

COMMITMENT TO EXCELLENCE



BRASHEAR TIGERS

Dear Students:

I am excited to start the 2024-2025 school year with you as your new principal. I look forward to having the opportunity to work with you. Brashear is an excellent school and has a great community to help support you in your education while you work toward your goals. With the school, community, and students collaborating together the 2024-2025 school year will be great!

While you strive for excellence, please know this handbook is full of information that is valuable in helping you have a successful school year. Please take time to read this information and familiarize yourself with the policies and procedures it contains. This handbook will help guide us all and ensure that we have a successful school year.

If there is anything I can help with in ensuring you are successful and reach your goals, please do not hesitate to reach out and ask. I am here to help you find success so that you can reach your highest potential. Together, let's work together and have a great school year!

Sincerely,
Karissa Gregory
PK-12 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 #:



Vision

Our vision is to educate, empower, and prepare students for success.

Mission Statement

Adair County R-II will commit its time, energy, and resources in providing a safe school community with a stimulating environment where each student will be given the foundation to reach their full potential, and become a lifelong learner who will be a positive contributor to society.

ADMINISTRATION

Cody Moore, Superintendent

Bachelor of Science Degree in Education

Master of Science Degree in Education

Specialist in Educational Leadership K-12

Karissa Gregory, PK-12 Principal

Bachelor of Science Degree in Elementary Education

Master of Science Degree in Education

Specialist in Educational Leadership K-12

ADMINISTRATIVE ASSISTANTS

Renee Reeves Superintendent Secretary

Chandi March K-12 Secretary

BOARD OF EDUCATION

Jason Taylor President of the Board

Sara Erwin Vice President

Julie Hettinger Secretary

Brooke Kelsey Treasurer

Jessica Lunsford Board Member

Monte Fisher Board Member

Mike Robeson 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

3.8 GPA or higher

No F's
No unexcused tardies
No discipline referrals of any kind

Silver Criteria

3.0-3.79 GPA

No F's
No more than 2 tardies
No discipline referrals of any kind

Bronze Criteria

2.5 GPA-or above for 2 consecutive semesters

No F's
No more than 4 tardies
No discipline referrals of any kind

Incentives

Game/Dance Pass (Gold)
1st hour sleep in pass (Gold)
\$1 off Game/Dance (Silver)
Tardy Pass
Late Assignment Pass
Burger King
Sonic
Taco Bell

Thank-you to all of our sponsors!



SCHOOL CALENDAR

Aug. 20	First Day of Classes
Aug. 26	SCHOOL IN SESSION
Sept. 23	SCHOOL IN SESSION
Sept. 26	Fall Picture Day
Oct. 18	First Quarter Ends
Oct. 25	Early-Out - P/T Conferences
Nov. 25	SCHOOL IN SESSION
Nov. 27	Early out- Thanksgiving Break
Nov. 28 & 29	Thanksgiving Vacation
Dec. 20	First Semester Ends
Dec. 21-Jan. 6	Christmas Break
Jan. 7	School Resumes
Jan. 27	Make up day #1
Feb 24.	Make up day #2
Mar. 14	Third Quarter Ends
Mar. 24	Make up day #3
Apr. 14	SCHOOL IN SESSION
Apr. 18	No School / Good Friday
Apr. 28	Make up day #4
May 12	SCHOOL IN SESSION
May 15	Last Day of Classes / Early Out
May 16	Make up day #5
May 19	Make up day #6

THERE WILL BE NO SCHOOL ON MONDAYS UNLESS NOTED ON THE CALENDAR.

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:
 Ellie Hazen, Testing Coordinator
 (660) 323-5272
 ellie_hazen@adair2.brashear.k12.mo.us

Sept. 19-20	OLSAT-8 Test (2nd and 7th)
Oct. 9	PreACT (10th)
Dec. 18	Government EOC
Feb. 5	ASVAB (11th)
Mar. 12	Junior ACT Test
Apr. TBD	12th Grade Work Keys
Apr. 29- May 2	MAP Testing Window
May 5 - May 9	EOC Testing Window

STATEWIDE ASSESSMENTS

All students will participate in statewide assessments or alternate assessments as determined by a student's IEP team. The administration will annually develop an assessment schedule for the current school year. The testing schedule will list the assessment instrument to be administered and the grade level of students that will be administered each test or assessment instrument. This policy and the assessment schedule will be given to each student as well as their parent/guardian at the beginning of each school year. In addition, a copy of this policy and the assessment schedule will be available to the public in the District office during normal business hours.

FACULTY

Kelli Baker, Art

Bachelor of Science Degree in Art Education
Bachelor of Science Degree in Human
Environmental Sciences

Jacob Bleything, Root Ed. Advisor

Bachelor of Science Degree in Exercise Science
Masters of Arts Degree in Education

Ellie Hazen, School Counselor

Bachelor of Science Degree Psychology/Sociology
Master of Arts Degree in Social Work

William Carpenter, Agricultural Education

Bachelor of Science Degree in Education

Joanne Kincaid, Science

Bachelor of Science Degree in Education

Diane McGinnis, English

Bachelor of Arts Degree in English
Master of Arts Degree in Education

Tom England, Social Studies

Bachelor of Science Degree in Criminal Justice

Emily Powell, Physical Education

Bachelor of Science Degree- Exercise Science
Master of Arts Degree in Education

Erin Moots, Mathematics

Bachelor of Science Degree in Mathematics
Master of Science Degree in Educational
Administration

Martha Reese, Business

Bachelor of Science Degree in Education
Master of Arts Degree in Education

Cheryl Reeves, A+ Coordinator/At-Risk/Health/

Gen Science
Bachelor of Science in Social Science

James Scudder, Mathematics/Physics/Computer Science

Bachelor of Science Degree in Education
Master of Arts in computer Education

Brianna Mann, Music/Band

Bachelor of Arts in Music
Master of Arts in Music Education

Anna Nelson

Bachelor of Arts Degree in Elementary Education

SUPPORT STAFF

Renee Reeves Secretary/Accountant

Chandi March K-12 Secretary

Karla Hettinger Secretary

Heidi Henderson School Nurse

Kayla Lawson Head of Food Service

Lisa Peterson Cook

Kathryn Ding Cook

Doug Spears Cook

Steven McKim Head of Maintenance

John England Custodian

Daniel Carpenter Para-Professional

Joanne Kincaid Bus Driver

Rhonda Branson Bus Driver

Naomia Mallett Bus Driver

Rhonda Branson/
Naomia Mallett 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	110	Supplemental Math	128
Bookkeeper	111	School Counselor	129
K-12 Principal Secretary	112	Nurse	130
Physical Education/AD	113	Supplemental Comm Arts	132
At-Risk/Health	115	K-6 Resource Room	133
Art Room	116	Sixth Grade	134
7-12 Resource Room	117	Kitchen/Cafeteria	135
Business Room	118	H.S. English	136
K-12 Principal	119	Social Studies Room	137
Elementary Office	120	Math/Technology Director	138
Kindergarten	121	Library / Lower English	139
First Grade	122	Music Room	140
Fifth Grade	123	RootEd	141
Second Grade	124	Math Room (Grades 7-10)	142
Third Grade	125	Science Room	143
Fourth Grade	126	PAT/Pre K	144
Ag Ed Room	127	Speech	145

BACK TO SCHOOL

The Administration and Faculty of Brashear High School would like to welcome all students to the beginning of the 2024-2025 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 available and 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.

