts (Art or Music)*	1
Practical Arts (IA, Bus) <b>(Computer 1)</b>	1
Personal Finance	.5
Health	.5
Physical Education	1.5
Electives	3.5
Cumulative GPA	8.0
No F's on Transcript	No F's
<b>Total</b>	<b>24</b>

\*Core and Fine Arts Classes allowed for Additional Core Classes

### College Preparatory Studies Certificate Requirements

Subject Area	2010 +
Language Arts*	4
Math*	4
Science*	3
Social Studies*	3
Additional Core (including Foreign Language & Fine Arts)	3
Units of Credit to Graduate	25
Cum GPA in Core Subjects	8.0
Composite at or above on ACT	21
Math credits above Algebra I	2 out of 3
Science credits (Bio., Chem., Physics, etc.)	2 out of 3
Attendance Rate (cumulative grades 9-12)	95%

# SIX YEAR EDUCATION AND CAREER PLAN

NAME: \_\_\_\_\_

CLASS OF: \_\_\_\_\_

-----  
**Career Path:**

- \_\_\_ Arts and Communication
- \_\_\_ Business Management and Technology
- \_\_\_ Health Services

- \_\_\_ Human Services
  - \_\_\_ Industrial Engineering and Technology
  - \_\_\_ Natural Resources and Agriculture
- 

**Grade 9:**

- English \_\_\_\_\_
- Math \_\_\_\_\_
- Social Studies \_\_\_\_\_
- Science \_\_\_\_\_
- Health \_\_\_\_\_
- PE \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Total Credits: \_\_\_\_\_

**Post Secondary Plans:** (circle)  
Work Military Technical School  
Community College College/University

**Grade 11:**

- English \_\_\_\_\_
- Math \_\_\_\_\_
- Social Studies \_\_\_\_\_
- Science \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Total Credits: \_\_\_\_\_

**Post Secondary Plans:** (circle)  
Work Military Technical School  
Community College College/University

**Grade 10:**

- English \_\_\_\_\_
- Math \_\_\_\_\_
- Social Studies \_\_\_\_\_
- Science \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Total Credits: \_\_\_\_\_

**Post Secondary Plans:** (circle)  
Work Military Technical School  
Community College College/University

**Grade 12:**

- English \_\_\_\_\_
- Math \_\_\_\_\_
- Social Studies \_\_\_\_\_
- Science \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Total Credits: \_\_\_\_\_

**Post Secondary Plans:** (circle)  
Work Military Technical School  
Community College College/University

**Post Secondary Plans (5<sup>th</sup> and 6<sup>th</sup> years):** For Seniors to fill out.

Names of businesses, schools, military branches etc. you plan to attend/look in to:

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

Other options you are considering:

Coordinating Board for Higher Education  
High School Core Curriculum Requirement  
Course Descriptions  
(Approved 10-14-94)  
(Revised 1-2007)

**ENGLISH** - *At least four units, one of which may be speech or debate, that emphasizes college preparatory composition, research skills, analysis of literature, and other content of comparable or greater rigor.*

**Examples of courses generally acceptable toward the four units:** English or language arts I, II, III, and IV, literature courses, journalism (if writing intensive), speech and debate.

**Examples of unacceptable courses:** emphasizes student publications, broadcast media, or theatre unless taught by a certified English teacher

**MATHEMATICS** - *At least three units, high school level algebra and beyond, including algebra II.*

**Examples of courses generally acceptable toward the three units:** -algebra I, plane geometry, algebra II, pre-calculus, trigonometry, analytic geometry, calculus and math analysis. Applied mathematics II and applied mathematics III, developed by the Center for Occupational Research and Development (CORD), may each be counted as one unit beyond Algebra I. Standard algebra courses that have been subdivided, e.g., algebra I is divided into algebra IA and IB, may be counted only as one course unit.

**Examples of unacceptable courses:** computer math, computer programming, consumer math, computer science, pre-algebra, basic math, general math, terminal math, business math [and] accounting and applied mathematics I, developed by the Center for Occupational Research and Development (CORD).

**SOCIAL STUDIES** - *At least three units, including American history and at least one semester of government.*

**Examples of courses generally acceptable toward the three units:** world history, American history, American government, civics, principles of democracy, economics, psychology, sociology, political science and geography. Applied economics, developed by the Agency for Instructional Technology (AIT) may be counted as one unit of Social Science.

**Examples of unacceptable courses:** regional history, family living, family relations, marriage and family, consumer education, and courses generally listed under "practical arts" or "human environmental science.

