

SUMMIT RIDGE ACADEMY

HAWKS



ESTABLISHED 1997

STUDENT/PARENT PROGRAM GUIDE

2017-2018

Welcome Letter from the Principal



It is my pleasure to welcome and introduce you to Summit Ridge Academy. Since its beginning in 1997, Summit Ridge Academy (SRA) has been committed to the learning and development of each of its students. We continue that tradition today through the various school programs and interventions we offer the students of LSR-7. It is my hope that you find SRA to be a place of opportunity, growth, and healing as you continue your journey towards your high school diploma and beyond.

The staff at SRA are committed to meeting you where you are and through the development of a sense of *Belonging, Mastery, Independence, and Generosity* helping you reach your fullest potential as a student and person.

Thank you for choosing Summit Ridge Academy.

Andy Campbell

Andy Campbell
Principal
Summit Ridge Academy
andy.campbell@lsr7.net

Important Contact Information

Summit Ridge Academy

2620 SW Ward Rd

Lee's Summit, MO

64082

Main School Phone/Attendance: 986-4122

Administration: 986-4126

Guidance: 986-4123

School-Community Liaison: 986-4129

Fax: 986-4135

School Website: <http://sra.lsr7.org/>

Summit Ridge Academy

Established, January 1997

“Belonging–Mastery–Independence–Generosity”

OUR MISSION

Our mission is to motivate, educate, and empower each student for success in today's world.

OUR VISION

Summit Ridge Academy (SRA) partners with families, students, local schools, and other community resources in providing the best educational opportunities for each student. Our primary focus is helping the student build a sense of belonging within the school and community, mastery of self and learning, personal independence, and generosity toward others. Summit Ridge Academy will provide opportunities for each student to acquire the skills necessary to become a successful citizen in a diverse society.

SRA VALUES

We will provide a safe, caring and orderly environment in which we:

- Foster partnerships with students, staff, families, and community
- Build personal relationships between staff and students to create a sense of belonging.
- Create a Trauma Sensitive and Trauma Responsive environment to meet the needs of our students.
- Teach life skills to enable students to identify and make good personal and academic choices.
- Model generosity and provide students opportunities to recognize their value within themselves and their community.

What's Summit Ridge Academy All About?

Purpose and Function

Summit Ridge Academy is a voluntary program for students facing educational struggles. Our primary function is to help students get back on track for graduation through the use of a credit recovery program. Due to the design and implementation of a condensed curriculum, students are able to earn more credits in a shorter amount of time. We understand that there are many factors that influence whether or not a student is successful. Therefore, we take a holistic approach toward educating each student by way of creating a student plan that addresses the unique needs of each student. In addition to providing researched-based academic supports, we provide supports and services for our students' social, emotional, and spiritual needs as well.

By enrolling at Summit Ridge Academy, students enter into a partnership. As with any partnership, those involved agree to common goals. Each partner commits to their role in the partnership and holds the each other accountable for following through with their role. At Summit Ridge Academy, “**Failure is NOT an Option.**” Each staff member is committed to each student and will utilize every means at their disposal in which to ensure your success. It is very important then, that the student, and parent/guardian(s), commit to the SRA Student Agreements. These agreements were created to facilitate our commitment to you, and you must, therefore, commit to them. Students that do not commit have, historically, a significantly harder, and shorter, experience at SRA, and thus fall short of their goals. Students who do not commit, those whom consistently resist help, support, interventions, and relationships, will forfeit their opportunity to attend SRA.

By design, we utilize proven strategies that help all students be successful in school. Because SRA is a unique program, offering unique opportunities, we have the flexibility to utilize alternative interventions not offered to other District students attending their home schools. These interventions were created by using research-based best practices, as well as, cutting-edge strategies, and combining them into a unique, personalized and effective, approach to student support. Understand, these interventions are only as effective as the student's willingness to implement them. Information alone does not change your unsuccessful perceptions and habits. What is learned must be applied (just being here is never enough). SRA cannot assure your success until you are willing to trust and implement these interventions.

Updated July 2017

SRA Philosophy

Most students that enroll at SRA have experienced school in a negative manner at some point in their career. Many students have developed their negative coping habits due to what they perceive as a limited choice of behavioral options. Over time and through experience, they have come to believe that these limited behaviors are their best coping strategies to “survive” similar situations. These become negative habits. We recognize this and embrace it. We are intentional about making this experience different from past experience.

SRA is by design a Smaller Learning Community. The smaller number of students allows greater flexibility for staff to take the appropriate time to assess problems, search out causes, and develop intervention plans. We use this flexibility to address the struggles our students face by breaking from the traditional models of behavior management by creating a more personalized experience. We are focused on finding underlying causes, discovering triggers and negative coping habits to more appropriately address the behavior, rather than relying solely on negative consequences, or traditional school discipline. We aim to utilize strategies based on “where the student is” concerning their social and educational development and experiences.

Each student faces different struggles and each student has a different understanding of appropriate, positive coping habits. Therefore, we utilize intervention plans and strategies that are the most appropriate for that particular student, as opposed to, the idea of “one size fits all.” We aim to teach students that there are other options that they can use when they are faced with challenging situations. Rather than turning to their unsuccessful habits they have used in the past, students are taught to “replace” their old behaviors with a more appropriate one. Through practice, trial, and experience, students begin to learn that the outcomes, or consequences, of their new choices, are working in their favor. This positive reinforcement leads to new, positive coping habits.