DEVELOP POSITIVE REPUTATIONS

The manner in which you conduct yourself both at school, 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!!!

SHOW YOUR SCHOOL SPIRIT & PRIDE

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 and prepared each day and don't be tardy.
6. Always be courteous and friendly to teachers and other students in this and other schools.
7. Try to take a special interest in at least one extra-curricular activity.

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: - 3.5 cumulative grade point average. (Cannot drop below 3.5 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 extracurricular 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. ALL students arriving late or leaving early must check in/out in the HS office. Parents/guardians/visitors are reminded that they are to go to the HS office first to check in and must use the main entrance by the HS office to enter the building after 7:55 a.m. Students must be signed out by their parent or legal guardian before they will be allowed to leave the building.

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 in-appropriate 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 the 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.

TEXTBOOKS

Textbooks are furnished free to the elementary and secondary students. Notebooks, paper, pencils, and other expendable materials are paid for by the student.

SCHOOL PLANNER

School Planners will be available to all students K-6 and any 7-12 students who want one 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. Willful damage to school property will result in paying for damage and discipline action. This could include textbooks, tools, technology devices, etc.
2. All players, cheerleaders or other participants are to ride the school bus to and from the activity. Administration may give prior approval for students to meet the bus if deemed necessary. 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 to an administrator. 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.
3. No student shall smoke or use tobacco, alcohol or drugs (or have these in their possession) in the school buildings, on the bus or the school grounds during regular school hours or at any school sponsored activity.
4. 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.
5. Students must have verified parent permission before leaving school before the end of the day.
6. A student shall not leave school before or during the school day or be absent from any class without office permission, authorized only by a principal or superintendent, not a teacher. An absence without such permission will be considered truant.
7. Students who have in-school/out of-school suspension may receive up to 100% credit for make-up work. Students in ISS/OSS will not be allowed to participate in any school activity during the day of the ISS/OSS. Students in ISS may attend school events but may not participate. Students in OSS can not attend school events.
8. Students will be charged class dues each year in 7th-11th grade to go into their class account. 7th and 8th graders will pay \$10 per year and 9th, 10th, and 11th graders will pay \$15 per year.

ALTERNATE METHODS OF INSTRUCTION DISTANCE LEARNING

Alternative Methods of Instruction(AMI) may be utilized in circumstances of emergency or extended closure for the purpose of review and reinforcement of previously taught skills and/or the introduction of new concepts.

On days where AMI is assigned, families will be notified through the regular communication channels (phone call, text, email, social media) utilized by the District. Electronic and/or web-based assignments and materials will be utilized for AMI and students will have access to District-provided devices. When possible, hard copy assignments will be provided as requested.

Student attendance will be recorded on days when AMI is assigned and will be documented by the completion of assignments and/or online participation in activities and assignments. Educators will be available electronically during AMI days for guidance with instruction.

(See AMI document)

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 (unless excused for doctor appointment) during that school day. Students in ISS/OSS may not participate in school activities the day ISS/OSS 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. All out of school guests must be approved by the principal. A guest form must be filled out at least 2 days prior to the dance. Forms may be picked up from the principal or the HS Secretary.
7. Junior-Senior Prom – all class dues must be paid in full in order to attend Prom.
8. Senior Trip – Students must be in good standing with grades, attendance, and conduct. All dues, fines, and monies must be paid prior to the Senior Trip.
9. In order to participate in school activities, a student must be in good standing. That means students should not be over on attendance or have all of their attendance made-up and they should have no F's in their classes. (For example: dances, lock-in's, etc)

CLASS ORGANIZATION

1. The officers of each class shall be: President, Vice President, Secretary, Treasurer. The President and Vice President will also serve as student council members.
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. They 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. They are 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.

KATC STUDENTS

Students in grades 11-12 will be allowed to apply to attend vo-tech classes at the Kirksville Area Technical School. A bus will run to and from KATC leaving at 7:35 am and returning in time for 4th hour. KATC students will be expected to attend classes at KATC even on days when BHS is out of school. The exceptions are:

- the first day of classes at BHS
- any field trip at BHS
- if BHS is closed due to inclement weather
- the last day of class at BHS.
- Mondays BHS is not is session

When KATC does not have class (i.e. Spring Break), KATC students will not be expected to be at BHS until the beginning of 4th hour. Students are not to drive to KATC without prior approval from Administration.

Students may be dropped from KATC due to poor attendance or for being late to bus departures.

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** in the designated student parking lot

east of the High School building. 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 ensure 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 11:15 and by 1:32 over 150 lunches have been served.

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 \$1.25 for grades PK-6, \$1.50 for grades 7-12, and \$1.75 for adults.

Prices for lunch will be \$3.10 for grades PK-6, \$3.50 for grades 7-12, and \$4.50 for adults. Students must notify the kitchen if they plan to eat a second meal. Cost of a second meal is \$4.50. 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. Be quiet. No loud talking, running or shoving.
3. Students sit where there is a seat available.
4. When a 7-12 student finishes lunch he/she will remain seated in the cafeteria.
5. Students who forget their lunch money will be allowed a grace period before an alternative lunch will be provided.
6. A receipt will be given anytime money is collected. Please keep receipts.

FOOD ALLERGIES AND SNACK POLICY

In an effort to be sensitive to students with food allergies, the Brashear School will be continuing our policy on snacks. All snacks that are brought in to share must be store bought prepackaged food items. Homemade food items will not be served. Please avoid items that contain nuts or are manufactured in a facility that processes nuts when possible. Nut allergies are on the rise and many students suffer severe consequences to their exposure. Teachers will alert parents to other specific allergies in their classroom. This rule applies to daily snacks, as well as birthdays and special "party" occasions. We apologize for any inconvenience this will cause our families, however, we feel like it is in the best interest of our students.

Since lunch is eaten in the cafeteria, your child may bring peanut butter, peanuts, or nut products for lunch. We would encourage you to find an alternative food, but understand sometimes that is not possible. The cafeteria will provide a peanut butter alternative for sandwiches. The tables will be cleaned with soap, water and paper towels after each lunch.

CONTAGIOUS ILLNESS MANAGEMENT

Students with contagious illness should not be brought to school. Students should not come to school if during the previous 24 hours they exhibit any of the following symptoms:

- A temperature of 100 degrees or greater
- Vomiting or diarrhea
- An unusual or unexplained rash, unrelenting and itchy
- Persistent cough
- Informed by doctor they are still contagious

Children with chicken pox are to remain home until they are no longer in the contagious stage. They may return to school when all lesions are crusted over.

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 \$81.00 per credit hour (or \$243.00 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.) Students must test into these courses by showing a qualifying score on the ACT or ACCUPLACER test prior to enrollment. Students will be required to take dual credit classes offered in house with our teachers unless it is deemed by the administration to interfere with the students class schedule.

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

BHS is a National Test Site. To take the test here put site code 239-110 on your registration.