**SCIENCE** - *At least three units (not including general science), selected from biology, chemistry, or physics, one of which is a laboratory course.*

**Examples of courses generally acceptable toward the three units:** botany, zoology, anatomy and physiology, biology, chemistry and physics. If taught for a full two years, applied biology/chemistry, developed by the Center for Occupational Research and Development (CORD), may be counted as two units of a laboratory science. If applied biology/chemistry is taught for only one year, then it may be counted as one unit of a laboratory science –content area depends on curriculum covered and training of the instructor. Principles of technology (PT I and/or PT 2), developed by the Center for Occupational Research and Development, may be counted as one unit of a laboratory science.

**Examples of unacceptable courses:** life science, physical science, and earth science if not taught at the high school level in a rigor comparable to biology, chemistry, or physics; also, consumer science, outdoor education and environmental studies.

**SPECIFIED CORE ELECTIVES** - *Three units selected from foreign language (two units of one foreign language are strongly recommended) and/or combinations from two or more of the following course areas: English, mathematics, social studies, science, visual and performing arts. A computer science course with a prerequisite of at least algebra I is permissible as a mathematics elective. State and/or international history courses are permissible as social studies electives.*

## **SUGGESTED COURSE OF STUDY**

Electives should be chosen based on the career path of interest.

<b>SCHOOL-TO-WORK/ MILITARY</b>	<b>TECHNICAL OR VOCATIONAL/ COMMUNITY COLLEGE</b>	<b>FOUR YEAR COLLEGE OR UNIVERSITY</b>
<p><b><u>Grade 9</u></b>            LA I            American History            Physical Science            Computer Applications            Applied Math I            Fine Art Elective            PE/Health</p> <p><b><u>Grade 10</u></b>            LA II or Workplace Lit            Biology            Geography / Current Events            Integrated Math or Algebra I            Fine Art or Practical Art            PE Related Elective</p> <p><b><u>Grade 11</u></b>            LA III            Fine Art Elective or            Practical Art Elective or            Related Electives</p> <p><b><u>Grade 12</u></b>            English Elective            Social Studies Elective            Practical Art Elective            Related Electives</p> <p>Drawing and Painting            Design Theory/Fiber Art            College Prep Art/3-D Art            Band            Chorus            Vocational Business Tech.            Accounting            App. Comm./ Journalism</p>	<p><b><u>Grade 9</u></b>            LA I            American History            Physical Science            Computer Applications            Algebra I or Integrated Math I            Fine Art Elective            PE/Health</p> <p><b><u>Grade 10</u></b>            LA II or Workplace Lit.            Biology Geog/C. Events or            World History Integrated Math,            Algebra I, or Geometry            Fine Art or Practical Art, PE Spanish I or            Related Elective</p> <p><b><u>Grade 11</u></b>            LA III or English Elective            Chemistry or Advanced Biology            Social Studies Elective            Algebra I, II or Geometry            Practical Art Elective            Related Electives</p> <p><b><u>Grade 12</u></b>            English Elective            College Algebra/College Trig or Pre-            Calculus Science Elective            Social Studies Elective            Related Electives</p> <p><b><u>Related Electives</u></b>            Workplace Lit            Construction            Advanced Woods            Plastics, Metals            Drafting, Woods            Exploratory Industrial Arts            Geography/Current Events</p>	<p><b><u>Grade 9</u></b>            LA I            American History            Physical Science            Computer Applications            Algebra 1            Fine Art Elective            PE/Health</p> <p><b><u>Grade 10</u></b>            LA II            Biology            World History            Geometry            Fine Art or Practical Art            PE, Spanish I or Related Elective</p> <p><b><u>Grade 11</u></b>            College English/Exposition            Chemistry or Advanced Biology            Social Studies Elective            Algebra II, Spanish II            Fine Arts Elective            Related Elective</p> <p><b><u>Grade 12</u></b>            American Lit            College Algebra/College Trig or Pre-            Calculus, Science Elective            Social Studies Elective            College Prep./Personal Finance            Related Electives</p> <p>Spanish I, II, III            Physics            Computer Science            Advanced Biology            Chemistry            Western Civ (Dual Credit)            American History (Dual Credit)            Vo-Tech</p>

## **BUSINESS EDUCATION / COMPUTERS**

### **Computer Applications**

This course will include proper keyboarding techniques, word processing skills, and proofreading/editing skills. Students will be required to produce personal-business and business letters, standard and simplified memos, unbound reports, and two- and three- column tables. Timed writings will be used to improve keyboarding speed and accuracy. An office word processing simulation will be completed by the student.

Grade 9, 10, 11, 12

### **Personal Finance**

This course will focus on business, personal and financial decisions. Students will learn how our economy works and will comprehend their role in the system. Students will learn money management, spending and credit and savings and investing skills. Students will be provided the tools needed to make wise decisions about personal economic issues.