All too often, students who have struggled, begin to believe that it is just easier to fail. We believe that NO student WANTS to fail, but rather the student uses failing as a safer way to deal with the stress that is created when faced with a challenging situation. But at Summit Ridge Academy, “*Failure is NOT an Option!*” We have created a structure of tiered interventions. If the student is not successful with one level of supports and interventions, they are provided another level of supports and intervention that are different and more specific to the student’s needs. And then another level is needed... This process continues until the student *experiences* success. When success is achieved over and over again, students develop a perception that encourages them to believe that, by taking advantage of available supports, they will experience success. This new perception now becomes their reality, and they soon believe that being successful is much easier than failing.

Pillars of the Program

SRA is designed to be a partnership among the student, parent, and the SRA staff. At SRA, four key values serve as the foundation for a successful partnership. These ideals are the pillars on which the program was created and continues to stand. Every program decision incorporates one or all of these pillars. It is imperative to understand both the ideal and practical application of each pillar.

I. Belonging

“Helping you feel connected and comfortable in order to experience the changes necessary to be successful. When you feel connected you are more willing to achieve success. This is achieved through the creation of a safe and accepting environment.”

Belonging is SRA’s primary goal is to help students feel connect and feel comfortable in order to experience the changes necessary to be successful. Therefore, we establish a sense of belonging through fostering a partnership with the students in a small learning community environment. Each student is greeted as he/she enter the building, walk the hallways, and enter the classroom. SRA starts the day in homeroom where each student is triaged to determine their readiness for the school day. Class sizes range from eight to sixteen students, occasionally seventeen. This class size ensures more opportunities for relationship building through team-building activities, one-on-one, small group, cooperative learning and many other classroom instructional strategies that create a learning environment that is engaging. Advisement is offered to students during the mid-morning, this time allows the student to eat snacks, talk with their friends, play games and interact with SRA staff in a comfortable setting. During the lunch period SRA student and staff have the opportunity to eat together. Each homeroom teacher extends this relationship building to the parents by encouraging honest and open two-way communication with parents/guardians through phone calls, e-mail and quarterly parent/teacher conferences.

Updated July 2017

II. Mastery

*“Helping you gain an understanding of what does and does not work for you. Choices you make are your best perceived survival strategies at that time. A negative perception will typically influence the use negative strategies. This creates a negative perception loop, therefore, developing negative habits. By allowing SRA to help you help yourself, through a process of unlearning negative perceptions and learning positive ones, you can change your strategies and habits. When you use **self-control** and make choices that work for you, the healing process begins. Change in life is a process, not an event.”*

Mastery is not only of the academic, but also mastery of self, in other words making “Good Choices”. SRA staff are highly qualified and experienced in working with students facing educational struggles in the areas of academics, attendance, and/or conduct, in order for the student to graduate high school. We use traditional and alternative strategies designed to address the unique needs of each student. The SRA staff use life skills and the contract agreements to enable the students gain an understanding of what does and does not work for them in the academics and personal choices.

III. Independence

*“Helping you take **responsibility** for your own actions by providing grace with accountability. All of your choices result in positive or negative consequences. If you avoid accountability for consequences, learning ceases, and you create a self-imposed restriction of your opportunities. Learning influences change. In order to be liberated from this restriction and gain personal independence, you must have **courage** to accept change where change is needed.”*

Independence is the ultimate goal. Independence is the student taking responsibility for his/her own actions. SRA staff provides grace with accountability as a student learns and gains a sense of independence and makes the changes necessary for success at SRA and in life. Student choices result in positive or negative consequences. Staff provides a number on interventions, constructive criticism, and encouragement that enables a student to make the changes necessary for success at SRA and life.

IV. Generosity

*“Regardless of our background, we are all connected. Our greatest resource is the healing power found within our community. As a member of this community, justice can be obtained if you learn to **respect** other’s humanity and general welfare. We cannot experience success alone because **no one is safe until everyone is safe.**”*

Generosity is helping and connecting to others in the student’s community. SRA staff creates a leaning community that fosters kindness and generosity. Therefore, SRA staff not only model generosity, they provided students opportunities to recognize their value within themselves and their community by helping and connecting with others in the classroom and outside the classroom.

Summit Ridge Academy Student Agreements Contract

Student Name: _____

**Please initial each agreement on the line provided to indicate understanding of agreement*

Enrollment Agreements

- ____ I will complete a scheduled interview with a SRA staff member.
- ____ I will complete ALL sessions of Orientation before I am allowed to attend SRA.
- ____ I will complete four CHOICES sessions, seven VIP sessions, seven ARC sessions during my first quarter of enrollment.
- ____ I will read and accept all policies and procedures in my SRA Student Handbook and be responsible for its use and condition.
- ____ I will have the **courage** to make the changes necessary to be successful and **cooperate** with SRA to help me make those changes.
"Failure is **NOT** an Option".

Academic Agreements- Take full advantage of the unique and personal academic opportunities.