Test Date	Registration Deadline	(Late Fee Required)
September 14, 2024	August 9, 2024	August 25, 2024
October 26, 2024	September 20, 2024	October 7, 2024
December 14, 2024	November 8, 2024	November 22, 2024
February 8, 2025	January 3, 2025	January 20, 2025
April 5, 2025	February, 2025	March 16, 2025
June 14, 2025	May 9, 2025	May 26, 2025
July 12, 2025	June 6, 2025	June 20, 2025

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 = 4.8	B+ = 3.6	C+ = 2.4	D+ = 1.2
A- = 4.8	B = 3.6	C = 2.4	D = 1.2
	B- = 3.6	C- = 2.4	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	Anatomy	Pre-Calculus
Chemistry	Advanced Biology	Accounting
Sociology	Physiology	Advanced Government
Composition I/II	American Literature	Public Speaking

All classes offered for dual enrollment will be weighted. Any classes offered for dual enrollment but not taught for dual enrollment will remain weighted.

MOCAP (Missouri Course Access and Virtual School 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 MOCAP 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.

HOT - Homework on Time!

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 workload throughout school.

What: Students completing less than 60% of their assignment will receive a HOT Sheet from their teacher. That assignment is due by 8:15 the next day. If a student fails to complete a HOT Sheet and doesn't turn it in by 8:15 the next morning, the student will serve a mandatory after-school detention or before school detention the next morning. If the assignment is not done and turned in by 8:15, the student will serve In School Suspension until the assignment is completed (after serving detention). Students skipping detention will serve 2 periods of ISS. Completed Hot Sheet assignments may be awarded partial credit based on the district grading policy. If any student shows a pattern of incomplete HOT sheets and is receiving excessive days in ISS, other interventions may include but are not limited to, mentoring, Saturday/Monday school, referral to the Juvenile Office, etc.

Junior High and High School Grading Policy

It is the desire of the Adair County R-II School District to instill in students a positive work ethic. All work should be completed in a timely manner. The following guidelines will be used for grading purposes for all school work:

For work that is 1 day late	10% reduction
2 days late	20% reduction
3 days late	30% reduction
4 days late	40% reduction
5+ days late	50% reduction

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 Reeves, at BHS. To be certified, 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.
- 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.

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 or semester 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 a parent signature also.
 - C. Failure of the class could result in ineligibility for the next semester.
- III. Class work (completed virtual- no in seat instruction) is the student's responsibility to complete in a timely manner.- 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
 - G. Turn in weekly working log signed by supervisor
 - H. Turn in weekly assignments to enhance and promote learning of the career field and/or job skills

- 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 RootEd advisor for Details

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 the 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 3.0-3.99 GPA for the "B" honor roll and 4.0 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 Infinite Campus System. To gain access to the portal, parents must first sign a use of technology agreement. Agreement contracts can be obtained in each office. See the Infinite Campus Coordinator, if you have questions.

MOCAP (Missouri Course Access and Virtual School Program)

The Missouri Course Access and Virtual School Program (MOCAP) has developed a catalog of virtual online courses for students. Beginning with the 2019-2020 school year, students will be able to take an entire course from any Internet-connected computer, available 24 hours a day, seven days a week. MOCAP's mission is to offer Missouri students equal access to a wide range of high quality courses, flexibility in scheduling, and interactive online learning. The Missouri Department of Elementary and Secondary Education (DESE) and the State Board of Education oversee administration and quality assurance activities such as related content and delivery of courses. Local Education Agencies (LEAs) that provide virtual education outside of MOCAP are responsible for ensuring alignment and other statutory requirements are met.

In accordance with state law, Section 162.1250, RSMo, our district allows families to apply for admittance to MOCAP. A link can be found on our district website.

2024-2025 Class Schedule

Instructor/Subject	Period 1	Period 2	Period 3
	7:55 - 8:55	8:58 - 9:58	10:01 - 11:01
Kelli Baker Art	3D Art (10-12) FACS (10-12)	Fiber Art (10-12)	Elementary Art
Cheryl Reeves At-Risk	A+	At-Risk	Missouri History Art History (10-12)
Jacob Bleything RootEd		College Prep (11-12)	
Martha Reese Business	#Accounting (11-12)	Vocational Business (11-12)	
MACC On-line Dual Credit	<i>These courses can be taken any hour.</i>		
Bill Carpenter Agricultural Education	Ag Science 1 (9-12)	Vet Science (11-12)	Ag Science 2 (9-12)
Diane McGinnis Language Arts		Language Arts I (9-10)	*#Public Speaking *#Amer Lit (11-12)
Erin Moots Math	Integrated Math I (9-12)	Math 8	Algebra I (9-10)
James Scudder Math	Computer Science (10-12)	*#College Algebra (11-12) *#College Trigonometry	Geometry (10-12)
Brianna Mann Music/Band/Choir	Elementary Band		Elementary Music
Emily Powell Physical Education	Athletic Director		Elementary PE
Resource	Resource	Resource	Resource
Joanne Kincaid Science	Dual Credit Science	Physical Science	Science 7
Tom England Social Studies	Social Studies 7		Social Studies 8
Anna Nelson JH LA/Library	English 8	English 7	Library

Period 4	Period 5	Period 6	Period 7
11:04 - 12:04	12:07 - 1:32	1:35 - 2:35	2:38 - 3:38
Elementary Art		8A 8B	Drawing
		7A 7B	Painting (9-12)
Tech Math	Health 7/8		
			Life Skills 7/8
			Careers 7/8
College Prep (12)			
Personal Finance (12)	Elementary Keyboarding	8B 8A	Computer Applications
		7B 7A	(9-12)
	Intro to Welding	7A 7B	Wildlife Management
	Ag Fabrication (11-12)	8A 8B	Plant Science (11-12)
Language Arts II	Career English	Creative Writing	Appreciation of Lit
(10-11)	(11-12)	(11-12)	(11-12)
Math 7	#Pre-Calculus		Integrated Math II
			(10-11)
#Algebra II	Geometry		Technology Director
(11-12)			
Elementary Music	Choir	7B 7A	Band
	(10-12)	8B 8A	(7-12)
Elementary PE	7/8 PE	Health 9	HS PE
		PE 9	(10-12)
Resource	Resource		Resource
Science 8	Biology	HS Science Elective	
		(11-12)	
American History 9	Government (11-12)	World History 10	*#American Gov Online
	Current Events (11-12)		*#Amer Hist Online
Library	Foreign Language		Yearbook

*# Courses with a college code in front of them like BIO## are 1st semester courses only. 2nd semester offerings will be announced in the Fall.

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!!

PARENT INVOLVEMENT POLICY

The Board of Education recognizes the positive effects of parents/families' involvement in the 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.

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 (3:40-4:40) unless otherwise specified. There will be no talking, sleeping, soda or use of cell phones or other electronic devices. Students will be allowed to use their school assigned Chromebook on their assignments. If a student skips detention, they will serve 1 day of ISS.

JUNIOR-SENIOR HIGH SCHOOL

CO-CURRICULAR ACTIVITY PARTICIPATION REQUIREMENTS

Students must pass all subjects enrolled 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 3 week grade check will be district ineligible until he/she submits a grade check showing his/her grade is above a 60% in that course. If students fail to get the F to a passing grade during 2 consecutive 3 week grade checks they will be district ineligible for the remainder 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 must have 0 F's from 4th quarter and will be held to state standards (must receive 3.0 units of credit or 80% of the maximum allowable credits which may be earned, whichever is greater the preceding semester)to participate.