Grade 12

### **Vocational Business Technology**

This course includes self-management and professionalism for students to improve stress-reducing skills, reliability, initiative, honesty and integrity. Interpersonal skills for demonstrating leaderships and cooperative work skills are covered. Communication skills for the formation of business correspondence will be covered. Students are introduced to word processing, desktop publishing, spreadsheets, and electronic presentations through Microsoft Office and Aldus PageMaker. Interviews, resumes, job seeking skills and work skills will be introduced and demonstrated during the class.

Grades 11, 12

Prerequisite: Computer Applications

### **Accounting I**

This course involves the student to identify accounting careers, analyze and apply accounting concepts, and complete an accounting cycle for a sole proprietorship, partnership and a corporation. Maintaining banking records, processing payroll, and completing an accounting simulation is also covered in this class.

Grades 11, 12

Weighted

### **Computer Science**

This is a basic class in computer competency and literacy. It includes all of the basic concepts of computer literacy and competency as well as more advanced programming and media production topics. This course is an excellent chance for advanced students to gain their computer literacy requirement while being allowed to explore more advanced topics as well. Students should have a strong math and science background as well as excellent writing skills.

Grades 10, 11, 12

## **COMMUNICATION ARTS**

### **English 7**

The seventh grade language arts class reinforces personal study skills, develops language skills, refines reading skills, introduces process writing skills, and provides opportunities to practice listening, speaking and thinking skills. Grammar, vocabulary, and spelling are emphasized.

### **English 8**

The eighth grade language arts class refines personal study skills, language skills, reading skills and process writing skills. Grammar, vocabulary, and spelling continue to be emphasized to prepare for the writing experiences in ninth and tenth grades. Focus is placed on the novel and oral presentations. Business correspondence is introduced.

### **Language Arts I**

After reviewing the writing process, students in LA I will continue to refine writing and language skills as they collect and interpret data in a birthday research project and an interview project. Literature emphasis is on the short story and the epic. Continued grammar and usage study is based on the Daily Oral Grammar program. Additional emphasis is placed on vocabulary development.

**Grade 9**

## Language Arts II

All communication skills are prominent in this course. Students will refine their analytical skills by identifying a social problem and exploring possible solutions. 10<sup>th</sup> graders will also explore influences on language and how verbal skills are needed for effective group performance. In literature, JULIUS CAESAR, KING ARTHUR, and poetry provide a basis of the study.

Grade 10

Prerequisites: LA I

## Reading & Writing (Grades 7 & 8)

In this course students will further develop reading and writing skills as well as improve study and test taking skills. Students will recall and identify facts, identify and describe story elements, and improve decoding and comprehension skills.

## Applied Communications and Journalism

This course is designed to provide the student with extended English and desktop publishing skills. Students review grammar, spelling, punctuation, capitalization, number expressions, written, and editing skills. Students develop news writing skills and computer skills. The final project of the class is to publish an annual yearbook.

Grades 11, 12

Prerequisite: Computer Applications

## Freshman College English

A course in effective communications, this includes a study of the English Language and accepted patterns of usage, analysis of challenging reading material, both fiction and non-fiction, the enrichment of the student's stock of ideas and vocabulary, the improvement of reading techniques, writing, speaking and study habits. Outside reading is a requirement. The course teaches effective communication skills through writing and emphasizes the procedural stage of writing that includes prewriting, composing, revising, and editing. This is a one-semester course.

Grades 11, 12

Prerequisite: LA I and LA II

Dual Credit

Weighted

## Exposition

The course content is devoted to study of formal and expository methods and style of writing, methods of research, introduction to inductive and deductive reasoning and an analytical study of the construction of essays. These skills are taught through the process of selecting topics, developing outlines and thesis statements, organizing materials, and executing both rough and final drafts. Outside reading and a library paper are course requirements. This is a one-semester course.

Grades 11, 12

Prerequisite: Freshman College English

Dual Credit

Weighted

## American Literature I

This course traces the growth of American Literature from the Colonial Period to the late 19<sup>th</sup> century emphasizing reading, interpretation and criticism of works of major authors. American Literature I: Survey to 1870 presents a perspective view of the literature prior to nineteen hundred, to develop an awareness of its importance, and to instill a sense of pride through a critical and sympathetic study of American Literature. This is a one-semester course.

Grades 11, 12

Prerequisite: LA I and LA II

Dual Credit

Weighted

## American Literature II

This course is a study of American literature from the late 19<sup>th</sup> century to the present, emphasizing reading, interpretation, and criticism of works by major authors. This is a continuation of American Literature I. It is a one-semester course.

