

Sweet Springs R-VII School District



Jr./Sr. High School Student/Parent Handbook

2017-2018
School Year

Web Page:
<http://sweetsprings.k12.mo.us>

Jr./Sr. HIGH SCHOOL STAFF

2017-2018

Superintendent, ***Donna Wright***
Principal, ***Josh Hume***
A+ Coordinator, ***Daniel Conner***
504 Coordinator, ***LaDonna List***
Athletic Director, ***Tim Smith***
Agriculture, ***Kristen Fenner***
Agriculture, ***Brent Niemeyer***
Art, ***Jacob Corcoran***
Band/Vocal, ***Anthony Webb***
Bus Driver, ***Mary Williams***
Bus Driver, ***Sam Ed Yokley***
Bus Driver, ***Erin Wiskur***
Bus Driver, ***Eric Bredehoft***
Business Education, ***Kris Conley***
Cook, ***Teresa Clausen***
Cook, ***Brenda Wulf***
Cook, ***Sherrie Heaper***
Cook, ***Sherry Johnson***
Counselor, ***Daniel Conner***
Custodian, ***David Yount***
Custodian, ***Robert Thomas***
Custodian, ***Matthew Hutchinson***
English, ***Jon Wells***
English, ***Tracy Crumbaugh***
FACS, ***Kyra Kueck***
Library Aide, ***Kim Hudson***
Maintenance Director, ***Eric Bredehoeft***
Math, ***Laura Reinhardt***
Math, ***Alexa Slivkov***
Nurse, ***Cleawni Choate***
Para-Professional, ***Stacy Marlin***
PE/Health ***Tim Smith***
Recovery Room, ***Kim Hudson***
Resource Process, ESOL, and WEC Coordinator, ***LaDonna List***
Science, ***Mike Staples***
Science, ***T.J. McGuire***
Secretary, ***Julie Arnold***
Social Studies, ***Ashley Brandt***
Social Studies, ***Justin Thomas***
Spanish, ***Megan Cross***
Special Ed., ***Melissa Lewis***
Special Ed., Technology Director, ***Quality Network Solutions***

SWEET SPRINGS R-VII Jr./ Sr. HIGH SCHOOL PARENT/STUDENT SECONDARY HANDBOOK

2017-2018

WELCOME

We, the faculty and administration, extend a most sincere and hearty welcome. The primary purpose of this handbook is to assist the new students in getting acquainted with the school. It is also to help the returning students refresh themselves with school policies and procedures that may have been changed from last year. It is our goal to provide you with the best educational opportunity possible. We understand that the student has a certain responsibility. We encourage you to make the most of each opportunity. Let's continue to make a solid foundation for a rich tradition at Sweet Springs. We can make it one of the outstanding schools in the state if we all work together for positive results. Show respect for your fellow students and teachers, for school property, and display proper courtesy at all times in class, corridors, assemblies, and the cafeteria. Remember, this is your school - let's be proud of it.

DISTRICT MISSION STATEMENT

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

DISTRICT GOALS FOR SWEET SPRINGS R-VII SCHOOL DISTRICT

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| Goal #1 | Develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic, and career goals. |
| Goal #2 | Recruit, attract, develop, and retain highly qualified staff to carry out the Local Education Agency (LEA)/district mission, goals, and objectives. |
| Goal #3 | Provide and maintain appropriate instructional resources, support services, and functional and safe facilities. |
| Goal #4 | Promote, facilitate, and enhance parent, student, and community involvement in LEA/district educational programs. |
| Goal #5 | Govern the LEA/district in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district. |

DISTRICT PHILOSOPHY/BELIEF STATEMENTS FOR SWEET SPRINGS SCHOOL DISTRICT

1. Quality education is essential to a progressive community.
2. All children deserve optimum learning opportunities.
3. Each person has the right to realize his/her potential.
4. Each person has the right to a safe, caring and positive learning environment.
5. All students can learn through a variety of styles and modalities.
6. Quality instruction by well-trained and professionally-developed staff is necessary for maximum learning.
7. In the learning process, each person should have access to current educational tools including technology.
8. Skills should be taught that will enable each person to become a responsible and productive citizen able to compete and cooperate in the ever-changing global society.
9. Critical thinking skills should be developed in all learners.
10. Learning is acquiring knowledge and knowing how to use resources effectively.
11. Learning should be exciting, interesting, and stimulating.
12. Each person has the responsibility to participate in the learning experience.
13. Learning is a life-long process.
14. Personal excellence is achieved through positive attitude and effort.

PHILOSOPHY STATEMENT FOR SWEET SPRINGS R-7 JUNIOR-SENIOR HIGH SCHOOL

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

- Create and maintain an atmosphere for learning which fosters an academic attitude, mutual respect, and concern for others.
- Provide an equal opportunity for each student, and prepare students to become participants in a democratic society.

- Assume primary responsibility of an educational program that begins where the student is and develops his/her potential to the fullest.
- Help each student master proficiency in fundamental skills while developing intellectual curiosity and the capacity for critical thinking.
- Provide an environment in which students achieve physical, mental, social, and emotional maturity.

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

SCHOOL SONG

“ALMA MATER”

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

FIGHT SONG

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

REGISTRATION REQUIREMENTS

1. At time of registration, the parent, legal guardian or student must provide one of the following: Proof of Residency in the District - Residency is defined as: physically residing in a school district and domiciled within that district. The domicile of a minor child shall be the domicile of the parent/legal guardian.

2. Proof of Request of Waiver - If the parent/legal guardian cannot provide proof of residency, a waiver of proof of residency may be requested from the school board within 45 days prior to registering. Upon receiving the waiver request, the board will convene a hearing as soon as possible, but not later than 45 days of receipt of the waiver request.

3. Certain students are exempt from the proof of residence or waiver:
 - a. Homeless child.
 - b. Student assigned to another district by the commissioner of education.
 - c. Orphan.
 - d. Student with one living parent.
 - e. Student whose parents do not contribute to the child's support and who cannot pay tuition.
 - f. Student receiving tuition credit for parent payment of property taxes in the district.
 - g. Student living on certain adjoining agricultural property located partially within the district.
4. Penalties for submitting false residency information:
 - a. Knowingly submitting false information relating to residency is defined as a Class A misdemeanor.
 - b. School board may file a civil action to recover from parent or legal guardian the costs of school attendance for student who enrolled and parent or legal guardian who filed false information.
5. Optional pre-admission sworn statement:

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

ADDRESS/PHONE CHANGE

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

GENERAL SCHOOL INFORMATION

1. The school building will not be opened before 7:25 a.m. in the morning to students, and students are not permitted in the building before that time. Students are not to be in the halls or restrooms before 8:00 a.m. Loitering in the restrooms will not be permitted at any time. The first bell for classes in the morning will ring at 8:00 a.m. and the first period class will begin at 8:05 a.m. Classes will end at 3:00 p.m. each afternoon. Any cars dropping students off/picking up must stay in a single uniform line and should not bypass another car at any time. After drop off, parents should remain in line and follow behind the cars located in front of them.
2. Students who have been absent are to get an admit slip from the office upon returning to school. This is to be done before classes begin that morning or that student could receive a tardy to class.
3. Students will not be called to the office to answer the telephone except for important calls. Students may use the office telephone only between classes and during lunch.
4. Students shall be quiet and orderly at all times while in the building. Do not run between classes. Rowdiness, horseplay, profanity, and loud boisterous behavior will not be allowed.
5. Students are not to leave the school grounds without signing out in the office. If a student knows ahead of time that he/she will be leaving before 3:00 p.m., they are to bring a written request from home or have the parent phone the school office. During school hours, no student may go to his/her car without the principal's permission.
6. Students will not be excused to go to town during school hours for lunch, haircuts, bank, etc.
7. Students will not be allowed to bring chewing tobacco, cigarettes, e-cigarettes, lighters, or knives into the school building.
8. Students will not be permitted to bring fireworks ammunition or any lethal weapon onto school property.

9. Cellular devices are prohibited during instructional time and in all restrooms and locker rooms. Cellular devices may be permitted during non-instructional time if used with teacher permission in an appropriate manner. Violation of this rule as determined by the staff/administration can result in confiscation of the device as well as further disciplinary action.
10. Students will not be permitted to change their schedule beyond the first week of each semester.
11. If not involved with a school-sponsored activity, students will be required to leave by 3:15.
12. All rules and regulations contained in the student handbook apply to all school activities, home or away, day or night.
13. Grade cards and transcripts will be held each quarter for students owing library fines, shop bills, lunch money, etc.

WEB PAGE

The school district will maintain a web page of information available to students, parents and patrons. The web site address is as follows:
<http://sweetsprings.k12.mo.us>

STUDENT INTERNET USAGE

Students have access to the Internet through district computer labs and Chromebooks. Students may not access any social networking site at school such as, but not limited to, "Facebook", "Snapchat", "Instagram" or "Twitter". Violation of this policy will result in disciplinary action and a loss of Internet privileges.