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 extracurricular activities. Physical forms are available in the HS office and must be signed by the parent before physicals will be given. It is important to use the official MSHSAA physical form. Physicals are good for two calendar years. Students must turn in annual paperwork required by MSHAA each year before participation.

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, Meadville and Novinger.

BRASHEAR TOURNAMENT

The 96th Annual Brashear Invitational Tournament will be held in the High School February 10-15, 2025.

COOP JUNIOR HIGH 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 softball. Because Knox County District will be the 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.

BEGINNING SOFTBALL, BASEBALL, AND CROSS COUNTRY PRACTICE

Softball, Baseball, and Cross Country practice will begin August 11, 2024. A practice schedule will be announced at a later date. You must have a physical and proof of insurance before you can practice

ADAIR COUNTY R-II SCHOOL 2024-2025

BASEBALL/SOFTBALL SCHEDULE

Aug. 31	Milan (SB)	Home	TBA
Aug. 31	Scotland Co. (SB)	Home	TBA
Aug. 31	Atlanta BB Tournament	Away	TBA
Sept. 5	North Shelby (JV/V SB)	Away	5:00
Sept. 6	Linn County (SB/BB)	Home	5:00
Sept. 9	Sturgeon (SB/BB)	Home	5:00
Sept. 12	Meadville (SB/BB)	Away	5:00
Sept. 17	Novinger (SB/BB)	Away	5:00
Sept. 20	La Plata (SB/BB)	Away	5:00
Sept. 23	Knox Co (JV/V SB)	Away	5:00
Sept. 24	Atlanta (SB/BB)	Home	5:00
Sept. 27	Grundy Co/Newtown (SB/BB)	Away	5:00
Sept. 28	Atlanta SB Tournament	Away	TBA
Oct. 1	Bucklin/Macon Co. (SB/BB)	Away	5:00
Oct. 2	Clark Co.(JV/V SB)	Home	5:00
Oct. 4	Bevier (SB/BB)	Home	5:00
Oct. 8	Higbee (SB/BB)	Away	5:00
Oct. 10	Green City (SB/BB)	Home	5:00
Oct. 11	Marion County (JV/V SB)	Home	5:00
Oct. 15-19	District Softball Tourney	TBA	TBA

VARSITY CROSS COUNTRY SCHEDULE

Sept. 14	Palmyra	Away	TBA
Sept. 23	Wellsville-Middleton	Away	TBA
Sept. 28	Gans Creek Classic	Away	TBA
Oct. 3	Moberly	Away	TBA
Oct. 8	Marion Co	Away	TBA
Nov. 2	Districts	TBA	TBA
Nov. 8-9	State	TBA	TBA

JUNIOR HIGH BASKETBALL SCHEDULE

Oct. 18	Marion County	Home	6:00
Oct. 22	Atlanta	Away	6:00
Oct. 28	Green City	Away	6:00
Oct. 29	Bevier	Home	6:00
Nov. 1	Bucklin/Macon Co	Away	6:00
Nov. 5	Novinger	Home	6:00
Nov. 7	Linn County	Away	6:00
Nov. 8	Meadville	Away	6:00
Nov. 11-16	Atlanta Tourney	Away	TBA
Nov. 18	La Plata	Home	6:00

VARSITY BASKETBALL SCHEDULE

Nov. 15	JAMBOREE @ Marion County w/ Novinger		6:00
Nov. 22	North MO Knights HSA	Home	6:00
Nov. 26	Schuyler County	Away	6:00
Dec. 2-7	Novinger Tourney	Away	TBA
Dec. 10	Linn County	Away	6:00
Dec. 13	Meadville	Home	6:00
Dec. 17	Holiday Hoops @ Trenton	Away	TBA
Dec. 20	Atlanta	Home	6:00
Jan. 2	North Shelby	Away	6:00
Jan. 7	Marion County	Away	6:00
Jan. 9	Scotland Co	Away	6:00
Jan. 13	Heartland Christian	Home	6:00
Jan. 17	Grundy County	Home	6:00
Jan. 21	Bucklin/Macon Co	Home	6:00
Jan. 23	Bevier	Away	6:00
Jan. 28	Green City	Home	6:00
Jan. 31	La Plata	Away	6:00
Feb. 4	Knox Co	Away	6:00
Feb. 6	Moulton-Udell (IA)	Away	6:00
Feb. 7	Madison	Home	6:00
Feb. 10-15	Brashear Tourney	Home	TBA
Feb. 18	Keytesville	Home	6:00
Feb. 20	Novinger	Away	6:00
Feb.24-Mar. 1	District Basketball Tourney	TBA	TBA

SPRING SPORTS SCHEDULE 2024-2025

VARSITY/JUNIOR HIGH TRACK AND FIELD SCHEDULE

Mar. 24	Snowshoe Classic V Track	Away	TBA
Mar. 31	La Plata Early Bird Track – V/JH	Away	TBA
Mar. 27	Atlanta Relays JH Track	Away	TBA
Apr. 1	Knox Co Invite V Track	Away	TBA
Apr. 3	Knox JH Track	Away	TBA
Apr. 7	La Plata V Track	Away	TBA
Apr. 8	La Plata JH Track	Away	TBA
Apr. 10	Scotland V Track	Away	TBA
Apr. 11	Schuyler JH Track	Away	TBA
Apr. 16	Atlanta Relays V Track	Away	TBA
Apr. 18	Tiger Invite V Track	Away	TBA
Apr. 22	Truman Meet V Track	Away	TBA
Apr. 28	TRC Conference V/JH Track	La Plata	TBA
May 1	Knox County V Track	Away	TBA
May 10	District Track	TBA	TBA
May 17	Sectional Track	TBA	TBA
May 23-24	State Track	TBA	TBA

SPRING BASEBALL SCHEDULE

Mar. 25	Milan BB	Away	5:00
Mar. 27	Bucklin/Macon County BB	Home	5:00
Mar. 28	North Shelby BB	Home	5:00
Mar. 31	Marceline BB	Away	5:00
Apr. 1	Linn County BB	Home	5:00
Apr. 3	La Plata BB	Home	5:00
Apr. 8	Princeton BB	Home	5:00
Apr. 11	Meadville	Home	5:00
Apr. 17	Green City BB	Away	5:00
Apr. 21	Marion County BB	Away	5:00
Apr. 25	Higbee BB	Home	5:00
Apr. 29	Sturgeon BB	Home	5:00
May 6	Novinger BB	Home	5:00
May 12	Atlanta BB	Home	5:00
May 13	Schuyler Co BB	Away	5:00
May 16-24	District Baseball	TBA	TBA

ADAIR COUNTY R-II SCHOOL DISTRICT LETTERING POLICY

- 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, 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

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 screeching horn sounding alarm. 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. Weight 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. Lower Math room will exit classroom door and continue through west exit doors south to ball field.
8. Upper Math room will exit the south door at the east end of the hallway then south to the ball field.
9. Social Studies room will exit the south door at the east end of the hallway then south to the ball field.
10. 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.
11. Cafeteria will exit the single door in the east side of the room, continue east around the building and south to the ball field.
12. Upper English room will exit the south door at the east end of the hallway then south to the ball field.
13. Library will exit library turning left through the west exit doors south to the ball field.
14. Music will exit music room turning left to the west exit doors south to the ball field.
15. Science will exit science room turning right through the west exit doors south to the ball field.
16. RootEd room will exit classroom door turning right through west exit doors south to ball field.
17. Agriculture will exit the shop door (outside) then head to the 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:

Girls Locker Room South	Boys Locker Room North	Boys Locker Room South	Girls Locker Room North
Music	2nd grade	Upper English	Upper Math
Lower Math	Business	Social Studies	6th Grade
Library/Lower English	Art	RootEd	Kindergarten
Agriculture	H.S. Resource	5th grade	1st grade
Science	At-Risk	4th grade	P.E./Weight Room
Busy Bees	3rd grade	Elem. Resource	Title

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 evacuation 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.