Grades 11, 12

Prerequisite: LA I and LA II, American Lit I

Dual Credit

Weighted

## Public Speaking

This course studies the role of speaking in communication. It attempts to increase the student's effectiveness in communication in both formal and informal situations. The course includes a study of the communication process, the role of the listener, methods of speech organization, information and persuasive techniques and effective delivery. Considerable time will be spent examining the theoretical framework of public speaking as well as putting those theories into practice. Practical application of public speaking techniques will be emphasized. This course is designed to heighten the student's public address skills as well as increase his/her confidence and feeling of ease when involved in a speaking situation.

Grades 11,12

Prerequisite: LA I, and LA II

Dual Credit

Weighted

### **Theatre Appreciation**

Students will be introduced to all aspects of the theater from theatrical production to theatrical literature and history. Students will study various types of theatre, will experience live and taped productions, and will explore techniques of production preparation. Course work will enhance student's critical reading and writing skills, as well as develop students' appreciation for the development of theatre as an art form.

Grades 11, 12

Prerequisite: LA I and LA II

Dual Credit

Weighted

## **FINE ARTS & FOREIGN LANGUAGE**

### **Band**

Band members study the fundamentals of tone production for their chosen instrument, pitch and rhythm reading, technical development, and the preparation of solo, small ensemble and full band arrangements. Musical selections from all styles and periods are studied through rehearsal and performance. Students participate in both marching and pep band and are afforded the opportunity to participate in other local, conference and district bands as well as district music festivals as members of small and large ensembles. Elementary Band is a required prerequisite course.

**Grades 7-12**

### **Art 7 & 8**

Students will be involved in discussions and art activities that emphasize art production. Students will study selected famous artist and artwork. Discussions will cover art history, interpretations and reactions to various artworks and critiques of projects. Art projects will include two- and three-dimensional work, including drawing, painting, sculpture, and ceramics.

### **Design Theory**

This is a basic art course in which the elements and principles of art are studied and employed in student art projects. Students are given real life design problems to solve. This is a one-semester course.

Grades 9, 10, 11, 12

### **Fiber Art**

This course gives an overview of textiles and their importance. Students do a variety of fiber arts projects, including weaving, bead weaving, batik, string art, basketry, and paper making. This is a one-semester course.

Grades 9, 10, 11, 12

### **College Prep Art**

This is a studio art history class that begins with cave art and progress through to modern art. Famous artists, styles and trends are studied and students do artwork inspired by these styles. This is a one-semester course.

Grades 10, 11, 12

### **Three Dimensional Art**

This is a studio art class in which techniques and methods for creating sculptures are studied and employed. Students create a variety of sculptures using paper, wood, clay, papier-mâché, cardboard, and recycled materials. Famous sculptors are studied. This is a one-semester course.

Grades 10, 11, 12

### **Drawing**

This course primarily focuses on drawing from real life. Learning to draw what is actually seen by the eye is the goal of this class. Students are also given instruction in composition and shading. This is a one-semester course.

Grades 9, 10, 11, 12

### **Painting**

This is a studio art class in which students use watercolors, tempera, acrylic, and oil paints to create their own paintings. Emphasis is on composition, use of color and color schemes, and various painting styles. This is a one-semester course.

Grades 9, 10, 11, 12

### **Spanish I**

This course is to help students attain proficiency in listening, speaking, reading, and writing in the Spanish language. General goals include communicating in a language other than English, gaining knowledge and understanding of other cultures, connecting with other disciplines and acquiring information, developing insight into the nature of language and culture, and participating in multilingual communities at home and around the world.

Grades 10, 11, 12

### **Spanish II**

This course is a continuation of the program begun in Spanish I. General goals remain the same. Students will be using Spanish more, will experience more opportunities for creative self-expression both orally and written, and will read literary selections adapted from works of well-known Spanish authors.

Grades 11, 12

Prerequisite: Spanish I

Weighted

### **Spanish III**

This course is a continuation of the program begun in Spanish I and II. General goals remain the same. Students will be using Spanish more, will experience more opportunities for creative self-expression both orally and written, and will read literary selections adapted from works of well-known Spanish authors.

Grades 12

Prerequisite: Spanish I, Spanish II

Weighted

## **HEALTH & P.E.**

### **Health 7, 8, & 9**

This course is to prepare individuals to understand the aspects of health with emphasis on nutritional, mental, emotional and physical health and the relationship of the individual's health to total well being in society.

### **Physical Education 7-12**

Students will participate in a wide range of individual and group activities and games to help each child develop and maintain a suitable level of physical fitness and good health, become competent in management of the body and acquire useful physical skills, acquire desirable social skills, develop needed safety skills, and learn to enjoy wholesome recreational activities both as a participant and spectator.