- ____ I am accountable for my own learning. It's my responsibility to utilize available resources and make staff aware of my needs or misunderstandings.
- ____ I will be a **responsible** student by being on time and prepared for class. I will complete all required work, activities, and assessments.
- ____ I will remain on-task in class, engage in classroom activities, and comply with all academic recommendations made by staff.
- ____ I agree to comply with all academic interventions from teachers, counselors, and/or administration to increase my opportunity for success.
- ____ I will have the **perseverance** pass courses with an average of 80 percent mastery. If I do not, I agree to participate in the credit recovery program.
- ____ Lack of academic progress will result in Academic Intervention. Lack of Academic Progress is defined as failing 2/5, 1/4, or 1/3 classes.

Attendance Agreements- Attend SRA in a regular and punctual manner

- ____ I will be on-time to school each day and will not leave early without properly checking out.
- ____ I will maintain 90% attendance each quarter. Arriving late, skipping class, or leaving early reduce my attendance time.
- ____ I will utilize my timecard as a means to clock in upon arrival each day and to keep track of my attendance throughout the quarter.
- ____ Multiple infractions for being unprepared and being off-task will reduce my attendance time.
- ____ My absences can be waived if I submit doctors' notes or other legal documentation associated with the absence.
- ____ Voluntary make-up sessions for absences, worth 3 attendance periods each, are available on Tuesday & Thursday from 2:15-4:30.
- ____ If I miss 10 days or more in any class I can be removed from that class.
- ____ Lack of regular and punctual attendance will result in Attendance Intervention. Lack of Regular and Punctual Attendance is defined as:
Missing more than 10% of total quarterly attendance.

Citizenship Agreements: Partner with the SRA staff to promote a sense of Belonging, Mastery, Independence, and Generosity.

These are the pillars of the program. They are the foundation on which SRA was built. They are the essential aspects that make SRA an effective intervention. They are the basis of SRA's Code of Conduct.

Belonging (Safety): I will contribute to this safe environment by:

- ____ resolving conflicts without violence by avoiding confrontations and by not creating an intimidating environment through words and/or actions.
- ____ encouraging **respect** for **family** and culture, and by not putting others down with demeaning or derogatory comments that are harmful in nature.
- ____ promoting a drug and violence free school and having no conversations about drugs or violence.

Mastery (Healing): I will contribute to this orderly environment by:

- ____ not interrupting the learning environment through inappropriate or disruptive behavior and/or comments, or by the use of profanity.
- ____ developing a **respectful** relationship with staff by **cooperating** with them to solve problems,
- ____ following staff instructions without challenging them or refusing,
- ____ communicating with staff in a **respectful** and courteous manner during classroom instruction, triage, counseling, or discipline processing.

Independence (Liberation): I will contribute to my own accountability by:

- ____ **respecting** constructive criticism by having an **honest**, open mind about positive coping strategies recommended by SRA staff.
- ____ fulfilling all contract, program, or intervention obligations that are a result my performance, behavior, or choices.
- ____ understanding that compliance with District and SRA policies and procedures is required for the accountability and the equity of each student.

Generosity (Justice): I will contribute to this school community by:

- ____ making choices that promote **kindness**,
- ____ refraining from behaviors that interfere with relationship-building and that are counter to the maintenance of a positive culture,
- ____ supporting another students' social learning and **appreciating** the personal struggles of others going through the change process.
- ____ Habitual violations of the Citizenship Agreements and/or violating Board of Education Policy will result in Disciplinary Probation

I commit to these Agreements. If I choose not to adhere to them, I understand I could lose my enrollment options at SRA.

Student Signature: _____ Date: _____

I agree to reinforce the above academic, attendance, & citizenship agreements and communicate to SRA Staff in a civil manner (IAW Board Policy KK)

Parent Signature: _____ Staff Signature: _____ Date: _____

Updated July 2017

SRA PROGRAM OVERVIEW

Middle School Program

Hours of Attendance:	Mon, Tues, & Thurs. (7:30AM-1:30 PM), Wednesday (8:30AM-1:30PM) & Friday (7:30AM-12 PM)
Attendance Requirements:	90% attendance each quarter.
Daily Schedule	HR/HAWKS, 1 st Hour, 2 nd Hour, 3 rd Hour, Lunch, 4 th Hour, , & 5 th Hour
Wednesday Tutorial Schedule:	1 st Hour, 2 nd Hour, , 3 rd Hour, 4 th Hour, Lunch, Tutorials & 5 th Hour
Grading Periods:	18-weeks (District Standard Passing Guide)

High Day School Program

Hours of Attendance:	Mon, Tues, & Thurs. (7:30AM-1:30PM), Wednesday (8:30AM-1:30 PM) & Friday (7:30AM-12 PM)
Attendance Requirements:	90% attendance each quarter
Daily Schedule	HR/HAWKS, 1 st Hour, 2 nd Hour, 3 rd Hour, Lunch, 4 th Hour, , & 5 th Hour
Wednesday Tutorial Schedule:	1 st Hour, 2 nd Hour, , 3 rd Hour, 4 th Hour, Lunch, Tutorials & 5 th Hour
Grading Periods:	9-weeks (course curriculum equal to a semester length class)
Credit Earning Potential:	.5 per class / 2.5 per quarter / 5.0 per semester / 10.0 per school year
Additional Credit Potential:	CCE-.5 per quarter (11 th & 12 th grade) / extra course enrollment / on-line class