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.

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 19, 2019.

1. Students may miss no more than 5 days or the equivalent of 5 school days to receive any "credit" during a given semester for all classes enrolled. Students may miss no more than 5 periods of any one class to receive "credit" for that class.
2. "Credit" will be defined as 1/2 unit of Carnegie credit per class each semester. Any student exceeding 5 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. College Visit allowances: Juniors will be allowed 1 college visit and Seniors will be allowed 2 college visits per year that will not count towards their 5 absences. Visits must be arranged through

the counselor, be pre-approved, and bring back documentation in order for them not to count towards their 5 days.

4. 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. Notes MUST be turned into the office within two business days of the absence in order to be excused. If the School Nurse sends a student home for illness, no excuse is required for that day and the following day.
5. 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. Assignments given or tests announced prior to an absence are due upon the students return to school.
6. After the 3rd day of absence in any of the 7 class periods a letter will be sent to the parent or guardian to inform them of the student's absences. After the 5th day of a student's absence the parent or guardian will be contacted by phone or letter (if phone contact is not possible).
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 day of ISS. On the 16th tardy and over, each tardy will receive 1 day of ISS.
8. Any student who exceeds 5 absences for any reason will make up each absence (in excess of 5 absences) minute for minute to receive credit for the semester. The time can be made up on our Mondays off as arranged by the Principal or during a HOT sheet detention time. 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-6 who exceed the attendance policy may be referred to the Juvenile authorities.

CORPORAL PUNISHMENT

STUDENTS Policy 2670

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. The use of reasonable force for a District employee to protect persons or property is not abuse within the meaning of Chapter 210, RSMo.

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. This list is by no means all inclusive and will not be applied without regard to special circumstances. The principal or superintendent may alter the punishment based on unusual severity, maturity of students involved, and degree of intent. All instances of ISS and OSS will be documented in the student's discipline record.

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.

Second offense: Zero on the assignment, project, or test and 1 day in-school suspension.

Subsequent offenses: Zero on assignment and 1-3 days out-of school suspension

Alcohol - Possession of or presence under the influence of alcohol

First offense: 3 days out-of-school suspension and possible notification to law enforcement officials

Second Offense: 3-180 day out-of-school suspension and possible notification to law enforcement officials

3rd offense: 180 out-of-school suspension/expulsion and possible notification to law enforcement officials

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

First Offense: 11-180 days out-of-school suspension or expulsion and notification to law enforcement officials

Subsequent Offenses: Expulsion and notification to law enforcement officials

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: 3-5 days out-of-school suspension and possible notification to law enforcement

Subsequent offenses: 10-180 days out-of-school suspension and possible notification to law enforcement

- b. Attempting to kill or cause serious physical injury to another; killing or causing serious physical injury to another.

First Offense: Expulsion and notification to law enforcement officials

- c. **Fighting**—Mutual combat in which both parties have contributed to the conflict, verbal or physical.

First Offense: 1-3 days out-of-school suspension

Second offense: 3-5 days out-of-school suspension

Subsequent Offenses: 3-180 days out-of-school suspension or expulsion

Bullying – The District is committed to maintaining a learning and working environment free of any form of bullying or intimidation. Bullying is strictly prohibited 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 intimidation, unwanted aggressive behavior, or harassment that is repetitive or is substantially likely to be repeated and causes a reasonable student to fear for his or her physical safety or property; substantially interferes with the educational performance, opportunities, or benefits of any student without exception; or substantially disrupts the orderly operation of the school. Bullying may consist of physical actions, including gestures, or oral, cyberbullying, electronic, or written communication, and any threat of retaliation for reporting acts of bullying.

Cyberbullying means bullying as defined above through the transmission of a communication including, but not limited to, a message, text, sound, or image by means of an electronic device including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. The District may prohibit and discipline for cyberbullying that originates on any District campus or at a District activity if the electronic communication was made using the school's technological resources, if there is a sufficient nexus to the educational

environment, or if the electronic communication was made on the District's campus or at a District activity using the student's own personal technological resources. Further, students who engage in significant acts of misconduct off campus which materially and adversely impact the education of District students will be subject to discipline.

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.
- Exhibits any unwanted aggressive behavior towards another person.

First Offense: 3-5 days out-of-school suspension

Second offense: 10-30 days out-of-school suspension

Subsequent Offenses: 180 days out-of-school suspension

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/ Smart Devices - 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 heard or used during the instructional day without prior teacher permission and are banned from restrooms and dressing areas (home or away) at all times.

First Offense: Cell phone taken to the office and must be picked up by parent

Second Offense: Cell phone taken must be picked up by the parent, 1 detention, cell phone turned into the office for 4 days (if not student will serve In-school suspension)

Subsequent Offenses: Cell phone taken, parent must pick up phone, 1 day In-school suspension, phone turned into the office for 4 days (if not student will serve In-school suspension)

First Offense (in Banned Area): 1-3 days in-school suspension.

Students needing to call home on their cell phones must first get permission from the principal/teacher prior to displaying the 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: 1-3 days In-school suspension

Second Offense: 3-5 days out-of-school suspension

Subsequent Offenses: 30 days out-of-school suspension

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

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. This could include, but is not limited to CBD products.

First offense: 5-10 days Out-of-school suspension and possible notification to law enforcement officials

Second Offense: 6-180 days Out-of-school suspension and possible notification to law enforcement officials

3rd offense: 180 out-of-school suspension/expulsion and possible notification to law enforcement officials

Subsequent Offenses: Expulsion and possible notification to law enforcement officials

- 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: 5-180 days out-of-school suspension and possible notification to law enforcement officials,

Subsequent Offenses: Expulsion and notification to law enforcement officials

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,

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

Subsequent Offenses: Up to and including in-school suspension, 1-180 days out-of-school suspension, or expulsion

Fire starting devices- Having in possession/using any device that has the potential to start a fire. (ex. lighters, fireworks).