## **INDUSTRIAL TECHNOLOGY**

### **Industrial Technology 7 & 8**

Students will learn basic hand tools and their safe and correct uses. They will learn the basic leather craft tools and how to use them correctly. Students will use the skills they learn by making a leather and wood project. In IT 8, students will continue their leather tooling skills. Students will also learn basic woodworking skills. Students will use the skills they are learning by making leather and wood projects.

### **Exploratory Industrial Technology I**

Students will build upon the skills previously learned in seventh and eighth grade. Students will study drafting and design, wood, metal and plastic technology, and electricity. Students will apply skills by doing drawings and making projects.

Grades 9, 10, 11, 12

### **Drafting**

Students will learn a variety of techniques used to represent ideas and objects. Students will get a good understanding of working and architectural drawings. Students will develop skills while doing many drawings.

Grades 11, 12

## **Metals**

Students will learn about the common techniques and processes involved in the metals industries. This will be accomplished through classroom activities, demonstrations, and individual projects.

Grades 10, 11, 12

## **Carpentry**

Students will learn basic terms and techniques used in the carpentry industry. Students will develop carpentry skills in the lab by working on projects.

Grades 10, 11, 12

## **Home Improvement**

Students will learn many ways to keep their home and car in good shape. Students will study basic plumbing, electrical, carpentry, dry-wall, door, and window repairs. Students will develop skills in lab.

Grades 10, 11, 12

## **Woods**

Students will learn the science of woods. They will learn how to safely use various wood working machines. The students will familiarize themselves with the machines, tool and machine processes, and steps of procedure while working on projects.

Grades 10, 11, 12

## **Advanced Woods**

Students will have an in-depth study of the woodworking industry. This course stresses the safe use of various woodworking machines. Students will gain skills as they work on their own projects.

## **Electricity**

This course offers the study of DC and AC circuits. Studies include energy, insulators, conductors, semiconductors and resistive components. Applications of magnetism are explored in the areas of generating electricity through the use of motors and generators. Students will gain hands-on experience in the use of electrical measurement equipment for basic circuit analysis. Inductance, capacitance and resonance of RCL circuits are also covered. Students learn basic trouble-shooting and circuit repair skills.

# **MATHEMATICS**

## **Mathematics 7 & 8**

Topics covered include decimal notation, measurement, uses of variables, problem-solving strategies, graphs and other displays, operations with numbers, area and volume, real numbers, coordinate graphing, probability and statistics. The seventh and eighth grade mathematics courses will include reading about mathematics topics. Skills will be reinforced by frequent review. Activities have been incorporated into many of the lessons to help students develop conceptual knowledge. Projects will be included because much of the mathematics done in the real world requires a longer period of time than most daily assignments. By writing about mathematics, students clarify their own thinking and practice communicating mathematical ideas to others.

## **Integrated Math I**

This course is designed to strengthen Algebra skills and problem solving before moving into upper level math. This course is designed for those students needing a stronger base of mathematics knowledge before moving into an upper level math.

Grades 9, 10, 11, 12

## **Integrated Math II**

This course is a continuation of Integrated Math I and those skills. Students will continue to improve their math knowledge base to prepare them to move into Geometry or Algebra II.

Grades 10, 11, 12

Prerequisite: Integrated Math I

## Algebra I

Algebra I is the first mathematics course where arithmetic is not the main focus. The Algebra I course focuses instead on the language of mathematics and problem solving. Conversion of real-world problems from everyday language into the form of a mathematical equation is a key step in the problem solving process. The main emphasis is on solving linear equations and simple quadratic equations and associated word problems.

Grades 9, 10, 11, 12

## Geometry

Geometry is a course in mathematics that is used to teach higher level thinking skills. Algebra I is a prerequisite. The course is designed for the college bound student. The major topics concern the characteristics of such geometric concepts as lines, angles, triangles and circles. Importance is placed on understanding the properties of two-dimensional and three-dimensional figures and the area and volume of these figures.

Proficiency in thinking logically and drawing reasonable and valid conclusions, given a hypothesis, is a primary goal.

Grades 10, 11, 12

Prerequisite: Algebra I

## Algebra II

Algebra II extends the work of Algebra I in the conversion of real-world problems from everyday language into mathematical equations. While review of solving linear equations is provided, the main emphasis is on solving quadratic equations and associated work problems. Functions, inequalities, and algebraic proof are also included topics.