STUDENT E-MAIL

Students have E-mail capabilities through district computer labs and Chromebooks. Students may access their E-mail accounts (send and receive information) only before and after school hours under staff supervision, unless for a specific classroom activity. Students will not be allowed to print any materials unless it is directly related to educational projects. The student must have permission of the librarian, librarian aide, or teacher in charge before printing any material. Violation of this policy will result in loss of E-mail access.

CAFETERIA

Sweet Springs R-VII maintains a closed lunch environment. Students may not leave campus during lunch. Students must sign up for lunch during either 1st or 5th periods and will eat only if signed up. All students will be required to go to the cafeteria or commons during their lunch period, regardless of whether they do or do not eat lunch. They will remain in the cafeteria until the entire group is dismissed. Students who eat sack lunches will eat these lunches in the cafeteria or commons. Students may charge only one meal. Checks for lunch fees will be applied to lunch fees only with no change for cash.

INSURANCE

Insurance leaflets will be sent home with the students at the beginning of school. It is the parents' responsibility to see that claims are turned in at the school office. If you want this plan, send the completed form back to the insurance company as soon as possible. The school district does not carry insurance that covers student injuries during the school day or school events. It is the parents' responsibility to provide insurance for their children.

SALINE COUNTY CAREER CENTER (SCCC)

Students attending either Marshall High School or Saline County Career Center are expected to meet the bus at the time assigned. Students are to ride the bus to and from SCCC.

AUTOMOBILE REGULATIONS

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

1. Any student 16 years old with a valid Missouri Operator's Driver's License will be permitted to drive a motor vehicle to school.
2. All vehicles driven to school must be covered by liability insurance.
3. The School System may inspect the interiors of student automobiles whenever a school authority has reasonable suspicion to believe illegal or unauthorized materials are contained inside the automobile.
4. Parking lot speed will not exceed 10 mph. Pedestrians and school busses always have the right of way on school grounds.

5. No cars may leave the student parking lot until the school busses have departed.
6. Students will operate their vehicle in a safe and prudent manner.
7. Students are not permitted to loiter in cars parked on school property or in the parking lot.
8. No vehicle will be removed from the parking lot by student unless he/she obtains prior approval from the Principal by presenting a written request to do so from their parents during school hours.

TRANSPORTATION AND EXTRACURRICULAR ACTIVITIES

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

LOCKERS

Students have a right to be secure in their person, papers, and effects; it is recommended but not necessary for our students to lock their lockers. If, however, students feel that it is necessary, they may bring a lock and lock their lockers. In that case students are required to furnish the office with a duplicate key or combination to their lock. Students or student property may be searched based on reasonable suspicion of a violation of District rules, policy, or state law.

PHYSICAL INTIMACY

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

APPEALS

Any student, parent or guardian who wishes to appeal a decision rendered under these student body regulations may do so by notifying the high school Principal, either by phone (335-6341) or in writing. An informal hearing will be conducted by the Principal. If agreement is not reached, a formal hearing before the Superintendent will be arranged.

REPORT CARDS AND PROGRESS REPORTS

Grade reports will be issued at the end of each nine-week grading period. Progress reports will be issued in the middle of the quarters.

Parents will elect one of two options in receiving a copy of their child's report card.

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

HALL PASSES

Students are not permitted out of their assigned classes unless they are accompanied by a teacher or have a HALL PASS. If a hall pass is issued, the student is only permitted in the area stated on the pass.

WITHDRAWING FROM SCHOOL

Often it is necessary for students to change schools. Students leaving Sweet Springs R-7 should inform the guidance counselor for assistance. You will receive a withdrawal form that MUST BE FILLED OUT "COMPLETELY" BEFORE SCHOOL RECORDS CAN BE MAILED.

ILLNESS, INJURY, AND MEDICATIONS

A student who is too ill to remain in class should obtain a pass from his/her classroom teacher to report to the nurse's office. The school nurse will determine if the student is to remain in school or parents will be contacted to come and take the student home. Parents must notify the District in writing if they do not want these types of medicines administered in an emergency. All other prescription or over-the-counter medicine brought from home must be submitted directly to the nurse, who will coordinate with families the plan for administration.

PLACING INCOMING HOME SCHOOLED STUDENTS

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

SCHOOL DANCE(S)

Only those students who are current members of Sweet Springs High School are allowed to attend school dances. With prior approval from the Principal students may bring out of school dates to dances. There will be no “open” or “alumni” dances. All dances, including homecoming and prom, are for Sweet Springs students and their invited guests. Participation in extra-curricular activity requirements apply to all school sponsored dances. This includes Attendance policy, Recovery Room policy, and the “GOOD CITIZENSHIP REQUIREMENTS. (See pgs. 9 and 10)

SCHOOL LATE START

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

- A.M. preschool will be cancelled, but P.M. preschool will run as normal.
- Breakfast will not be served, but school lunches will be served as usual.
- School will be dismissed at normal dismissal time.

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

BLOCK SCHEDULE

BLUE / GOLD DAYS (MONDAY-THURSDAY)		
	START	END
Bell	8:00	
1st / 5th Block	8:05	9:40
2nd / 6th Block	9:44	11:14
1st Lunch	11:18	11:43
J.H. Shift Lunch	12:07	12:32
3rd Lunch	12:56	1:21
3rd / 7th Block	11:18	1:21
4th / 8th Block	1:25	3:00

FRIDAY'S		
	START	END
Bell	8:00	
1st / 5th Block	8:05	9:35
2nd / 6th Block	9:38	11:11
1st Lunch	11:14	11:35
J.H. Shift Lunch	11:55	12:20
3rd Lunch	12:40	1:04
3rd / 7th Block	11:14	1:04
4th / 8th Block	1:07	2:37
Activity Period	2:40	3:00

EMERGENCY SCHOOL CLOSING

Information announcing the closing of school because of bad weather (snow, icy roads) or other emergency will broadcast over KMMO

102.9 (FM), KMMO 1300 (AM), by 7:00 a.m. It is the student's responsibility to listen for this information at such times that conditions make it appear that school may be closed. School closing information will also be sent as a cellular phone text message and/or E-mail to those students/patrons choosing to subscribe to the TextCaster Alert System.

TRUANCY

A student is truant if, after leaving his/her home for school, he/she does not attend school, or if he/she leaves the school grounds during school hours without permission from the office, or if he/she is absent from school without making previous arrangements with his/her parents. Truancy will be handled on an individual basis, but the student will typically be required to make up for lost time.

SUSPENSION

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

STUDENT DRESS CODE

Students are expected to dress in a manner that does not detract from the educational climate. The following is not intended as comprehensive list, but includes some good guidelines:

- a. No detracting clothing as determined by staff/administration
- b. No profanity, tobacco, alcohol, drug advertising, sexual references on clothing
- c. No exposed torsos or bare mid-ribs – no spaghetti straps, un-tailored sleeveless jerseys or sleeveless tops revealing underwear
- d. No hats in the building
- e. No sagging clothing (i.e. pants)
- f. No inappropriately tight-fitting clothing, unless properly covered by another garment. The outer garment must be at least fingertip length.
- g. Shorts and skirts must be appropriate length as determined by staff/administration and must be at least fingertip length.
- h. No loose chains hung from clothing or wallets.

COMMUNICATION

SIS Parent Portal-

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

Student Planners-

Each student in 7th grade through 12th grade will be expected to purchase a school planner at the beginning of the school year. The cost for a planner is \$4.00.

SEARCH AND SEIZURE POLICY

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. The privacy and dignity of students shall be respected. Students may be asked to empty pockets, remove jackets, coats, shoes and articles of exterior clothing for examination if reasonable under the circumstance. (See Board Policy JFG)

OFFICE AIDE PROGRAM

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

being selected as office aide.

CADET TEACHERS PROGRAM

Cadet Teachers is a program whereby juniors and seniors may receive high school credit for working as teacher aides. Students must meet grade requirements of 2.5 GPA or better, have an expressed interest in becoming an educator, and complete a course of study which includes training, keeping a journal, and completing tasks assigned by their supervisor teacher in a timely and competent manner. In addition, students will complete at least three other projects (such as bulletin boards, teach a lesson, write a paper, special projects, etc.). Evaluation will be done jointly by the supervising teacher and the teacher to whom the student is assigned. Grades will be on a pass/fail basis with general elective course credit.