First Offense: Up to and including Principal/parent conference, in-school suspension, 1-180 days out-of-school suspension, or expulsion

Subsequent Offenses: Up to and including in-school suspension, 1-180 days out-of-school suspension, or expulsion

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, and possible notification to law enforcement of officials

Subsequent Offenses: 11-180 days out-of-school suspension or expulsion, notification to law enforcement officials

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 and notification to law enforcement officials

Harassment (Refer to Policy 2130 – Harassment)

First Offense: Principal/Student conference, in-school suspension, 1-180 days out-of-school suspension, or expulsion

Subsequent Offenses: In-school suspension, 1-180 days out-of-school suspension, or expulsion

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, and detention

Second Offense: 2 detentions

Subsequent Offenses: 1-3 days of In-school suspension

Improper Language

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

First Offense: 3-5 days In-school suspension and possible notification to law enforcement.

Second Offense: 3-10 days Out-of school suspension possible notification to law enforcement

Subsequent Offenses: 10-180 days Out-of school suspension/expulsion and possible notification to law enforcement.

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

First Offense: 1-3 days In-school suspension

Second Offense: 3 days In-school suspension

Subsequent Offenses: 1-5 days Out-of school suspension

Cussing

First Offense: Principal conference

Second Offense: 1-3 days In-school suspension

Subsequent Offenses: 2-5 days In-school suspension

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: 1-3 days In-school suspension

Second Offense: 3 days In-school suspension

Subsequent Offenses: 1-5 days Out-of school suspension

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: 1-3 days In-school suspension 1-180 days out-of-school suspension

Subsequent Offenses: 1-180 days Out-of school suspension

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

Subsequent Offenses: In-school suspension, 1-180 days out-of-school suspension, or expulsion **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

Subsequent Offenses: In-school suspension, 1-180 days out-of-school suspension, or expulsion,

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 and possible notification of law enforcement

Subsequent Offense: 1-180 days out-of-school suspension, expulsion, suspension or loss of user privileges and possible notification of law enforcement

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 and possible notification to law enforcement

Subsequent Offense: In-school suspension, 1-180 days out-of-school suspension, expulsion, suspension or loss of user privileges and possible notification to law enforcement

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 and possible notification to law enforcement officials

Subsequent Offenses: 1-180 days’ out-of-school suspension, or expulsion and notification to law enforcement officials

Tobacco - Possession or use of tobacco, tobacco products, or electronic cigarettes (which could include, but are not limited to, CBD products, smokeless tobacco, vaping, etc.)

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

First offense: 3 days in-school suspension and possible notification to law enforcement officials

Second Offense: 5 days in-school suspension and possible notification to law enforcement officials

3rd offense: 5 days out-of-school suspension/expulsion and possible notification to 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 and possible notification to law enforcement officials

Subsequent Offenses: 11-180 days' out-of-school suspension, or expulsion and notification to law enforcement officials

*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.

STUDENT SUSPENSION AND EXPULSION

Policy 2662 and Policy 2663

The Board of Education believes that the right of a child to attend free public schools carries with it the responsibility of the child to attend school regularly and to comply with the lawful policies, rules and regulations of the school district. This observance of school policies, rules and regulations is essential for permitting others to learn at school.

Therefore, the administrative prerogative to exclude a student from school because of violation of school rules and regulations, conduct which materially or substantially disrupts the rights of others to an education, or conduct which endangers the student, other students or the property of the school is permitted. Furthermore, if a student poses a threat to self or other, as evidenced by the prior conduct of such student, the administration may immediately remove the student from school. Such actions will be taken in accordance with due process and with due regard for the welfare of both the student and the school.

Suspensions or removals will use due process procedures. Details of these procedures will be available in the superintendent's office. A conference with student, parents, school officials, and law enforcement officials (if needed) will be held about the student's conduct before the student will return to school.

TO ALL EMPLOYEES AND STUDENTS REGARDING SEXUAL HARASSMENT

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. Sexual 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. Sexual harassment includes but is not limited to:

1. sexual slurs, threats, verbal abuse and sexually degrading descriptions
2. graphic verbal comments about an individual's body
3. sexual jokes, notes, stories, drawing, pictures or gesture
4. spreading sexual rumors
5. touching an individual's body or clothes in a sexual way
6. displaying sexually suggestive objects
7. covering or blocking of normal movements
8. un-welcomed sexual flirtation or propositions
9. acts of retaliation against a person who reports sexual harassment.

Inquiries, complaints or grievances from students and their parents and employees regarding sexual harassment or compliance with Title IX may be directed to the Superintendent of Schools, to the District's Title IX Coordinator or the Director of the Office of Civil Rights, Department of Education, Washington, D.C.

INTERROGATIONS, INTERVIEWS AND SEARCHES

Searches By School Personnel

School lockers and desks are the property of the Board of Education and are provided for the convenience of students, and as such, are subject to periodic inspection without notice.

Students or student property may be searched based on reasonable suspicion of a violation of district rules, policy or state law. Reasonable suspicion must be based on facts known to the administration, credible information provided or reasonable inference drawn from such facts or information. Personal searches, and searches of student property, shall be limited in scope based on the original justification of the search. The privacy and dignity of students shall be upheld. Students will not be asked to undress, although they may be asked to empty pockets, or remove

jackets, coats, shoes, belts and other articles of exterior clothing for examination if reasonable under the circumstances.

Students are permitted to park on school premises as a matter of privilege, not of right. The school retains the authority to conduct routine patrols of the student parking lots. The interior of a student's automobile on school premises may be searched if the school authority has reasonable suspicion to believe that such a search will turn up evidence that the student has violated or is violating either the law or the rules of the school.

Interviews With Any Law Enforcement Officials

The Adair County R-II School District has legal jurisdiction over students during the school day and hours of approved extracurricular activities. The school administration is responsible for making an effort to protect each student's rights with respect to interrogations by law enforcement officials. When law enforcement officials find it necessary to question students during the school day or periods of extracurricular activities, the school principal or designee will be present and the interview will be conducted in private.

Removal of Students From School By Law Enforcement Officials

Before a student at school is arrested or taken into custody by a law enforcement or other legally authorized person, the principal will verify the official's identity. To the best of his or her ability, the principal will verify the official's authority to take custody of the student. The school principal will attempt to notify the student's parent/guardian that the student is being removed from school.

Interview With Division of Family Services Personnel

The Division of Social Services (DSS) may find it necessary to interview students during the school day or during periods of extracurricular activities when an emergency situation exists or when interviewing in the home setting would be inappropriate. The DSS worker will contact the school principal or designee prior to coming to the school to arrange the interview, when possible. The worker may be accompanied by a law enforcement officer when the report alleges sexual abuse or serious physical abuse. The principal will verify and record the identity of the DSS staff person, who will explain the need to question or interview the student at school.

Contacts by Guardian Ad Litem and Court-Appointed Special Advocate

When a court-appointed guardian ad litem or special advocate finds it necessary to interview the child during the school day or during periods of extracurricular activities, the school principal or designee must be notified. The principal will verify and record the identity of the individual through the court order which appoints him or her. The interview must be conducted in a private setting and with the least disruption to the child's schedule as possible.

SURVEYING, ANALYZING OR EVALUATING STUDENTS

All instructional materials, including teachers' manuals, films, tapes or other supplementary material that will be used in connection with any survey, analysis or evaluation as part of any program shall be available for inspection by the parents or guardians of the students. Further, a parent may inspect, upon request, a survey created by a third party before the survey is administered or distributed by a school to a student. The term "instructional material" does not include academic tests or academic assessments.