Grades 10, 11, 12

Prerequisite: Algebra I

Weighted

## College Trigonometry

Topics include the wrapping function, circular functions, periodic functions, harmonic motion, symmetry, vectors and applications and the applications of the trigonometric functions to the sciences. Prerequisite: Algebra I & II and Geometry

Grade 12

Prerequisite: Algebra I & II

Dual Credit

Weighted

## College Algebra

Topics include a review of basic algebra; various functions and their graphs, including polynomial and rational functions and exponential and logarithmic functions; and an introduction to analytic geometry. The course includes systems of equations and inequalities. Prerequisite:

Algebra I & II and Geometry.

Grade 12

Prerequisite: Algebra I & II

Dual Credit

Weighted

# SCIENCE

## Science 7 & 8

These two courses each consist of integrated science: life science, earth science and physical science are integrated in the form of topics which draw on each. For example, one unit consists of 3 chapters. The first chapter deals with the physical behavior of gases (physical science), such as how the pressure of a gas changes when its volume or temperature change. A second chapter deals with the atmosphere (earth science) and how its composition varies, including the effects of air pollution. The third chapter deals with breathing (life science) and how the lungs increase in volume to reduce pressure to draw air in (physical science) and how the lungs respond to pollutants (earth science).

## Physical Science

Physical Science is divided into two parts. During the first semester, students study topics in chemistry, including properties and states of matter, structure of atoms and the periodic table, chemical bonding and reactions and concluding with solutions, acids and bases. During the remainder of the year, students transition to studying physics using a Physics First-style curriculum. This approach uses science notebooking, hands-on experiments, graphing and a heavy emphasis on the scientific methods. Topics include force and motion, sound and waves, and electricity and magnetism as time permits.

Grade 9

## Biology

This course is a survey of life: its chemistry, ecology and diversity. Topics include cells, genetics, microorganisms, fungi, plants, invertebrates and chordates.

### **Advanced Biology**

This course is a study of zoology, the science of animals, and is subdivided into three sections. The first, cell physiology, focuses on proteins, complex carbohydrates, lipids and nucleic acids, including how each is made and functions inside the cell. The second section is a survey of anatomy and physiology with an emphasis on human organ systems. The third section covers different animal phyla, from sponges, worms, mollusks and arthropods through fishes, amphibians, reptiles, birds and mammals.

Grade 11, 12

Prerequisite: Biology

Dual Credit

Weighted

### **Chemistry**

Topics covered include atomic structure, the periodic table, formation of compounds, chemical reactions, thermodynamics and acids and bases. A strong emphasis is placed on quantitative relationships in chemical processes using math techniques.

Grades 11, 12

Dual Credit

Weighted

### **Physics**

In this class is you better understand how things work and to appreciate the simple beauty of this world we live in. Students will cover the basics of Newtonian mechanics, electricity & magnetism, waves, and a brief look at relativity. A strong math background is helpful, but the most important trait for success in this course is a desire to stretch your mind and a willingness to work with and learn from others.

Grade 11, 12

Prerequisite: Algebra II or Geometry

Weighted

## **SOCIAL STUDIES**

### **Social Studies 7**

Social studies seven encompasses the colonization of the United States up to and including the Civil War. Course work also includes map work, reading and generating charts and graphs, and its history. Course resources include the textbook, original source readings, cross-curricular and multi-cultural activities.

### **Civics 8**

The eighth-grade class concentrates on the meaning of citizenship and the structure of local, state and federal governments. The challenge of this class is to enable students to understand current events in their historical context. Study of both the United States and Missouri constitutions is included to satisfy the Missouri State requirement under RSMO 170.011.

### **World History**

Offered at the ninth grade level, world history concentrates on the challenges and achievements of various cultures around the world. Emphasis is placed on the evolving nature of history, with an effort towards a greater appreciation of our own personal heritages and the accomplishments of various civilizations. Maps, charts, and original source readings are incorporated in this class.

Grade 10

### **American History**

Offered at the tenth grade level, American History 10 encompasses the history of the United States from 1865 to the present. Course work includes map work, reading and generating charts and graphs. Course resources include the textbook, original source readings, cross-curricular and multi-cultural activities.

Grade 9

### **Geography**

Students will learn about world geography (both physical and political) through the study of culture and history. Students will be expected to read and interpret maps and patterns, and participate in class discussions.