HONOR ROLL

QUARTER HONOR ROLL	
High Honor Roll	GPA of 3.5 or higher
Honor Roll	GPA of 3.0 to 3.4999
SEMESTER HONOR ROLL	
High Honor Roll	GPA of 3.5 or higher
Honor Roll	GPA of 3.0 to 3.4999

HONOR SOCIETY

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

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

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

GUIDANCE SERVICES

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

ATTENDANCE

Paragraph 167.031 of Missouri School Law sets forth the legal standard for school attendance. In an effort to promote a high level of academic achievement, the following attendance policy will be enforced. A student will be allowed six absences per class per semester. Notices of absences will be sent home periodically. If a student misses more than six days the student is in danger of losing class credit for the semester and will have to appeal to the Attendance Review Committee. Additionally, if a child is absent more than 10 days during a semester, the Department of Family Services will be contacted (unless a doctor's excuse note has been provided).

The six days are to cover such things as:

1. Illness
2. Death in family
3. Drivers test - not more than 1/2 day
4. Legal matters that cannot be taken care of after school hours.

All absences must be verified with a written note from a parent, guardian, or doctor (with time and date) within forty-eight (48) hours. If a student misses more than six days due to illness, written medical records need to be provided. It is the student's responsibility to get and complete all make-up work. The student will be given the amount of time missed due to an excused absence to complete the work. (ex. 1 day make-up for each day missed.) Students will be required to take any test scheduled, or hand in homework, that was announced prior to the absence, on the day they return to school. Tests, or homework, scheduled and announced during an absence will be treated the same as other make-up work. Any work not completed in the allotted time will be entered in the grade book as a zero. Any student arranging to be absent for any personal reasons or a school function MUST make arrangements with their teachers prior to leaving for any tests/homework or those assignments could be subject to zeroes in the grade book for those absences. Any out-of-school suspension is unexcused and no make-up work is allowed. When a student is absent from school, the principal or his representative will call the parents to verify the reason for absence.

Non-valid reasons include but are not limited to:

1. Shopping
2. Recreational trips not sponsored by school
3. Hair appointments
4. Banking business (Unless a legal matter is involved)

Any implementation and interpretation of this policy is left to the discretion of Principal.

TARDIES

Students are tardy if they are not in the classroom and prepared to start work when the tardy bell rings. In the event that a student is tardy, the student is to report to the attendance clerk in order to be issued an admit slip prior to reporting to class. Students who are tardy three times in one semester will be assigned a day of in-school suspension and an additional day for each subsequent tardy up to five. Students with more than five tardies in a semester may be suspended. See Discipline Offense Chart for details.

STANDARDIZED TESTING

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

COLLEGE AND MILITARY VISITS

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

LEAVE PERMIT

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

ATHLETIC ELIGIBILITY

Refer to the Extra Curricular Activities Handbook.

PARTICIPATION IN EXTRA CURRICULAR ACTIVITIES

A student must attend school the first block the following morning to be eligible to participate in the next scheduled contest. A student must be in attendance 1/2 day on the day of an event in order to participate. If an activity takes place on a day when school is not in session, the student shall attend school for one half day on the day before the activity. Failure to follow this policy will result in loss of participation privileges. If you miss school on Friday you may not participate in weekend school activities {including dances}. If a student leaves school during any part of the day due to illness they may not participate or practice for any activity the remainder of that day. The only exception to the above policy is a prearranged agreement with the principal.

Any student with a failing grade at any quarterly grading cycle will become academically ineligible at Sweet Springs for extracurricular activity participation until the next grade check (2 weeks). Note: Two-week countdown begins when grade cards are distributed. It is the student's responsibility to provide the Principal a completed grade check at the 2 week point. If it is not submitted, the student will remain ineligible until the next scheduled eligibility point. Consequently, at that time, the course to which the failing grade was recorded must be passing in order for the student to be removed from the current quarter ineligible list. The most recent quarter ineligible list will be reviewed again at the 4 ½ week progress report time. Again, the course to which the failing grade was recorded must be passing in order for the student to be removed from the ineligible list. Note: first quarter ineligible lists are generated from the previous year's 4th quarter grade results.

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

Excluded from this policy are Junior/Senior Prom, Senior Trip and Graduation exercises. If a student fails to meet graduation requirements, they will not be eligible for senior trip and Graduation exercises.

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

CITIZENSHIP REQUIREMENTS

(Taken from the MSHSAA Handbook, By-Law 212.0)

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

- a. Law Enforcement: A student who commits an act for which charges may be or have been filed by law enforcement authorities under and municipal ordinance, misdemeanor or felony statute shall not be eligible until all proceedings with the legal system have been concluded and any penalty (i.e. jail time, fine, court costs, etc.) has been satisfied. If law enforcement authorities determine that charges will not be filed, eligibility will be contingent upon local school policies. Moving traffic offenses shall not affect eligibility, unless they involve drugs, alcohol, or injuries to others. After a student has completed all court appearances and penalties, and has satisfied all special conditions of probation and remains under general probation only, local school authorities shall determine eligibility.
- b. Student responsibility: Each student is responsible to notify the school of any and all situations that would affect his/her eligibility under the above standards. If the student does not notify the school of the situation prior to the school's discovery, then the student shall be ineligible for up to 365 days from discovery, pending review by board of directors.

VISITORS

While visitors are welcome to the high school, there must be a valid reason for such a visit. All visitors must receive approval from the building principal. All visitors should check into the office upon entering the building. Arrangements for having a guest attend classes must be made at least 48 hours in advance with the Principal.

ABSENTEE HOMEWORK REQUEST

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

collected.

STUDY SUGGESTIONS

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

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

OUTSTANDING FINE POLICY

Students who have an outstanding fine will not receive a quarter or semester grade card until such time as the bill is paid. After failing to receive a grade card, if the student continues to be in debt to the District for two calendar weeks, the student will not be allowed to participate in any extra-curricular activities until such time as the bill is paid. Consequently, this policy applies to students seeking semester exam exemption. Grade cards are held if: a student agrees to sell or be responsible for a product for the school or student organization, collects the money, and does not submit the money; a student checks out a library book and does not return the book, pay the late fine, or replace book; a student agrees to borrow a school jersey and does not return it to the school; a student's lunch account is outstanding. Transcripts will also be held if all fines are not paid.

STUDENT ACTIVITY PARTICIPATION POLICY

Refer to page two in the Extra-Curricular Handbook.

COLLEGE CREDIT COURSES

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

GRADING SYSTEM

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

SEMESTER GRADES

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

7th/8th GRADE PROMOTION

For a seventh or eighth grade student to be promoted to the next grade, (3) of the four (4) core academic areas must be passing. (Core areas are: Science, Math, Social Studies, and English)

HIGH SCHOOL GRADUATION REQUIREMENTS FOR CLASS OF 2018

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

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

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

English requirements for the class of 2018 are: English I, English II, and English III.

Algebra, taken during the 8th grade will be counted toward fulfilling the math requirements. However, the student must still earn 28 1/2 units during the years 9-12. The grade will not be calculated in the student's Grade Point Average for high school.

GRADE CLASSIFICATION

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

A+ PROGRAM

STUDENT ELIGIBILITY: Students who graduate from Sweet Springs High School may qualify for a state-paid financial incentive to attend any public community college or career/technical school in Missouri if the students successfully meet the following requirements: Enter into a written agreement with the high school prior to graduation; Attend a designated school for three consecutive years immediately prior to graduation; Graduate with an overall GPA of 2.5 points or higher on a 4-point scale; Have an overall attendance rate of at least 95 percent for grades 9-12; Perform 50 hours of district-supervised, unpaid tutoring or mentoring; Maintain a record of good citizenship and avoid the use of drugs and alcohol. **Starting with the class of 2015, you must achieve a score of proficient or advanced**

on the Algebra 1 EOC exam. The financial incentive is available only after the student has made a good faith effort to first secure all available federal financial aid through the Free Application for Federal Student Aid (FAFSA) that does not require repayment.

COLLEGE ADMISSIONS CORE CURRICULUM

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

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

16 Units (Class of 2010)

ADDITIONALLY - THE UNIVERSITY OF MISSOURI SYSTEM HAS PLACED A REQUIREMENT OF 2 UNITS OF FOREIGN LANGUAGE FOR ENTRANCE SINCE THE FALL OF 1997.