Transition Program

Hours of Attendance:	Mon., Tues., & Thurs. (7:30AM-1:30 PM), Wednesday (8 AM-1:30 PM) & Friday (7:30AM-12 PM)
Daily Schedule	HR/HAWKS, 1 st Hour, 2 nd Hour, 3 rd Hour, Lunch, 4 th Hour, , & 5 th Hour
Wednesday Tutorial Schedule:	1 st Hour, 2 nd Hour, , 3 rd Hour, 4 th Hour, Lunch, Tutorials & 5 th Hour
Grading Periods:	2-9 weeks, depending when students first enroll at SRA
Credit Earning Potential:	.5 per class / 2.5 per quarter / 5.0 per semester / 10.0 per school year
Additional Credit Potential:	CCE-.5 per quarter (11 th & 12 th grade) / on-line class

MO Options Program

Students enrolled in this program must attend 30 hours of school per week (Full Day Student), or a combination of reduced day at school and 15 hours of approved employment. A student must qualify for the reduced day option by scoring at a set standard on the Predictor HiSET. Students work in an independent study environment with a certified classroom teacher. Course work is composed of lessons designed to improve their mastery of five subject areas: **Science, Math, Social Studies, Reading, and Writing**, which will ultimately be assessed using a standardized end of course exams and the HiSET.

Full Day Student

Hours of Attendance:	Mon., Tues., & Thurs. (7:30AM-1:30 PM), Wednesday (8 AM-1:30 PM) & Friday (7:30AM-12 PM)
Daily Schedule	HR/HAWKS, 1 st Hour, 2 nd Hour, 3 rd Hour, Lunch, 4 th Hour, , & 5 th Hour

Work-Study/CCE Student

Hours of Attendance:	Mon, Tues, Thurs. (7:30AM-10:54AM), Wednesday (9:30AM-10:30AM), & Friday (7:30AM-9:30AM)
Daily Schedule	HR/HAWKS, 1 st Hour, 2 nd Hour, & 3 rd Hour.

**** Work-Study students must score at a set standard on the HiSET Predictor Test before being allowed to participate in the Work-Study/CCE Program**

Evening & Extended Learning Program

Hours of Attendance:	Monday, Tuesday, Wednesday, & Thursday (1:30-4:30)
Attendance Requirements:	90% attendance each quarter
Daily Schedule	6 th Hour & 7 th Hour (SRA Schedule) + 1 Hour for Evening Program
Grading Periods:	9-weeks (course curriculum equal to a semester length class)
Credit Earning Potential:	.5 per class / 1 per semester / 2 per school year

SRA PROGRAMS and SERVICES

In addition to the academic programming at SRA students have access to a wide range of ancillary services that are designed to meet their needs on a variety of levels. Guidance and counseling is an integral part of Summit Ridge Academy holistic approach to education.

These programs include but is not limited the following:

- SAP: a comprehensive intervention monitoring system
- CHOICES: a change based curriculum
- TIC: Trauma Informed Care
- WISE: a violence reduction based curriculum
- HAWKS: a mentor based intervention: Advisory, TIC, mental health, substance abuse interventions
- Academic Advisement: teacher-student collaboration
- Tutorials: a during & after school academic support
- Make-Ups: an after school attendance support
- Support Groups: a need based group
- Recovery: a during & after school credit and attendance recovery program
- Missouri Comprehensive Guidance Plan
*SRA employs a full time Guidance Counselor, School/Community Liaison, and contracts with Crittenton Children's Center for a part time Therapist.

SRA - Progression of Interventions

All too often, students who have struggled, begin to believe that it is just easier to fail. We believes that NO student WANTS to fail, but rather the student uses failing as a safer way to deal with the stress that is created when faced with a challenging situation. But at Summit Ridge Academy, ***“Failure is NOT an Option!”*** We have created a structure of tiered interventions. If the student is not successful with one level of supports and interventions, they are provided another level of supports and intervention that are different and more specific to the student's needs.

I. Lack of Academic Progress

If the student is not succeeding after multiple levels of interventions, the student has demonstrated a **Lack of Academic Progress**, and therefore, moves to the next step in Intervention status. Lack of academic progress will result in Academic Intervention. Lack of Academic Progress is defined as failing 2/5 classes, 1/4 classes, or 1/3 classes. All failed course with 50 % or higher will have a CPR Plan.

II. Lack of Regular and Punctual Attendance

If the student is not succeeding after multiple levels of interventions and is still not consistently demonstrating regular and punctual attendance, they will move the next step in Intervention status.

III. Student Discipline

If the student is not succeeding after multiple levels of discipline interventions, they will be moved to **Behavior Support** and placed on **Discipline Probation** for a period of time necessary to help the student get back on track. Repeated violations of disciplinary probation could result in additional consequences, referral to a district review panel, or loss of placement at SRA

MIDDLE SCHOOL COURSES

Middle School Required Courses

Language Arts

A blend of 7th and 8th grade Language Arts curriculum. The 7th Grade curriculum consists of four major units of study: reading, writing, listening, speaking and information literacy. The 8th Grade Language arts curriculum consists of the following units of study: literature, writing, and grammar/usage

Social Studies

A blend of 7th and 8th grade Social Studies curriculum 7th Graders take **Eastern Hemisphere**. This course studies the development of civilizations of the ancient eastern hemisphere. 8th Graders take **Early American History**. This course will survey our nation's early history from 1492 to 1890. The course is designed to provide an understanding of and appreciation for our national heritage.