Grades 10, 11, 12

**Government**

A political science class that concentrates on local, state and federal government structure, this class offers the opportunity to gain the knowledge necessary to enter the adult world as informed citizens. Attention will be given to the policy making process and to the roles of different government functions. Attempts will be made to assess the extent to which government plays a part in the student’s own life.  
Grades 10, 11, 12

**Advanced Government**

This course concentrates on local, state and federal government structure. It provides an in-depth study of American government and politics with a focus on policymaking process and roles of different government functions. The course will identify those major problems of American society that affect the policy making process. This course will be an upper level course with an emphasis on writing, analyses, essays and higher order thinking strategies.  
Grades 11, 12

Dual Credit      Weighted

**Sociology**

This class is designed with a strong foundation in social science with the particular focus on the scientific study of society and the interaction between society and its human environment. Emphasis is on an explanation of the importance of values and norms and their significance in the development of attitudes and resulting social behavior. The study, therefore, includes such concepts as social organization and culture, socialization, institutions, and collective behavior. Writing skills are emphasized with analyses and essays.  
Grades 11,12

Dual Credit      Weighted

## ARTS AND COMMUNICATIONS CAREER PATH

Occupations by Educational Requirements

<b>SCHOOL TO WORK/ MILITARY</b> (No post-high school ed.)	<b>TECHNICAL OR VOCATIONAL SCHOOL/ COMMUNITY COLLEGE</b> (2 years or less post-high school)	<b>FOUR YEAR COLLEGE OR UNIVERSITY</b> (More than 2 years post-high school education)
Audio-Visual Specialist	Artist	Writer
Composer/Typesetter	Broadcast Technician	Dancer
Engraver	Commercial Artist	Designer
Floral Designer/Florist	Custom Tailor	Director
Model	Film Editor	Drafter
Motion Picture Projectionist	Graphic Artist	Film Editor
Musician	Interior Decorator	Photographer
Professional Athlete	Jeweler/Silversmith	Projectionist
Sign Painter/Letterer	Merchandise Displayer	
	Producer/Director	
	Radio/TV Announcer	
		Actor
		Architect
		Choreographer
		Artist
		Composer
		Editor
		Public Relations Specialist
		Reporter/Correspondent
		Communications Manager
		Interpreter/Translator
		Journalist
		Music Director
		Newscaster

## HEALTH SERVICES CAREER PATH

Occupations by Educational Requirements

<b>SCHOOL TO WORK/ MILITARY</b> (No post-high school ed.)	<b>TECHNICAL OR VOCATIONAL SCHOOL/ COMMUNITY COLLEGE</b> (2 years or less post-high school)	<b>FOUR YEAR COLLEGE OR UNIVERSITY</b> (More than 2 years post-high school education)
Admitting Personnel	Bio-Med. Equipment Technician	Audiologist
Nursing Assistant	Dental Assistant	Surgeon
Physical Therapy Aide	Emergency Medical Technician	Bio-Med Engineer
Technicians	Geriatric Aide	School
Dental Laboratory	Home Health Care Aide	Dentist
Electrocardiograph	Licensed Practical Nurse	Counselor
Medical Records	Medical Assistant	Chemical Dependency
Pharmacy	Medical Secretary	Licensed Professional
Unit Clerk	Medical Transcriber	Speech-Language Therapist
	Respiratory Therapy Technician	Creative Arts Therapist
	Surgical Technologist	Respiratory Therapist
		Executive Housekeeper
		Medical Records Admin.
		Nutritionist/Dietician
		Occupational Therapist
		Physical Therapist
		Physician
		Pharmacist
		Psychologist
		Physician Assistant
		Registered Nurse

## BUSINESS MANAGEMENT, AND TECHNOLOGY CAREER PATH

Occupations by Educational Requirements

<b>SCHOOL TO WORK/ MILITARY</b> (No post-high school ed.)	<b>TECHNICAL OR VOCATIONAL SCHOOL/ COMMUNITY COLLEGE</b> (2 years or less post-high school)	<b>FOUR YEAR COLLEGE OR UNIVERSITY</b> (More than 2 years post-high school education)
Bank Teller	Truck Driver	Administrative Manager Accountant/Auditor
Data Entry	Dispatcher	Budget Analyst
Messenger	Meter Reader	Buyer
Cashier	Postmaster	City Manager
Clerk	Receptionist	Economist
Telephone Operator	Credit Manager	Principal
Reservation and Ticket Agent	Telegrapher	Statistician
Retail Sales Person	Stenographer	Underwriter
Property/Real Estate Manager	Data Communications Analyst	Computer Systems Analyst
Typist/Word Processor	Food Service Manager	Education Administrator
Bill and Account Collector	Legal Secretary	Wholesale and Retail Buyer
Tax Examiner/Revenue Agent	Paralegal Assistant	Title Examiner/Searcher
Customer Service Representative	Safety and Corrections Manager	Health Administrators
Office Manager	Real Estate Appraiser	Management Analyst
Bookkeeping/Accounting Clerk	Restaurant Manager	Marketing/Advertising Manager
Insurance Adjuster/Examiner		Personnel Specialist
		Medical Records Administrator
		Natural Resources Admin.