WEIGHTED GRADING SCALE

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

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

CLASS RANK

Due to class ranking procedures, students must attend the spring semester of their senior year to achieve a class ranking. _____

CURRICULUM INFORMATION

MATHEMATICS

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

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

General Goals for Graduates:

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

COURSE	UNITS	GRAD	COURSE DESCRIPTION
		E	
Math 7	-	7	Student will be able to order both whole numbers and decimals, write large numbers using scientific notation and exponents. Student will be able to perform four operations on fractions, decimals, and whole numbers. Students will be able to relate geometry to problems involving area, volume, and surface area. Student will be able to measure both metrically and with standard measurement.
Math 8	-	8	Student will be able to perform operations on decimals, fractions, whole numbers, integers, and rational numbers. Student will understand pre-algebra concepts and notation. Student will be able to measure metrically and with standard measurement: area, volume, and surface area of given objects. Student will be able to do consumer math problems with %, tax, payroll, and checking accounts.
Algebra I	1	8-12	This course stresses both the structure of algebra and the development of computational problem-solving skills. The student will review and extend the structure and properties of real numbers. The student will develop problem-solving techniques, logical reasoning, and deductive reasoning. The

			student will work with equations, inequalities, polynomials, systems of equations, functions, and will be introduced to statistics and probability. Prerequisite of B- in Math 8 or teacher recommendation.
Algebra II	1 (weighted)	10-12	In this course students will extend skills in: operations with real and imaginary numbers, simplifying algebraic expressions, solving equations and inequalities. Prerequisite is Algebra I.
Applied Mathematics	1	9-12	This class is for the student who experiences math anxiety. It will stress applications in real-world job situations as well as emphasize more than a "pencil and paper" level of learning. The student will work on carrying out arithmetic operations with calculations and problem solving.
Geometry	1	9-12	The student will study geometric figures such as lines, angles, polygons, circles, and solids, using algebra extensively. The student will also work with constructions, measurements, logic, and proof of relationships. Prerequisite is Algebra I.

2017-2018 CURRICULUM INFORMATION

COMMUNICATION ARTS

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

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

General Goals for Graduates:

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

COURSE	UNITS	GRAD E	DESCRIPTION
English 7	-	7	The student will cover all areas of language arts including literature (reading), writing, grammar usage, spelling and vocabulary. The student will understand and write main ideas with clear supporting details, develop paragraphs, write combined sentences, revise written work and edit for spelling, punctuation, and correct grammar. The student will have knowledge of base words, prefixes, and suffixes, their meaning and use. The student will understand characterization, setting, plot and theme in literature. Students will also practice research skills for all areas of study.
English 8	-	8	The student will study writing skills and literature interpretation, personal reports, and research. The student will write using clear organization and grammar usage, as well as the ability to express ideas clearly. Students will be expected to increase vocabulary and spelling skills. The student will understand plot structure, theme (thesis) characterization, figurative language, bias, and propaganda.
Reading	-	7-8	The course focuses on providing opportunities for students to become better readers. The instruction follows the Communication Arts – Reading Grade Level Expectations (GLE’s) for the state of Missouri. Class members explore many different strategies to improve their reading comprehension, fluency and speed; understanding of vocabulary, understanding of the reading process; and key study skills. Students read independently in this class as well as in groups (such as Literature Circles). The Accelerated Reader program is utilized in the class.
English I	1	9	This course is designed for freshman. Course of study will include grammar usage, mechanics, and literature as well as vocabulary/spelling. An in-depth study of Shakespeare and his “Romeo and Juliet” will also be included. This course is a requirement for graduation.
English II	1	10	This course is specifically designed as a preparatory course for those students who need improvement in the basics of English. Students in this course will learn skills necessary to encompass material studied in the advanced language courses. This course will include a study of grammar, punctuation, capitalization, spelling, and composition.
English III	1	11	This course is designed for juniors. Course study will include grammar, mechanics, American Literature, and vocabulary/spelling. Students in this course will focus on upper level comprehension strategies and analytical thinking skills.

Comp/Creative Writing	1	11-12	Prerequisite is the completion of English I and English II. Students' writing will be stressed. The course will encompass several types of writing which includes essays, research papers, songs, poems, and short stories. The sole purpose of the class is to enhance composition skills needed in the business world and in college today.
Publications	1	10-12	Prerequisites include good English skills, photography, computer skills. Application must be filed in the spring preceding the school year. The best candidates will be chosen from those who apply. Students will develop journalistic skills in interviewing, writing, designing layouts and graphics, choosing pictures and selling advertising. Emphasis is put on computer generated copy and layouts. The primary objective of the class is to produce the Levrier, but it also does other school publications and newspapers articles. This class does not count as an English credit.
English IV	1	12	This course is designed for seniors. Course study will include grammar, mechanics, writing, British literature, and vocabulary/spelling. Students in this course will focus on advanced comprehension strategies, analytical thinking skills, and writing techniques.
Mythology	1	11-12	This course is designed for juniors and seniors. Students' writing will be stressed. The course includes a survey of the major myths of Greek, Roman, and Norse antiquity, including the appropriate gods, heroes and heroines, and the stories these cultures told about them. Within the course, students examine the nature and social function of mythology. A particular focus of the course is the legacy of mythology in modern literature and popular culture.
College Prep	1 (weighted)	12	Weighted course. It is recommended for college bound seniors who have a B- average or above in Language Arts II or teacher approval. Emphasis will be placed on various styles of logical thinking, requirements of writing, exposure to writing creatively about experiences and feelings, and the composition of term papers. The outcome will be students who are prepared both in Literature and in writing skills needed for a college freshman.

2017-2018 CURRICULUM INFORMATION

SCIENCE

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

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

General Goals for Graduates:

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

COURSE	UNITS	GRADE	DESCRIPTION
Science 7	-	7	The student will understand earth science, including Earth's interior, its rocks, soil, atmosphere, oceans, and outer space. Students will learn basic scientific information such as the metric system, making and interpreting graphs, and basic steps of the scientific method.
Science 8	-	8	The student will understand that life science is the study of living things. They will observe and read about a variety of organisms, from huge redwood trees to the tiny bacteria that cause sore throats. The student will understand how living things interact with their environment and learn characteristics and needs that all living things have in common. They will study daily changes as

			well as changes that take place over millions of years. Students will learn basic scientific information such as the metric system, to make and interpret graphs, and the basic steps of the scientific method.
Physical Science	1	9-12	This course can be used to fill one of the science credits needed for graduation. Physical science also provides a good foundation for the advanced courses of chemistry and physics. The major areas covered by this course are: measurement, atomic structure and bonding, motion, forces, heat, electricity, sound and light waves, energy resources, ecology, and environmental quality. The material will be presented through class discussion, readings, written exercises and laboratory activities. The student will demonstrate an understanding of the basic forces of nature and associate these forces with the composition of all activities and interactions on earth.
Biology I	1	9-12	The Biology curriculum is designed to continue student investigations of the biological sciences begun in grades K-8. High school inquiry is expanded to include more abstract concepts such as the function of DNA, biological evolution, and the interdependence of organisms. The curriculum includes inquiry into the following content areas: the cell, molecular basis of heredity, biological evolution, interdependence of organism, matter, energy, organization in living systems, and behavior of organisms.
Biology II	1 (weighted)	10-12	Prerequisite for this course is Biology I. This course encompasses material from the content areas of Human Anatomy and Physiology and consists of a detailed study of the structures and processes involved in the functioning of the human body. The yearlong course is designed for students interested in studying human life and health related issues.
Chemistry I	1 (weighted)	10-12	The chemistry course encourages students to continue their investigation of the structure of matter along with chemical reactions and the conservation of energy in these reactions. Inquiry is applied to the study of the transformation, composition, structure, and properties of substances. The course focuses on basic chemical concepts and incorporates activities that promote investigations to reinforce the concepts.
Zoology	1/2	11-12	This course is a survey of the animal kingdom. Much emphasis will be placed on hands-on work with live and preserved specimen. Topics of study will include the following: Animal identification and taxonomy, animal anatomy and physiology, animal behavior, forest grassland, freshwater ecosystems, and freshwater ecology. Prerequisite: Biology I.
Botany	1/2	11-12	This course is a survey of the plant kingdom. Much emphasis will be hands on experiences with plant material. Topics will include study of: Plant anatomy at the cellular, tissue and structural levels, plant physiology, reproduction and genetics, taxonomy/plant diversity and ecology. Prerequisite: Biology I.

2017-2018 CURRICULUM INFORMATION

SCIENCE (continued)

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

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

General Goals for Graduates:

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

9. To prepare our students for a life where science and technology are playing an increasingly important role in all aspects of society.