Mathematics

A blend of 7th and 8th grade Math curriculum. The class covers a variety of topics including real numbers, area, volume, percent applications and proportional reasoning, similar figures, formula applications, geometric exploration, the Pythagorean Theorem, solving and graphing equations, and problem-solving strategies. Remediation of mathematics skills will be provided for selected students.

Science

A blend of 7th and 8th grade Science curriculum. The focus is to instill sound investigative and critical thinking skills in our students. Scientific Inquiry is a significant, embedded part of this course, and integrated units will include the following topics: earth systems including meteorology and natural and human effects on the atmosphere; astronomy; matter and energy including chemistry, and electricity; and science relevance.

Middle School Elective Class Offerings

Math Recovery

Teacher/Administrative approval through qualifying test scores. This course is designed for students who need additional support in their regular math class. After students are assessed to determine their level in the District Essential Math Skills, they receive instruction on any math skills needing improvement. Class activities include software programs, website activities and direct instruction from the teacher. Pre-teaching and re-teaching of the regular math course content is included in the direct instruction from the teacher.

Reading Recovery

Teacher/Administrative approval through qualifying test scores. This course is designed for students who need additional support in their regular language arts class. After students are assessed to determine their level they receive instruction on any reading skills needing improvement. Class activities include software programs, website activities and direct instruction from the teacher.

Exploration

A blend of 7th and 8th grade Exploration curriculum. This course allows Middle School students to experience three weeks of a variety of exploratory classes that are currently offered at the middles school. The classes range from art, keyboarding, speech and drama and foods.

HAWKS Social Development

HIGH SCHOOL COURSE GRADUATION REQUIREMENTS

CURRICULAR AREAS	Graduation
COMMUNICATION SKILLS	4 units (Must include 1 unit in a core English class for each grade 9-12)
SOCIAL STUDIES	3 units (Must include 1 unit Am. Hist, 1 unit World History, 1/2 unit Am. Govt and 1/2 unit Modern Global Issues)
MATHEMATICS	3 units (Must include 1 unit Algebra I and 1 unit Geometry or Alg/Geom I, Alg//Geom II, and Alg/Geom III)
SCIENCE	3 units (Must include 1 unit Biology I or Advanced Studies Biology I and 1 unit Advanced Studies Chem., Chem. I or Integrated Chemistry and Physics)
FINE ARTS	1 unit
PRACTICAL ARTS	1 unit
PHYSICAL EDUCATION	1 unit (Must include 1/2 unit of Foundations of Fitness)
PERSONAL FINANCE	1/2 unit
HEALTH	1/2 unit
ELECTIVES	9 units
Totals	26 units

GENERAL ENROLLMENT INFORMATION

CREDIT REQUIREMENTS

To be eligible to graduate from one of the R-7 high schools in the school year, a student must complete 26 units of credit.

COMMUNITY SERVICE

- All students must complete a minimum of ten hours of community service to be eligible for graduation. These hours should be completed by the end of the junior year.
- Students should select service projects that are posted on the Habits of the Heart bulletin board. All other projects should be pre-approved by the community service coordinator.
- A+ tutoring/mentoring hours can count as community service hours as long as the tutoring/mentoring fits the guidelines of community service and a community service form is completed for the activity in addition to the tutor log.

INTERNSHIP PROGRAMS

Four state-approved internship programs are available at the high school:

- 1) Marketing Internship--Retail and customer service positions
- 2) Supervised Business Experience (SBE)--Professional business and office positions
- 3) **Cooperative Career Education (CCE)--Technical and industrial positions (available at SRA)**
- 4) Internship in STEM Careers – Science, Technology, Engineering and Math advanced academic positions: includes Cerner Scholars
- 5) Internship in MIC – See Missouri Innovation Campus, page 127.

Applicants must meet certain state requirements, follow all guidelines and policies established by coordinator and administrator; and provide own transportation to employment site.

NOTE: To leave place of employment during school year requires approval by coordinator.

Missouri State High School Activities Association Eligibility (MSHSAA)

- 1) Knowing and following all MSHSAA standards will enable a student to protect his/her eligibility for MSHSAA interscholastic competition. Activity participation should be for all students making appropriate progress toward graduation and otherwise in good standing.
- 2) Grades 9-12:
- 3) Grades received the preceding semester will determine eligibility to participate in interscholastic activities.
- 4) The student shall have earned, the preceding semester, a minimum of 3.0 units of credit. This means to pass 6 of 7 classes the previous semester.
- 5) The student shall currently be enrolled in and regularly attending courses that offer 3.0 units of credit. (student aides, etc does not count as a full class)
- 6) A beginning ninth grade student shall have been promoted from the eighth grade to the ninth grade for first semester of eligibility.
- 7) A student must be making satisfactory progress towards graduation as determined by local school policies. There is a maximum age limit for participation
- 8) Dual Enrollment/MOVIP: Students planning to participate in dual enrollment/MOVIP classes should visit with their counselor or Activities Director to make sure they will be eligible to participate in MSHSAA sanctioned activities. More information can be found at: www.mshsaa.org

NATIONAL ASSOCIATION OF INTERCOLLEGIATE ATHLETICS (NAIA)

For more information about eligibility to play NAIA athletics, go to www.playnaia.org

NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA)

Before a student is eligible to participate in college athletics at the NCAA Division I or Division II level, the NCAA Clearinghouse must certify the student. Part of that certification process includes making sure that the student has successfully taken the required number of core courses. The required number of core courses is listed below. For further requirements to be deemed eligible contact the Guidance Office.