## HUMAN SERVICES CAREER PATH

Occupations by Educational Requirements

<b>SCHOOL TO WORK/ MILITARY</b> (No post-high school ed.)	<b>TECHNICAL OR VOCATIONAL SCHOOL/ COMMUNITY COLLEGE</b> (2 years or less post-high school)	<b>FOUR YEAR COLLEGE OR UNIVERSITY</b> (More than 2 years post-high school education)
Baker	Bus Driver	Adult Education Teacher
Butcher	Dishwasher	Anthropologist
Chimney Sweep		Coach
Child Care Aide/Worker	Barber	Counselor
Waiter/Waitress	Chef	Clergy/Priest/Minister/Rabbi
Host/Hostess	Compliance Inspector	Teacher
Janitor/Maid/Cleaner	Correctional Officer	Economist
Library Assistant	Employment Interviewer	Judge/Lawyer
Sports Officiator	Fire Fighter Supervisor	Political Scientist
Masseur/Masseuse	Fire Inspector	College Faculty Member
Refuse Collector	Flight Attendant	Parole & Probation Officer
Service Station Attendant	Funeral Director/Mortician	Political Scientist
Customer Service Clerk	Hairdresser/Cosmetologist	Psychologist
Private Investigator	Legal Technician (Paralegal)	Sociologist
	Social Service Technician	Social Worker
	Substance Abuse Counselor	Psychiatric Social Worker
	Teacher Aide	Urban & Regional Planner

## INDUSTRIAL AND ENGINEERING CAREER PATH

### Occupations by Educational Requirements

<b>SCHOOL TO WORK/ MILITARY</b> (No post-high school ed.)	<b>TECHNICAL OR VOCATIONAL SCHOOL/ COMMUNITY COLLEGE</b> (2 years or less post-high school)	<b>FOUR YEAR COLLEGE OR UNIVERSITY</b> (More than 2 years post-high school education)
Airport Utility Worker	Air Traffic Controller	Architect
Printer      Truck Driver	Aircraft Mechanic	Engineer
Welder      Carpenter	Aircraft Pilot	Aerospace
Machinist      Surveyor	Ambulance Driver/Attendant	Biomedical
Locksmith      Roofer	Construction Inspector	Chemical
Taxi Driver      Chauffer	Drafter      Electrician	Civil
Operators      Blacksmith	Heating/Air Cond. Repairer	Electrical
Carpet Installer      Upholsterer	Photographic Processor	Industrial
Bookbinder      Cement Mason	Power Plant Operator	Mechanical
Bicycle Repairer	Production Supervisor	Mining
Boilermaker/Operator	Transportation Supervisor Mechanic	Nuclear
Construction Worker	Technicians	Petroleum
Bricklayer/Mason	Chemical	Geographer
TV Cable Installer	Civil Engineering	Solar Energy Systems
Sheet Metal Worker	Laser	Designer
Sewing Machine Operator	Robotics	
Painter/Paperhanger	Telephone	
Computer Maintenance		
General Maintenance Repairer		
Highway Maintenance Worker		
Blasters/Explosives Worker		
Locomotive/Rail Year Engineer		
Automotive Body Repairer		
Water/Sewage Treatment Operator		

## NATURAL RESOURCES CAREER PATH

### Occupations by Educational Requirements

<b>SCHOOL TO WORK/ MILITARY</b> (No post-high school ed.)	<b>TECHNICAL OR VOCATIONAL SCHOOL/ COMMUNITY COLLEGE</b> (2 years or less post-high school)	<b>FOUR YEAR COLLEGE OR UNIVERSITY</b> (More than 2 years post-high school education)
Forestry Worker      Farmer	Agricultural Supervisor	Agricultural and Food Scientist
Animal Caretaker      Hunter/Trapper	Grain Elevator	Agricultural Engineer      Agronomist
Livestock Worker      Logger	Superintendent	Forester/Conservation      Astronomer
Farm Machinery Operator	Sports Turf Management	Fish and Game Warden      Biochemist
Agricultural Grader/Scorer	Surveyor	Animal Scientist      Botanist
Nursery Worker/Manager	Technologist	Soil Conservationist      Chemist
Fish Hatchery Worker Biochemistry	Toxicologist	Scientist
Gardener/Grounds Keeper	Microbiology	Biological Scientist      Geneticist
General Farm Worker	Environmental Analyst	Geologist
Pest Control Worker		Geographer      Horticulturist
Agricultural Product Inspector		Geophysicist      Zoologist
Landscape Gardener		Landscape Artist      Meteorologist
Weather Observer		Oceanographer      Range Manager