Parents will be notified at least annually at the beginning of the school year of this policy and within a reasonable period of time after any substantive change in the policy. The district will directly notify parents at least annually at the beginning of the school year of the specific or approximate dates during the school year when the above described surveys or evaluations are scheduled or expected to be scheduled or when information for the purpose of marketing will be collected. Parents have the opportunity to opt the student out of participation in any surveys or evaluations described in this policy.

Without written consent of a parent or consent of the student if emancipated, no student, as part of any program wholly or partially funded by the U.S. Department of Education, shall be required to submit to a survey, analysis or evaluation that reveals information concerning:

- Political affiliations or beliefs of the students or the student's parent,
- Mental or psychological problems of the student or the student's family,
- Sex behavior and attitudes,
- Illegal, anti-social, self-incriminating or demeaning behavior,
- Critical appraisals of other individuals with whom respondents have close family relationships,
- Legally recognized privileged or analogous relationships, such as those of lawyers, physicians and ministers,
- Religious practices, affiliations or beliefs of the student or the student's parent.

- Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

If a survey covering one (1) or more of the eight (8) listed issues is distributed, regardless of the source of funding, the district will take measures to protect the identification and privacy of the students participating. These measures may include limiting access to the completed surveys and the survey results as allowed by law. Parents have the opportunity to opt the student out of participation in a survey covering one or more of the eight (8) listed issues.

Surveys that could be administered at Adair County R-II School for the 2024-2025 school year that may cover one (1) or more of the eight (8) listed issues are as follows:

Postsecondary Planning Survey – National Research Center for College & University Admissions, Grades 9-11	Fall 2024
Missouri Comprehensive Student Needs Survey, Grades 4-12	Spring 2025
Missouri Student Survey, Grades 6-11	Spring 2024

PROHIBITION AGAINST HARASSMENT, DISCRIMINATION, & RETALIATION Policy 1300

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

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

Cody Moore
205 W Dewey St
Brashear MO 53533
660-323-5272

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

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)
Cody Moore
205 West Dewey Street
Brashear, MO 63533
(660) 323-5272

Missouri Commission for Human Rights
Department of Labor & Industrial Relations
PO Box 1129, 3315 W Truman Blvd
Jefferson City MO 65102-3325
573-751-3325
www.dolir.state.mo.us/hr

Equal Employment Opportunity Comm
Robert A Young Federal Building
1222 Spruce St Room 8.100
St Louis MO 63103
314-539-7800 or 800-669-4000
www.eeoc.gov

US Department of Education
Office of Civil Rights
Lyndon Baines Johnson Department of Ed Bldg
400 Maryland Ave SW
Washington DC 20202-1100
8010-421-3481
OCR@ed.gov

US Department of Justice
950 Pennsylvania Ave NW
Washington DC 20530-0001
202-353-1555
ASKDOJ@usdoj.gov

**Missouri Department of Elementary and Secondary Education
Every Student Succeeds Act of 2015 (ESSA)
COMPLAINT PROCEDURES**

This guide explains how to file a complaint about any of the programs¹ that are administered by the Missouri Department of Elementary and Secondary Education (the Department) under the Every Student Succeeds Act of 2015 (ESSA)².

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

1. What is a complaint?

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

2. Who may file a complaint?

Any individual or organization may file a complaint.

3. How can a complaint be filed?

Complaints can be filed with the LEA or with the Department.

4. How will a complaint filed with the LEA be investigated?

Complaints filed with the LEA are to be investigated and attempted to be resolved according to the locally developed and adopted procedures.

5. What happens if a complaint is not resolved at the local level (LEA)?

A complaint not resolved at the local level may be appealed to the Department.

¹ Programs include Title I-A, B, C, D, Title II, Title III, Title IV-A, Title V
² In compliance with ESSA Title VIII-Part C, Sec. 8301(s)(2)(C)

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

6. How can a complaint be filed with the Department?

A complaint filed with the Department must be a written, signed statement that includes:

1. A statement that a requirement that applies to an ESSA program has been violated by the LEA or the Department, and
2. The facts on which the statement is based and the specific requirement allegedly violated.

7. How will a complaint filed with the Department be investigated?

The investigation and complaint resolution proceedings will be completed within a time limit of forty-five calendar days. That time limit can be extended by the agreement of all parties.

The following activities will occur in the investigation:

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

8. How are complaints related to equitable services to nonpublic school children handled differently?

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

9. How will appeals to the Department be investigated?

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

10. What happens if a complaint is not resolved at the state level (the Department)?

The complainant or the LEA may appeal the decision of the Department to the United States Department of Education.

TECHNOLOGY USAGE

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. Similarly, the use of any District computer to access sites which allow the user to conceal their objective of accessing inappropriate material is not permitted. 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.

Internet Access

In compliance with the Children's Internet Protection Act ("CIPA"), 47 U.S.C. § 254, the District uses technological devices designed to filter and block the use of any District computer with Internet access to retrieve or transmit any visual depictions that are obscene, child pornography, or "harmful to minors" as defined by CIPA and material which is otherwise inappropriate for District students.

Due to the dynamic nature of the Internet, sometimes Internet websites and web material that do not fall into these categories are blocked by the filter. In the event that a District student or employee feels that a website or web content has been improperly blocked by the District's filter and this website or web content is appropriate for access by District students, the process described below should be followed:

1. Follow the process prompted by the District's filtering software (or to remain anonymous, log in under log in name: 123anonymous) and submit an electronic request for access to a website, or:
2. Submit a request, whether anonymous or otherwise, to the District's Superintendent/the Superintendent's designee.
3. Requests for access shall be granted or denied within three days. If a request was submitted anonymously, persons should either attempt to access the website requested after three days or log back in at 123anonymous to see the status of the request.
4. Appeal of the decision to grant or deny access to a website may be made in writing to the Board of Education. Persons who wish to remain anonymous may mail an anonymous request for review to the Board of Education at the School District's Central Office, stating the website that they would like to access and providing any additional detail the person wishes to disclose.
5. In case of an appeal, the Board of Education will review the contested material and make a determination.
6. Material subject to the complaint will not be unblocked pending this review process.

In the event that a District student or employee feels that a website or web content that is available to District students through District Internet access is obscene, child pornography, or "harmful to minors" as defined by CIPA or material which is otherwise inappropriate for District students, the process described set forth in Regulation 6241 should be followed.

Adult users of a District computer with Internet access may request that the "technology protection measures" be temporarily disabled by the chief building administrator of the building in which the computer is located for lawful purposes not otherwise inconsistent with this Policy.

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 Guidance Office 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 for your online six-year plan. Please see Mrs. Hazen for login information.