CORE UNITS REQUIRED FOR NCAA CERTIFICATION

	Division I	Division II
English core	4 years	3 years
Mathematics core	3 years	2 years
Science core	2 years	2 years
Social Stud Core	2 years	2 years
From English, Math, or Science	1 year	3 years
Additional Core	4 years	4 years
(English, Math, Science, Social Science, Foreign Language, Computer Science, Philosophy, Non-doctrinal Religion)		

TOTAL CORE UNITS REQUIRED 16

Be sure to look at your high school's list of NCAA-approved core courses on the Eligibility Center's Web site to make certain that courses being taken have been approved as core courses. The Web site is www.eligibilitycenter.org

Updated July 2017

For college-bound student athletes entering NCAA Division I college or university on or after August 1, 2016:

- NCAA will require 10 core courses to be completed prior to the seventh semester (beginning of the senior year).
- Seven of the 10 core courses must be a combination of English, math or natural or physical science.
- These 10 courses become “locked in” at the start of the seventh semester and cannot be retaken for grade improvement.
- Have a minimum core-course GPA of 2.3.

For college-bound student athletes entering NCAA Division II college or university on or after August 1, 2016:

- Have minimum core-course GPA of 2.0.

COMMUNITY SERVICE

All students must complete a minimum of ten hours of community service to be eligible for graduation. These hours should be completed by the end of the junior year. Students should select service projects that are posted on the Habits of the Heart bulletin board. All other projects should be pre-approved by the community service coordinator. A+ tutoring/mentoring hours can count as community service hours as long as the tutoring/mentoring fits the guidelines of community service and a community service form is completed for the activity in addition to the tutor log.

A+ PROGRAM

The Lee’s Summit R-7 A+ Schools Program strives to ensure that students are prepared for and successful in life beyond high school. The A+ Schools Program provides students with continuous, progressive career information throughout the students’ years in the Lee’s Summit School District. The program focuses on ensuring students have course offerings that are rigorous and relevant to the world outside the classroom that will better prepare them for their paths after high school.

An A+ student must:

- Attend an A+ School for six consecutive semesters prior to graduation (grades 10-12)
- Graduate with an unweighted cumulative GPA of 2.5 or higher on a 4.0 scale
- Graduate with at least a 95 percent cumulative attendance record for grades 9-12
- Perform 50 hours of unpaid tutoring to other students in the LS R-7 School District
- Maintain a record of good citizenship and avoid the use of alcohol and unlawful drugs
- Apply for non-pay back scholarships by completing a FAFSA (Free Application for Federal Student Aid)
- Must score proficient or advanced on the state level Algebra I End of Course Exam or ACT Math sub-score of 17

For Additional Information about the Lee’s Summit A+ Schools Program contact the Principal

COURSES BY CORRESPONDANCE AND MISSOURI VIRTUAL INSTRUCTIONAL PROGRAM

Missouri’s Virtual Instruction Program (MoVIP) offers online courses for students statewide. Students can take an entire course from any internet-connected computer, available 24 hours a day, seven days a week. Approved correspondence courses (no more than 2 units of credit) and MoVIP courses are options available to students in the R-7 District. Please contact your Guidance Counselor for approval and course listings. Visit <http://dese.mo.gov/divimprove/curriculum/movip/> for more MoVIP information.

R-7 ONLINE ACADEMY

Additional information can be found at <http://r7online.lsr7.org>

Course offerings include:

American Government (11-12)
American History (9-12)
Astronomy (11-12)
Business Essentials, Intro (11-12)
Business Essentials, Advanced (11-12)
Business Law (11-12)
College Accounting (10-12) (Dual credit optional)
College Algebra (12)
Computer Hardware/Operating Systems (CHAOS) I/II (9-12) (Dual credit optional)
Computer Applications I/II (9-12)
Creative Writing (11-12)
Database Management I/II (9-12) (Dual credit optional)
General Psychology (11-12)
Geometry (Alg. I Pre-req.)
Health & Wellness (9-12)
Intro to Engineering and Design (9-12)
Intro to Human Services (9-12)
Mandarin Chinese (9-12)
Meteorology (11-12)
Modern Global Issues (11-12)
Personal Finance (11-12)
Science of Nature (11-12)
Technical Assistance Center (10-12)

Course descriptions are located in the corresponding department sections.

Participation and Attendance

A strong personal commitment and work ethic is needed by any student who takes an online course. Students and parents should utilize the resources found at <http://r7online.lsr7.org> to find out if online learning is right for their needs.

Online courses follow the same semester calendar as face-to-face classes. Students are expected to keep pace with the assignment due dates set by their course instructor. Continuous communication between the student and the instructor, as well as a commitment to staying on pace with course assignments, are necessary to be successful in an online course. The date and time for the final exam will be communicated during the course by the instructor.

Technology Requirements

All students taking an R7 Online course must have internet access: The Lee's Summit R-7 School District does not provide access to the Internet for students enrolled in online courses. For specific technical requirements, please visit <http://r7online.lsr7.org/getting-started>

HIGH SCHOOL COURSES

COMMUNICATIONS ARTS

Communication Graduation Requirements

ENGLISH 9

Grade: 9

Credit: 1 unit

This course is designed to refine skills in reading, analysis, and interpretation of literature. Students write multiple paragraphs and essays in response to literature. In addition to grammar practice and vocabulary development, this class emphasizes oral presentations, group activities, independent reading, and career research.