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

2017-2018 CURRICULUM INFORMATION

SOCIAL STUDIES

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

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

General Goals for Graduates:

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

COURSE	UNITS	GRADE	DESCRIPTION
Social Studies 7	-	7	This course has two areas of emphasis, geography and world history. It is a survey of geography of the world and principles underlying geographic development. Early world civilization and culture of man; his government, economic, social and religious activities are studied. A survey of modern times beginning with the sixteenth century concluding with the modern world is included in this course.
Social Studies 8	-	8	This is a survey course of Early American History beginning with the Native American culture. Students will discuss the historical events and figures from the age of exploration to the tension filled 1850's. American political, economic, cultural institutions and leaders that shaped America's development as a nation are studied.
American History	1	9	This is a survey course of American History beginning with the decade prior to the Civil War. Students will discuss the internal and political conflicts following the Civil War, Spanish-American War, World War I, the Great Depression and World War II. Emphasis is placed on tracing the growth of the United States as a world leader.
American Government	1/2	10-12	This course is a study of governmental institutions and selected political theories with an emphasis on basic democratic principles, concepts and characteristics. Both national and state governments are studied. Students will analyze the National Constitution, general principles of our federal system, processes and organization of the United States government. The study of state government

			includes the Missouri Constitutions, administrative, legislative, and judicial activities of our state government. Passing of the Constitution test is a state requirement of graduation.
Current Events	1/2	10-12	This course will be an in-depth study of significant issues currently confronting citizens of the United States and the world. Students will read a weekly national news magazine, be expected to participate in class discussions and do library research on contemporary topics. The student will be able to read, comprehend and discuss main points from national news magazines and major newspapers. The student will be able to provide a comprehensive written analysis of a social, economic or political problem based on research using various sources.
Economics	1/2	11-12	This class explores how to work and live within our economic system and how this system can be used by "John Doe" to improve his standard of living. Four main divisions of the course are micro-economics, macro-economics, money and banking, and comparative economic systems. Students will read designated assignments in text and current periodicals, participate in class discussions, take tests and work on projects concerning budgets and the stock market. The student will be able to discuss the role of economics in society and the differences that exist among the various economic systems today. The student will be able to provide a comprehensive written analysis of an economic situation based on research using different types of news media sources.
Geography	1/2	10-12	This course is intended to give students an opportunity to understand the physical aspects of the earth and of their importance to the continued existence of man. Industrial development of societies will be examined in relation to their physical geography. Students will demonstrate atlas skills, which will involve map reading and map making. Colored pencils and a desk atlas must be purchased for the course. The student will be able to locate places, nations and physical features of the world on maps and globes, and describe how their locations relate to each other. The student will be able to research material, draw maps and write a formal report concerning a specific geographic region.
World History	1	10-12	This course in world history will provide students with a base of knowledge concerning the development of world civilizations and cultures. In addition to a chronological orientation of significant historical events, students will become familiar with significant historical figures and the geographical factors related to world history. The student will identify chronological sequence of significant historical world events from pre-historical time to modern history. The student will write a research paper that is synthesis of information from several different sources.

2017-2018 CURRICULUM INFORMATION

SOCIAL STUDIES (continued)

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

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

General Goals for Graduates:

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

COURSE	UNITS	GRADE	DESCRIPTION
General Psychology	½ DC	11-12	This class is an introduction to the art and science of psychology. Students will study theories, famous psychologists and popular experiments. They will also study cognitive development, personality and intelligence theories and assessments, characteristics of learning and categorization of mental health. The student will be able to explain the differences between the five major personality theories. The student will conduct experiments using suitable scientific methodology in the study of specific behavior.

Sociology	1/2	11-12	This class is a study of the society as a whole with emphasis on American Society. Students will compare and contrast the major aspects of American society with different cultures. They will also summarize how the roles of class, race, gender and age groups change in society, including the cause and effects. The students will be able to describe the major social institutions and how they fulfill human needs.
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2017-2018 CURRICULUM INFORMATION

BUSINESS EDUCATION

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

Rationale: Business occupations represent the area of greatest potential for most communities in terms of both employment demand and student interest. Through the business education program, students experience the practical applications of basic skills to real world and real work situations. The public demand for students to have improved competencies in basic skills can be met through comprehensive business education programs where communications, computation, and computer skills are applied. To become functional and contributing members of society, students should be educated for and about business. Business education for business provides potential for making citizens financially self-sufficient and contributes to career growth. Business education provides instruction for learning how the private enterprise system functions and how one's business and economic life can be managed more efficiently.

General Goals for Graduates:

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

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

2017-2018 CURRICULUM INFORMATION

PHYSICAL EDUCATION

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

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

General Goals for Graduates:

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

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

2017-2018 CURRICULUM INFORMATION

AGRICULTURE EDUCATION

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

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

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

General Goals for Graduates:

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

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

2017-2018 CURRICULUM INFORMATION

AGRICULTURE EDUCATION (continued)

Mission Statement: The mission of Agriculture Education at Sweet Springs is to provide a total dynamic educational system. We aspire to excellence as we recruit, prepare and support individuals in agricultural careers. We serve the people and inform them about agriculture, its needs,

opportunities and challenges. We value: providing instruction in and about agriculture; serving all populations; developing the whole person; responding to the needs of the marketplace; advocating free enterprise and entrepreneurship education; functioning as part of the total educational process which includes formal instruction, experimental learning, leadership and personal development.

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

General Goals for Graduates:

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

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

2017-2018 CURRICULUM INFORMATION

FAMILY AND CONSUMER SCIENCES

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

Rationale: The basis of the Sweet Springs R-VII Family and consumer Science Curriculum is built around the belief that management, decision-

making, problem solving, the ability to relate to others, and citizenship/leadership skills are the foundation for all learning. The curriculum focuses on a hands-on learning approach where students learn by doing. Society depends on two constants for its survival: Family systems and work (Felstehausen & Schultz, 1991). Though both systems are interconnected, the nature of each system and the way in which they harmonize and conflict have changed greatly in the last few decades. Increasing numbers of single-parent and dual-income families, change in work and family roles, differences between employer and family expectations and changes in lifestyles have created new perspectives on the relationship between work and family members but for the economy as well. Society cannot be optimally productive unless the needs of employers and employees are accommodated. A strong family unit makes a valuable contribution to the work force and the economy and allows individuals to lead happier, richer lives.

General Goals for Graduates:

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

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

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

2017-2018 CURRICULUM INFORMATION

FINE ARTS

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

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

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

General Goals for Graduates:

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

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

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

2017-2018 CURRICULUM INFORMATION

MUSIC

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

Rationale: The primary purpose of music education is to develop an understanding appreciation and enjoyment of music by providing a program of instruction to meet the needs of all students. Through this instruction, the individual shall be given the opportunity to expand their musical skills and talents through academic study and performance. Music education encourages personal creativity, as well as responsibility, cohesiveness and expression.

General Goals for Graduates:

1. To develop an understanding and command of musical notation and vocabulary.
2. To display knowledge of various performance skills.
3. Develop positive attitudes about the value of musical experiences as part of a full and well-rounded life.
4. Develop a knowledge of a variety of musical forms and style representing multi-cultural and ethnic influences.

5. To encourage a love and respect for the musical arts into adulthood, so causing every generation to be exposed to music at home as well as in the classroom.

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

2017-2018 CURRICULUM INFORMATION

FOREIGN LANGUAGE

Mission Statement:

Rational:

General Goals for Graduates:

COURSE	UNITS	GRADE	DESCRIPTION
Spanish 7	-	7	(One Semester) This course will introduce students to fundamental vocabulary, and situational phrases and expressions. In addition, students will learn about Hispanic culture, and geography of

			the Spanish speaking countries.
Spanish 8	-	8	(One Semester) This course will expand on the fundamental language learned in 7 th grade. Students will learn basic sentence structure, including the conjugation of the simple present tense verbs. Students will explore short paragraph writing.
Spanish I	1	9-12	This course will provide students with opportunities for speaking, reading, writing, and listening comprehension. Students will learn all present and future form verb tenses. The Spanish-speaking countries will be featured one or two at a time to allow more in-depth study. Students will complete at least one intensive project that demonstrates knowledge of the Spanish language.
Spanish II	1 (weighted)	10-12	This course will further provide students will opportunities for speaking, reading, writing, and listening comprehension. Students will review the present and future verb tenses and learn all past tenses. The Spanish-speaking countries will continue to be featured one or two at a time to allow more in-depth study. Students will complete at least one intensive project that demonstrates knowledge of the Spanish language

VOCATIONAL-TECHNICAL COURSES AT SALINE COUNTY CAREER CENTER (SCCC), MARSHALL

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

MISC.

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

* See Guidance Counselor for Details

FINES FOR DAMAGE OR LOSS OF TEXTBOOKS

Students will pay the replacement cost for damaged or lost textbooks. Students will pay for a lost book before another book will be issued (or make special arrangements through the Principal's office.)

DIRECTORY INFORMATION

Please be advised that the school district will release “Directory Information” concerning your child upon request. This will include the following information: the student’s name, participation in officially-recognized extracurricular activities, height and weight of members of the athletic teams, dates of attendance, diplomas and awards, received photographs and other similar information. If you do not want this type of information about your child released, please send a note to that effect to your child’s principal.