Parent involvement is critical to the success of the student's six-year plan. It is the responsibility of each student to carefully read 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 (.5 Government)	3
Fine Arts (Art or Music)	1
Practical Arts (IA, Bus) (Computer 1)	1
Personal Finance	.5
Health	.5
Physical Education	1.5
Electives	6.5
Total	24

Diploma of Distinction Requirements

Subject Area	Required
Language Arts*	4
Math*	3
Science*	3
Social Studies* (.5 Government)	3
Additional Core (including Foreign Language & Fine Arts)	3
Fine Arts (Art or Music)*	1
Practical Arts (IA, Bus) (Computer 1)	1
Personal Finance	.5
Health	.5
Physical Education	1.5
Electives	3.5
Cumulative GPA	3.0
No F's on Transcript	No F's
Total	24

*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	3.0
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%

Coordinating Board for Higher Education
High School Core Curriculum Requirement
Course Descriptions
(Approved 10-14-94)
(Revised 3-2015)

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 theater 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 elective

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 leadership 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

Digital Design

Using web design as the platform for product design and presentation, students will create and learn digital media applications using elements of text, graphics, animation, sound, video and digital imaging for various format. The digital media and interactive media projects developed and published showcase the student skills and ability.

Grades 10, 11, 12

COMMUNICATION ARTS

English 7

The seventh grade language arts class develops language skills, refines reading skills, introduces process writing skills, and provides opportunities to practice listening, speaking, and thinking skills. In reading the focus is on practicing higher order thinking skills through reading and discussing novels. In writing the focus is on writing narratives, informative essays, and argumentative essays.

English 8

The eighth grade language arts class refines language skills, reading skills, and process writing skills and provides opportunities to practice listening, speaking, and thinking skills. In reading the focus is on refining higher order thinking skills through reading and discussing novels. In writing the focus is on developing more cohesive narratives, informative essays, and argumentative essays.

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. 10th graders will also explore influences on language and how verbal skills are needed for effective group performance. In literature, JULLIUS CAESAR, KING ARTHUR, and poetry provide a basis of the study.

Grade 10 Prerequisites: LA I

Language Arts III

In this course, students advance critical reading and literary analysis skills through a focus on literature. Composition skills are developed in various forms of writing, including essays, personal narrative, and creative writing.

Grade 11-12 Prerequisites: LA I, LA II

Creative Writing

Creative writing is designed to aid students in their creative expression, as well as delivery of one's writing. Students will read and discuss articles on the craft of writing.

Grade 11-12 Prerequisites: LA I, LA II

Career English

This course provides career-specific English and communication skills. There is a focus on vocabulary development, interpersonal communication skills, and technical reading and writing skills. Students complete a career preparation unit in which they research career options, create a resume, practice interview skills.

Grades 11-12 Prerequisites: LA I, LA II

American Literature II

This course is a study of American literature from the late 19th century to the present, emphasizing reading, analysis, and evaluation of works by major authors, along with application of various literary criticisms. Extensive out of class reading is a requirement. The culminating assignment is a library-researched paper. This is a one-semester course.

Grades 11, 12 Prerequisite: LA I and LA II Dual Credit Weighted

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

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

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 participating in both marching and pep band 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

Family and Consumer Science

Family and Consumer Science allows students the opportunity to achieve skills in practical areas of life such as cooking, design and sewing, careers and building self esteem/self-confidence/ and self image. Students will learn about interpersonal relationships and the skills needed to enhance independent living. They will learn some of the skills necessary to balance family and career.

Foreign Language I

This course is to help students attain proficiency in listening, speaking, reading, and writing in a foreign 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

Foreign Language II

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

Grades 11, 12 Prerequisite: Foreign Language I

Foreign Language III

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

Grades 12 Prerequisite: Foreign Language I, Foreign Language II

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.

Body Conditioning – 10-12

This activity class is designed to provide basic instruction in weight lifting techniques and provide a program specific to student's goals and needs. Students will develop weight lifting programs that will develop strength and help prevent injuries through weight training techniques and skills.

AGRICULTURAL EDUCATION

Agriculture Science and Technology 7 & 8

Students will develop knowledge and skills that will provide a foundation for courses in animal science, plant science, horticulture, natural resources, agricultural systems and technology, or Agricultural Science II. Topics covered will be basic animal, plant, and soil science; natural resources; food science technology; agribusiness; personal and leadership development; and agricultural career awareness. Through this course, students will develop agricultural literacy.

Animal Science and Technology

This course will learn about a wide range of scientific principles as related to livestock and companion animals. Scientific topics will include: genetics, anatomy, physiology, nutrition, disease, pests, and management practices. Students will be exposed to the various livestock production

industries such as beef, sheep, dairy, and swine industries. Learning activities are varied with classroom, laboratory, and field experiences emphasized. This class is part of an integral agriculture program. This class is part of an integral agriculture program.
Grades 9, 10, 11, 12

Agriculture Mechanics & Technology I

Students will learn basic skills related to welding and agricultural mechanics. Students will develop skills in the areas of working hot and cold metal including welding processes such as oxy/acetylene, shielded metal arc welding, gas metal arc welding (MIG), and project construction. Additional basic skills may be taught including: plumbing, painting, measurements and tool identification. Emphasis will be placed on safety and proper use of tools and equipment. This class is part of an integral agriculture program.
Grades 11, 12

Introduction to Plant and Soil Science

The class works to learn the basics of horticulture and crop science. Student's will plant, grow, and market spring bedding plants and learn the basics of crop production. Students can expect to learn to identify flowers, weeds and seeds, propagate plants, and understand plant anatomy & physiology, and learn to maintain a home landscape and vegetable garden. This class is part of an integral agriculture program.
Grades 10, 11, 12

Natural Resource Science and Wildlife Management

Students will develop knowledge and skills related to production management and conservation of natural resources. Nature of the Course: This course is designed to prepare students in the wildlife, ecology, and natural resources industries. This course explores the importance of wildlife and recreation management to the environment and the agriculture industry. Students will learn the identification and management of game and nongame wildlife species, fish, and their habitats as well as their ecological needs. Students will also be instructed in hunter education and hunter safety. Major units will include ecology, range resources, waste management, and land use. Field and laboratory experiences will be emphasized.
Grades 10, 11, 12

Veterinary Science I

Veterinary Science I explores the basic systems of animals. The course discusses animal cells and tissues, explores the skeletal, circulatory, respiratory, renal, reproductive, digestive, nervous, endocrine and immune systems. The course also covers basic animal health and nutrition, explores veterinary sciences careers, explores the FFA Chapter Operations, and how the Supervised Agricultural Experience Program is used in this process. Upon completion of this course, students will have excellent animal husbandry and vet skills that will help them proceed with animal and veterinary science curriculum and career exploration.
Grades 10, 11, 12

MATHEMATICS

Mathematics 7 & 8

Topics covered include operations with real numbers, exponents, proportional and nonproportional relationships, algebra topics such as linear equations and functions, graphing, transformations, statistics, probability, and multiple geometry topics. The 7th and 8th grade math courses will focus on reading in math and problem solving. Skills will be reinforced by frequent review. Activities will be incorporated as necessary to help students develop conceptual knowledge. Daily assignments will often include writing in mathematics because 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, II, 12 Prerequisite: Algebra I

Weighted

Pre-Calculus

This course is designed to bridge the gap between Geometry /Algebra II and upper level courses such as Trigonometry and College Algebra or Calculus. Topic include a review of Algebra II, radical functions, exponential and log functions, basic trigonometry functions, matrices, sequences and series, and limits and derivatives. This course covers many of the topics seen on the ACT that students may not have studied in previous courses.

Grades 12 Prerequisite: Algebra II/Geometry

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 gasses (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.

Grade 10

Physics

In this class 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. Coursework 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 policy making 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