ENGLISH 10

Grade: 10

Credit: 1 unit

This course focuses on extensive reading and literary analysis. Students apply grammar, vocabulary, and writing skills in varied writing projects and compositions. Students will reinforce skills in reading comprehension, current research methods, oral presentations, independent study, and effective listening.

ENGLISH 11

Grade: 11

Credit: 1 unit

This course focuses on thematic units that explore a variety of genres in American literature. Students practice literary analysis and complete writing projects including personal responses, essays and oral and written presentations. A research paper is included in the course work as well as grammar and vocabulary study.

ENGLISH 12

Grade: 12

Credit: 1 unit

This course prepares students for post-secondary pursuits by providing seniors with the opportunity to become competent writers and analytical readers. Student writing includes reflective, professional, persuasive, expository, analytical, and evaluative 59 pieces. The literature includes biographies, print media, multicultural short stories and poems, and essays. Vocabulary and usage are emphasized in papers.

Communication Arts Electives

CREATIVE WRITING

Grade: 11–12

Credit: 0.5 unit

Teacher approval: This course helps students enjoy and experiment with different forms of writing. Topics include basic characteristics of poetry, short stories, one-act plays, and examination of professional writers' and fellow students' work. Students develop a personal style while appreciating other writing methods. Required writing projects may include: writing portfolios, a short story, a one-act play, and a children's story.

AFFECTIVE COMMUNICATION (H.A.W.K.S.)

Credit: 0.25 unit

Study Skills

This is a nine-week interdisciplinary course with the goal of improving students' organizational and time-management skills, note-taking skills, test-taking strategies/skills, and library and internet research skills.

Key Club

Key Club is the High School level of the Kiwanis family. Key Club is a student led organization that focuses on leadership, character education, and community service.

RECOVERY READING

Credit: .25 unit (not CA credit; elective credit only)

Teacher/Administrative approval through qualifying test scores. This course is designed for students who need additional support in their reading. After students are assessed to determine their level they receive instruction on any reading related skills needing improvement. Class activities include software programs, website activities and direct instruction from the teacher.

SOCIAL STUDIES

Social Studies Graduation Requirements

AMERICAN HISTORY

Grade: 9

Credit: 1 unit

This class provides a broad survey of America's past from Industrial Revolution (late 1800s) to present. Expectations will be to read text and supplementary material; take class lecture notes; complete study guides and make reports; construct historical timelines; complete map exercises; interpret historical documents, graphs and charts; engage in class discussions and simulations; and analyze historical photos and videos.

WORLD HISTORY

Grade: 10

Credit: 1 unit

This class provides a broad survey of world history from the Renaissance to modern day Middle East. Work includes use of resource materials, note taking, and examinations.

MODERN GLOBAL ISSUES

Grade: 11/12

Credit: 0.5 unit

This course focuses on the Cold War, its effects upon the third world, the stresses of rapid modernization in both the United States and developing countries, and on the movement towards globalization since the end of World War II. Through readings, videos, and discussion, the course will examine the integration of national economies, the blending of cultures and the impact of technological change. **NOTE: High School Graduation Requirement**

AMERICAN GOVERNMENT

Grade: 11/12

Credit: 0.5 unit

NOTE: The state of Missouri has mandated that all secondary schools 9-12 require a course in American government concepts. **All students are required to pass the American Government course as a graduation requirement. Students will take and pass the two tests required for high school graduation - U.S. Constitution/Government and Missouri Constitution/Government. Additionally, the American Government End-Of-Course exam will be administered to students enrolled in this course. This state-required assessment will contribute to the student's final grade in the course.** This is an introductory course to meet state requirements for the study of U.S. and Missouri governments.

Social Studies Elective Courses

CONTEMPORARY ISSUES

Grade: 11-12

Credit: 0.5 unit

Contemporary Issues is designed for the student who desires to: understand the process of news gathering and reporting by the media; examine and discuss major news events, and investigate issues and people affecting our local community, nation, and world. Requirements include internet research, group activities, and news presentations. Watching and listening to news outside of class is an integral part of this course.

GENERAL PSYCHOLOGY

Grade: 11-12

Credit: 0.5 unit

Psychology is designed as an introduction to the field of psychology, its history and its application in our daily lives. Students will observe behavior, study its theories, examine brain functions, evaluate approaches and test new and evolving hypotheses. In addition to standard expectations, students will be required to actively participate in class projects and activities.

GENERAL SOCIOLOGY

Grade: 11-12

Credit: 0.5 unit

This class is designed as a continuation of Sociology I. In addition to standard expectations, students will be required to participate in projects that require outside class time. Projects include observations and journal writing.

MATHEMATICS

Mathematics Graduation Requirements

ALGEBRA/GEOMETRY I

Grade: 9-10

Credit: 1 unit

This course is designed as the first year of a three-year sequence in Algebra and Geometry. The student should enroll in Algebra/Geometry II the following year. Topics include real numbers, patterns and generalizations, function notation, solving linear equations and inequalities, graphing and interpreting linear and exponential functions, solving and graphing systems of equations and inequalities, simplifying radicals, and solving word problems.