BUS TRANSPORTATION

All students riding a bus to school are subject to district rules and regulations. Any misbehavior which distracts the driver is a hazard to the safe operation of the vehicle and as such creates unnecessary safety risks for other children. Riding district transportation to school, and on extracurricular activities is a privilege that can and will be removed if regulations are not followed. The bus driver is in charge of students and the bus. The driver has the right to assign students to seats and enforce proper conduct. Any student that does not obey the driver promptly and in an orderly manner will be reported to the building principal with a signed statement. School bus drivers will report any of the following student behaviors:

Failure to remain seated	Throwing objects out of bus	Refusing to obey driver
Throwing objects on bus	Hanging out of window	Fighting/Pushing/Tripping
Profanity	Rude or discourteous behavior	Vandalism
Bothering others	Violation of safety procedures	Destruction of property

This list is not intended to be exhaustive but representative of most students’ bus problems. If a student is reported for any of the above activities, the principal will take the actions listed within the Discipline Offense Chart.

BUS DISCIPLINE REFERRAL PROCESS

First Referral:

- Warning by the principal. Call parents, if necessary. Notification of parents by written referral copy. Signed referral should be returned to the school.

Second Referral:

- Automatic one-day suspension from riding the bus. Parent notification. Parent conference, if necessary. Signed referral should be returned to school.

Third Referral:

- Automatic three-day suspension from riding the bus. Parent notification and conference with Principal. Possible exclusion from riding the bus for the remainder of the year.

Fourth Referral:

- Automatic five-day suspension from riding the bus. Parent notification and conference with Principal. Possible exclusion from riding the bus for the remainder of the year.

Fifth Referral:

- Student will be suspended from riding the bus for the rest of the school year.

STUDENT CONDUCT

Development of good discipline is one of the most important goals of education. Discipline is the development of self-control, character, and proper consideration for other people. Understanding the purposes of discipline in school facilitates the formation of positive attitudes and assists the student in doing their part to make themselves a better person and the school a better place.

It is the belief of the Sweet Springs R-VII School District that the use of illicit drugs and the unlawful possession of alcohol are wrong and harmful and will not be tolerated. Violations of this standard of conduct will be dealt with as outlined in Section II of the Student Code of Conduct. In addition to the sanctions outlined in the Code of Conduct, unlawful activity will be referred to the appropriate authorities for prosecution. Sanctions in severe or repeat cases may include expulsion from school or the completion of an appropriate rehabilitation program.

Bullying

The Sweet Springs R-VII School prohibits all forms of hazing, bullying and student intimidation on school property, at any school function, or on a school bus. Students participating in or encouraging inappropriate conduct will be disciplined in accordance with district policy. “Bullying is” intimidation, unwanted aggressive behavior, or harassment (either repetitive or substantially likely to be repeated) and causes a reasonable student to fear for his or her physical safety or property; or substantially interferes with the educational

performance or opportunities, or benefits of any student; or substantially disrupts the orderly operation for the school. Students who have been subjected to hazing or bullying are instructed to promptly report such incidents to a school official. ADD The building designated investigator will investigate the reported bullying or cyberbullying. Within (2) school days of receiving report of bullying and/or cyberbullying, initiate investigation of the alleged incident(s). The investigation will be completed within ten (10) school days, unless good cause exists to extend the investigation. The designated investigator may issue findings and outcome of the investigation, including recommendations for corrective action, including discipline, as appropriate.

a. Repeated and systematic intimidation, harassment and attacks on a student or multiple students perpetuated by individuals or groups. Bullying includes, but is not limited to: physical actions and/or violence, gestures, verbal taunts, name-calling and put-downs, threats, extortion or theft, damaging property, exclusion from a peer group, cyberbullying, electronic, or written communication, and any threat of retaliation for reporting such acts. “Cyberbullying” is bullying through a message, text, sound, or images by means of electronic device. Cyberbullying that originates on a school’s 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 school’s campus or at a district activity using the student’s own personal technological resources. The school district may discipline any student for such cyberbullying to the greatest extent of the law. Board Policy JFCF

ACADEMIC INTEGRITY

The integrity of the academic program and the evaluation of each student’s achievement are of primary concern to all educational institutions. Any student who cheats or plagiarizes is subject to the following: First offense: (1) A zero grade will be recorded for the exercise. (2) The parents will be contacted. (3) The student will be referred to the principal. Second offense: (1) A zero will be recorded for the exercise. (2) The student will be referred to the principal. (3) 1-10 days in –school or out of school suspension. (4) A parental conference will be required. Subsequent offenses: (1) Students will be referred to the Superintendent for review of their academic progress and possible suspension for up to 90 days. Students who falsify notes, signatures, or otherwise engage in dishonest behavior shall be disciplined in a similar manner.

STUDENT DISCIPLINE

The Student Code of Conduct is designed to foster student responsibility, to respect for the rights of others, and to ensure the orderly operation of district schools. No code can be expected to list each and every offense that may result in the use of disciplinary action. However, it is the purpose of this code to list certain offenses which, if committed by a student, will result in the imposition of a certain disciplinary action. Any conduct not included herein, or an aggravated circumstance of any offense or an action involving a combination of offenses, may result in disciplinary consequences that extend beyond this code of conduct as determined by the Principal, Superintendent and/or Board of Education.

DISCIPLINE OFFENSE CHART

Offense	Definition	First Offense	2nd Offense	Third Offense	Subsequent Offense
ARSON	Starting or attempting to start a fire, or causing or attempting to cause an explosion.	Detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion. Restitution if appropriate.			1-180 days out-of-school suspension or expulsion. Restitution if appropriate.
ASSAULT	a. Hitting, striking and/or attempting to cause injury to another person; placing a person in reasonable apprehension of imminent physical injury; physically injuring another person.	Principal/Student conference, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.			In-school suspension, 1-180 days out-of-school suspension, or expulsion.

	b. Attempting to kill or cause serious physical injury to another; killing or causing serious physical injury to another.	Expulsion			
BUS MISCONDUCT (The driver will not discharge riders at any location other than the regular stop or at school. A student who is suspended for thirty or more days will have the right to appeal the decision to the principal.)	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.	A warning to the student with a report to the parents.	Student will be suspended from bus riding privileges until a conference can be held between parent, student, and principal; with additional suspension at the discretion of the principal.	Student will be suspended from riding for 180 days at the discretion of the principal	
CELL PHONE	Use of any cellular device on school property without permission.	The device will be confiscated for the remainder of the day.	Confiscation of the phone until parent/guardian meets with principal.		One day in-school-suspension and confiscation of phone until parent/guardian meets with principal.
DISPARAGING OR DEMEANING LANGUAGE	Use of words, actions, verbal, written or symbolic meant to harass or injure another person; i.e., threats of violence or defamation of a person's race, religion, gender ethnic or origin. Constitutionally protected speech will not be punished.	Principal/Student conference, possible in-school suspension or 1-10 days out-of-school suspension and possible notification to parent.	In-school suspension or 1-10 days out-of-school suspension, notification to parent.		1-180 days out-of-school suspension, or expulsion, and possible documentation in student's discipline record.

DISCIPLINE OFFENSE CHART (cont.)

Offense	Definition	First Offense	2nd Offense	Third Offense	Subsequent Offense
DISRESPECTFUL CONDUCT OR SPEECH	Disrespectful verbal, written or symbolic language or gesture that is inappropriate to public settings directed at a staff member.	Principal/Student conference, possible in-school suspension or 1-10 days out-of-school suspension and possible notification to parent.	In-school suspension or 1-10 days out-of-school suspension, notification to parent.		1-180 days out-of-school suspension, or expulsion, and possible documentation in student's discipline record.
DISRUPTIVE SPEECH OR CONDUCT	Conduct or verbal written or symbolic language, which substantially disrupts classroom work, school activities or school	Principal/Student conference, possible in-school suspension or 1-10 days out-of-school suspension and possible notification to parent.	In-school suspension or 1-10 days out-of-school suspension, notification to parent.		1-180 days out-of-school suspension, or expulsion, and possible documentation in student's discipline record.

	functions.				
DRUGS/ALCOHOL	a. Possession, sale, purchase or distribution of any over-the-counter drug, herbal preparation or imitation drug or herbal preparation.	In-school suspension or 1-180 days out-of-school suspension.			1-180 days out-of-school suspension or expulsion.
	a. Possession of or attendance while under the influence of or soon after consuming any unauthorized prescription drug, alcohol, narcotic substance, unauthorized inhalants, counterfeit drugs, imitation controlled substance or drug-related paraphernalia, including controlled substances and illegal drugs defined as substances identified under schedules I, II, III, IV or V in section 202(c) of the Controlled Substances Act.	In-school suspension or 1-180 days out-of-school suspension.			1-180 days out-of-school suspension or expulsion.
	a. Sale, purchase or distribution of any prescription drug, alcohol, narcotic substance, unauthorized inhalants, counterfeit drugs, imitation controlled substances or drug-related paraphernalia, including controlled substances and illegal drugs defined as substances identified under schedules I, II, III, IV or V in section 202(c) of the Controlled Substances Act.	1-180 days out-of-school suspension or expulsion.			1-180 days out-of-school suspension or expulsion.
EXTORTION	Threatening or intimidating any person for the purpose of obtaining money or anything of value.	Principal/student conference, detention, in-school suspension, or 1-10 days out-of school suspension.			In-school suspension, 1-180 days out-of-school suspension, or expulsion.

DISCIPLINE OFFENSE CHART (cont.)

Offense	Definition	First Offense	2nd Offense	Third Offense	Subsequent Offense
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FALSE ALARMS	Tampering with emergency equipment, setting off false alarms, making false reports; communicating a threat or false report for the purpose of frightening or disturbing people, disrupting the educational environment or causing the evacuation or closure of school property.	Restitution. Principal/Student conference, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.			Restitution. In-school suspension, 1-180 days out-of-school suspension, or expulsion.
FIGHTING	Mutual combat in which both parties have contributed to the conflict either verbally or by physical action.	Principal/Student conference, detention, in-school suspension, or 1-180 days out-of-school suspension.			In-school suspension, 1-180 days out-of-school suspension, or expulsion.
PUBLIC DISPLAY OF AFFECTION	Physical contact that is inappropriate for the school setting including, but not limited to, kissing and groping.	Principal/Student conference, detention, in-school suspension, or 1-180 days out-of-school suspension.			Detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.
SEXUAL HARASSMENT (see Board Policy AC)	a. Use of unwelcome verbal, written or symbolic language based on gender or of a sexual nature. Examples of sexual harassment include, but are not limited to, sexual jokes or comments, requests for sexual favors and other unwelcome sexual advances	Principal/Student conference, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.			In-school suspension, 1-180 days out-of-school suspension, or expulsion
	a. Unwelcome physical contact based on gender or of a sexual nature. Examples include, but are not limited to, touching or fondling of the genital areas, breasts or undergarments, regardless of whether the touching occurred through or under the clothing.	In-school suspension, 1-180 days out-of-school suspension, or expulsion.			1-180 days out-of-school suspension or expulsion.

DISCIPLINE OFFENSE CHART (cont.)

Offense	Definition	First Offense	2nd Offense	Third Offense	Subsequent Offense
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THEFT	Theft, attempted theft or willful possession of stolen property.	Return of or restitution for property. Principal/Student conference, detention, in-school suspension, or 1-180 days out-of-school suspension.			Return of or restitution for property. 1-180 days out-of-school suspension or expulsion.
TOBACCO	a. Possession of any tobacco products on school grounds, bus or at any school activity.	Confiscation of tobacco product Principal/Student conference, detention, or in-school suspension.			Confiscation of tobacco product. Detention, in-school suspension, or 1-10 days out-of-school suspension.
	b. Use of any tobacco product on school grounds, bus or at any school activity.	Confiscation of tobacco product. Principal/Student conference, detention, in-school suspension, or 1-3 days out-of-school suspension.			Confiscation of tobacco product. In-school suspension or 1-10 days out-of-school suspension.
TRUANCY	Absence from school without the knowledge and consent of parent/guardian and the school administration; excessive non-justifiable absence, even with the consent of parents/guardians.	Principal/Student conference, detention, or 1-3 days in-school suspension.			Detention or 3-10 days in-school suspension.

DISCIPLINE OFFENSE CHART (cont.)

VANDALISM	Willful damage or the attempt to cause damage to real or personal property belonging to the school, staff or students.	Principal/student conference, possible in-school suspension and/or 1-80 days out-of-school suspension, possible restitution for damages, possible notification to law enforcement officials, and possible documentation in student's discipline record.			In-school suspension or 10-180 days out-of-school suspension or expulsion, notification to parent, notification to law enforcement officials, and documentation in student's discipline record.
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<p>BULLYING - The Sweet Springs R-VII School prohibits all forms of hazing, bullying, and student intimidation. Students participating in or encouraging inappropriate conduct will be disciplined in accordance with the district policy. Students who have been subjected to hazing or bullying are instructed to promptly report such incidents to a school official.</p>	<p>Repeated and systematic intimidation, harassment and attacks on a student or multiple students perpetrated by a individuals or groups.</p>	<p>Principal/student conference, possible in-school suspension or out-of-school suspension, notice sent to parent.</p>	<p>In-school suspension or 1-10 days out-of-school suspension, conference with parent.</p>	<p>1-180 days out-of-school suspension, or expulsion, and notice to law enforcement officials, notice to parent, and documentation in the student's discipline record.</p>	
<p>WEAPONS (see board policy JFCJ)</p>	<p>a. Possession or use of any instrument or device, other than those defined in 18 U.S.C.921 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 include chains, to another person.</p>	<p>1-180 days out-of-school suspension, or expulsion, and possible documentation in student's discipline record.</p>			<p>10-180 days out-of-school suspension or expulsion, and documentation in student's discipline record.</p>
	<p>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.</p>	<p>1-360 days out-of-school suspension or expulsion, notification to law enforcement officials, and documentation in student discipline record. (The superintendent of schools may modify the punishment based on individual circumstances.)</p>			
<p>Offense</p>	<p>Definition</p>	<p>First Offense</p>	<p>2nd Offense</p>	<p>Third Offense</p>	<p>Subsequent Offense</p>

RECOVERY ROOM

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

School dance the night prior to serving the 2nd day). Students will **not** be docked points for being assigned the Recovery Room for tardy and behavior issues. An exception to this rule is if assigned work is not handed in according to instructions or policy.

NOTICE OF NONDISCRIMINATION

Applicants for admission and employment, students, parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions of professional organizations holding collective bargaining or professional agreements with the Sweet Springs R-7 School District are hereby notified that this institution does not discriminate on the basis of race, color, national origin, sex, age, religion, ancestry, disability, genetic information, or any other characteristic protected by law into admission or access to, or treatment or employment in its programs and activities.

Any person having inquiries concerning Sweet Springs R-7 School District compliance with the regulations implementing Title IX is directed to contact Donna Wright, Superintendent of Schools, 600 E. Marshall St. Sweet Springs, MO 65351, 660-335-4860 or 504 Coordinator, High School Principal at 600 E. Marshall St. Sweet Springs, MO 65351, 660-335-6341. The Administrators have been designated by the Sweet Springs R-7 School District to coordinate the institution's efforts to comply with the regulations implementing Title I, II, IV, VI, Title IX, and Section 504. Any person may also contact the Assistant Secretary for Civil Rights, U.S. Department of Education, regarding the institution's compliance with the regulations implementing Title I, II, IV, VI, Title IX, or Section 504.

8/16/2010

SEXUAL HARASSMENT OF STUDENTS

Sexual harassment of students of either sex by employees or other students of the opposite or same sex is strictly prohibited in the Sweet Springs R-VII School District. For purposes of sexual harassment and sexual discrimination policies only, a student is any person enrolled in the school district or in district instructional programs. Sexual harassment is defined as sexual advances, requests for sexual favors, or other verbal or physical conduct of sexual nature made by a member of the school staff to a student or when made by any student to another students when:

- submission to such conduct is made either explicitly or implicitly a term or condition of a student's academic status or progress; or
- submission to or rejection of such conduct by a student is used as the basis for evaluating the student's performance within a course of study or other school-related activity; or
- such conduct has the purpose or effect of interfering with a student's educational performance or creating an intimidating, hostile or offensive educational environment.
- such conduct has the effect of favoring another student.

Students who believe they have been victims of or have witnessed sexual harassment should report the incident to any teacher, guidance counselor, or school administrator. Mrs. Donna Wright is the District's Title IX Coordinator, Superintendent of Schools, 600 E. Marshall, Sweet Springs, 660-335-4860.

STANDARD COMPLAINT RESOLUTION PROCEDURE FOR IMPROVING AMERICA'S SCHOOLS ACT PROGRAMS

This complaint resolution procedure applies to all programs administered by the Department of Elementary and Secondary Education under the Goals 2000: Educate America Act and the Improving America's Schools Act (IASA).

A complaint is a formal allegation that a specific federal or state law or regulation has been violated, misapplied, or misinterpreted by school district personnel or by Department of Education personnel.

Any parent or guardian, surrogate parent, teacher, administrator, school board member, or other person directly involved with an activity, program, or project operated under the general supervision of the Department may file a complaint. Such a complaint must be in writing and signed; it will provide specific details of the situation and indicate the law or regulation that is allegedly being violated, misapplied, or misinterpreted.

The written signed complaint must be filed and the resolution pursued in accordance with local district policy:

The following steps are proper procedures to be followed by persons with questions or complaints regarding the operation the school district:

1. Complaints on behalf of individual students should first be addressed to the teacher.
2. Unsettled matters from (1) above, or problems and questions concerning individual schools, should be directed to the principal of the school.
3. Unsettled matters from (2) above, or problems and questions concerning the school district, should be directed to the superintendent.

4. If the matter cannot be settled satisfactorily by the superintendent, it should be brought to the Board of Education. Questions and comments submitted to the Secretary of the Board in letter form, which will be brought to the attention of the entire Board at a regularly scheduled or called meeting. If necessary, a Board hearing will be scheduled to resolve the complaint.

If the issue cannot be resolved at the local level, the complainant may file a complaint with the Missouri Department of Education. If there is no evidence that the parties have attempted in good faith to resolve the complaint at the local level, the Department may require the parties to do so and may provide technical assistance to facilitate such resolution.

Any persons directly affected by the actions of the Department may file a similarly written complaint if they believe state or federal laws or regulations have been violated, misapplied, or misinterpreted by the Department itself.

Anyone wishing more information about this procedure or how complaints are resolved may contact local district or Department personnel.

SWEET SPRINGS R-VII ATHLETIC PHILOSOPHY

Extra-curricular activities are an important part of our school curriculum, operate within the school curriculum, and operate within the school district's educational philosophy. We believe that interscholastic activities supplement the secondary curricular program and are a vital part of the student's total educational experience. The activities program provides opportunities for skill development in areas difficult to duplicate in regular classroom situations.

Student participation in any Sweet Springs R-VII extra-curricular program is a privilege which carries with it responsibilities to the school, to the student body, to the community, and to the individual student. This participation will provide opportunity for physical, mental, social, and emotional growth and development.

PUBLIC NOTICE

All responsible public agencies are required to locate, evaluate, and identify children with disabilities who are under the jurisdiction of the agency, regardless of the severity of the disability, including children attending private schools, children who live outside the district but are attending a private school within the district, highly mobile children, such as migrant and homeless children, children who are wards of the state, and children who are suspected of having a disability and in need of special education even though they are advancing from grade to grade. The Sweet Springs R-7 School District assures that it will provide a free, appropriate public education (FAPE) to all eligible children with disabilities between the ages of 3 and 21 under its jurisdiction. Disabilities include autism, deaf/blindness, emotional disorders, hearing impairment and deafness, mental retardation/intellectual disability, multiple disabilities, orthopedic impairment, other health impairments, specific learning disabilities, speech or language impairment, traumatic brain injury, visual impairment/blindness and young child with a developmental delay.

The Sweet Springs R-7 School District assures that it will provide information and referral services necessary to assist the State in the implementation of early intervention services for infants and toddlers eligible for the Missouri First Steps program.

The Sweet Springs R-7 School District assures that personally identifiable information collected, used, or maintained by the agency for the purposes of identification, evaluation, placement or provision of FAPE of children with disabilities may be inspected and/or reviewed by their parents/guardians. Parents/guardians may request amendment to the educational record if the parent/guardian believes the record is inaccurate, misleading, or violates the privacy or other rights of their child. Parents have the right to file complaints with the U.S. Department of Education or the Missouri Department of Elementary and Secondary Education concerning alleged failures by the district to meet the requirements of the Family Educational Rights and Privacy Act (FERPA).

The Sweet Springs R-7 School District has developed a Local Compliance Plan for the implementation of State Regulations for the Individuals with Disabilities Education Act (IDEA). This plan contains the agency's policies and procedures regarding storage, disclosure to third parties, retention and destruction of personally identifiable information and the agency's assurances that services are provided in compliance with the General Education Provision Act (GEPA). This plan may be reviewed during school hours in the Special Education Administrator's office at 600 East Marshall, Sweet Springs, MO. This notice will be provided in native languages as appropriate.

PARENTS RIGHT TO KNOW

Our district is required to inform you of certain information that you, according to The No Child Behind Act of 2001 (Public Law 107-110), have the right to know. Upon your request, our district is required to provide to you in a timely manner, the following information:

1. Whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
2. Whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived.
3. Whether your child is provided services by paraprofessionals and, if so, their qualifications.
4. What baccalaureate degree major the teacher has and any other graduate certification or degree held by the teacher, and the field of discipline of the certification.

In addition to the information that parents may request, districts must provide to each individual parent—

1. information on the achievement level of the parent’s child in each of the state academic assessments as required under this part; and
2. timely notice that the parent’s child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who is not highly qualified.

Parent Information Resource Center

The Parental Information and resource Center (PIRC) program is funded by the US Department of Education, Office of Innovation and Improvement, established to provide training, information, and support to parents and individuals who work with local parents, districts, and schools that receive Title I.A funds.

Information is available by accessing <http://www2.ed.gov/programs/pirc/index.html>

Notification of Rights under FERPA

for Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records. These rights are:

- (1) The right to inspect and review the student’s education records within 45 days of the day the School receives a request for access. Parents or eligible students should submit to the School Principal a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- (2) The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA. Parents or eligible students who wish to ask the School to amend a record should write the School principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified for the right to a hearing.
- (3) The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted as it agent to provide a service instead of using its own employees or officials (such as an attorney, auditor, medical consultation, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Military recruiters will be provided the same access to students as is given to institutions of higher learning.

Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

Notification of Rights

Under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

Consent before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED):

1. Political affiliations or beliefs of the student or student’s parent;
2. Mental or psychological problems of the student or student’s family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than that as required by law to determine program eligibility.

Receive notice and an opportunity to opt a student out of--

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

Inspect, upon request and before administration or use—

1. Protected information surveys of students;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the education curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State Law. The Sweet Springs R-7 School District has developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The School will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. The School will also directly notify, such as through U.S. Mail, student delivery or email, parents of students who are scheduled to participate in the specific activities or surveys and will provide opportunity for the parent to opt his or her child out of participation of the specific activity or survey. Parents will also be provided an opportunity to review any pertinent surveys. Parents who believe their rights have been violated may file a complaint with: Family Policy Compliance Office.

Earthquake Safety For Missouri’s Schools

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

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

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

A Damaging Earthquake in this Area, which experts say is about a 6.0 magnitude event, occurs about once every 80 years (the last one

in 1895 was centered near Charleston, Missouri). There is estimated to be a 25-40% chance for a magnitude 6.0 – 7.5 or greater earthquake along the New Madrid Seismic Zone in a 50-year period according to the U.S. Geological Survey reports. The results would be serious damage to un-reinforced masonry buildings and other structures from Memphis to St. Louis. We are certainly overdue for this type of earthquake!

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

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

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

Prepare a Home Earthquake Plan

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

Eliminate Hazards

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

Prepare a Disaster Supplies Kit for Home and Car

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

Know What to Do When the Shaking BEGINS

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

Know What to Do AFTER the Shaking Stops

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

The information contained in the flier was extracted from the American Red Cross website

http://www.redcross.org/services/prepare/0,1082,0_241_.00.html, Missouri State Emergency Management Agency website

(<http://sema.dps.mo.gov/EQ.htm>) and the Federal Emergency Management Agency website

(<http://www.fema.gov/hazard/earthquake>). This flier could be distributed by school districts to each student annually to satisfy the requirements of RSMo 160.4

2017 - 2018 School Calendar

August 2017						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September 2017						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	X	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October 2017						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	XX	21
22	23	24	25	26	27	28
29	30	31				

November 2017						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	XX	XX	XX	25
26	27	28	29	30		

December 2017						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	XX	XX	23
24	XX	XX	XX	XX	XX	30
31						

January 2018						
Su	Mo	Tu	We	Th	Fr	Sa
	X	X	3	4	5	6
7	8	9	10	11	12	13
14	XX	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February 2018						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	XX	20	21	22	23	24
25	26	27	28			

March 2018						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	XX	XX	31

April 2018						
Su	Mo	Tu	We	Th	Fr	Sa
1	XX	XX	XX	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

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May 2018						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

June 2018						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

July 2018						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Aug 14	PD #1	Oct 20	No School – PD # 4	Feb 16	PD #6
Aug 15	PD #2	Nov 22-24	Thanksgiving Break	Feb 19	No School – Pres Day
Aug 16	PD #3 Workday	Dec 20	End of 2 nd Qtr – ½ Day	Mar 8	End 3 rd Qtr
Aug 17	First Day of School	Dec 21-Jan 3	Winter Break	Mar 29- Apr 4	Spring Break
Sept 4	No School/Labor Day	Jan 3	PD #5 Workday	May 18	End 4 th Qtr – ½ Day
Oct 13	End 1 st Qtr	Jan 4	First Day 3 rd Qtr	May 29-Jun 29	Summer School
Oct 19	P/T Conferences	Jan 15	No School – MLK Jr.	Snow Days	1/15, 2/19, 5/21, 5/22, 5/23, 5/24