ALGEBRA/GEOMETRY II

Grades: 10-11

Credit: 1 unit

This course is designed as the second year of a three-year sequence in Algebra and Geometry. The student should enroll in Algebra/Geometry III the following year. Geometry topics include lines, angles, polygons, coordinate geometry, congruent triangles, similar polygons, quadrilaterals, Pythagorean Theorem, right triangle trigonometry, transformations, circles, measurement (area, surface area and volume) and constructions. Logic and reasoning as they apply to Algebra and Geometry are included. Algebra applications are integrated throughout the course.

ALGEBRA/GEOMETRY III

Grade: 11-12

Credit: 1 unit

This course is designed as the third year of a three-year sequence in Algebra and Geometry and includes some topics from Algebra II. Topics include polynomials; logarithms; simplifying algebraic, radical and rational expressions; graphing and interpreting linear, quadratic, absolute value, exponential and rational functions; solving linear, quadratic, radical, rational and non-linear equations; an introduction to Probability and Statistics; and problem-solving.

Mathematics Elective Courses

INTRO TO ALGEBRA II

Grade 11

Credit: 0.5 unit

PREREQUISITE: Teacher approval/Strongly recommend C- grade in Algebra I and Geometry

This course will be offered only to students who complete Geometry at the end of first semester. The student should enroll in Algebra II the following year. Topics include solving equations and inequalities; linear, exponential and quadratic functions and their transformations; systems of equations and inequalities including linear programming; and logarithms. ACT preparation will be included within each unit. Daily homework will be assigned. Graphing calculators are strongly recommended.

CAREER MATH I

Grade: 11-12

Credit: 0.5 unit

This course is designed for those students in need of an additional math credit beyond Algebra and Geometry. Career Math combines the aspects of consumer education with the reinforcement of fundamental algebra and geometry skills. Topics include equations, proportions, percents, measurement and geometry, probability and odds, statistics and data display, and income, purchasing and budgeting. Daily homework will be assigned.

CAREER MATH II

Grade: 11-12

Credit: 0.5 unit

This course is designed for those students in need of an additional math credit beyond Algebra and Geometry. Career Math combines the aspects of consumer education with the reinforcement of fundamental algebra and geometry skills. Topics include banking and credit, mortgages, transportation expenses, housing expenses, taxes, insurance and investments (stocks, bonds, IRA's). Daily homework will be assigned.

RECOVERY MATH

Credit: .25 unit (not Math credit; elective credit only)

Teacher/Administrative approval through qualifying test scores. This course is designed for students who need additional support in their regular math class. After students are assessed to determine their level in the District Essential Math Skills, they receive instruction on any math skills needing improvement. Class activities include software programs, website activities and direct instruction from the teacher. Pre-teaching and re-teaching of the regular math course content is included in the direct instruction from the teacher.

SCIENCE

Science Graduation Requirements

BIOLOGY I

Grades: 9

Credit: 1 unit

This course is required for all 9th grade students (unless enrolled in Advanced Studies Biology I) and must be passed prior to enrollment in another science course. It is designed as a college prep course and is a prerequisite to several other science courses. It is a comprehensive and detailed study of biology which includes the following topics: scientific methodology, chemistry of living things, cell structure and function, genetics, history of life theories, five kingdom system of classification, human biology and ecology. Good study skills and note-taking skills are required. Course involves daily reading or written assignments and laboratory work.

FUNDAMENTALS OF PHYSICS AND CHEMISTRY

Grade: 10

Credit: 1 unit

This course is required for all 10th grade students (unless enrolled in Chemistry I or Advanced Studies Chemistry I) and must be passed prior to enrollment in another science course. It is a laboratory-based course in which students explore fundamental chemistry, physics, and related earth and space science concepts and principles. Students enrolled in this course will develop problem solving skills and strategies while investigating the structure and properties of matter, chemical reactions, forces, motion, and the interactions between energy and matter. Working in a laboratory environment, students investigate the basics of chemistry and physics in solving real-world problems.

Science Elective Courses

SCIENCE OF NATURE

Grades: 11-12

Credit: 1 unit

This course incorporates the many different aspects of the world around us. Units include the science of survival, natural disasters, ecology, flow of energy through ecosystems, endangered plants and animals (world wide as well as Missouri species), identification of Missouri plants and animals, national parks, landscape design and greenhouse work. Students will apply practical knowledge to create several different products: disease pamphlet, endangered species newsletter, biome travel guide, landscape development and design, as well as collection and identification of Missouri plants. Greenhouse work will be expected. If grounds permit, students may help design and implement landscaping projects on school grounds.

PRACTICAL ARTS

Graduation Requirement 1.0 Credits Earned from the following courses

KEYBOARDING

Grades: 9-12

Credit: 0.5 unit

Learn to type faster with fewer errors. Students will receive instruction using Microsoft Word and enrichment software. This course includes an introduction to basic computer concepts and development of keyboarding speed and accuracy. Acquire proficient keyboarding skills through daily work, timed writings, objective tests, letters, multi-page reports, emails, and proofreading quizzes.

COMPUTER APPLICATIONS I

Grades: 9-12

Credit: 0.5 unit

Instruction using Microsoft Office 2013, including MS Word, Excel, Access, and Power Point. Acquire ability to create publications, analyze spreadsheets, merge documents, deliver presentations and use the Internet as a resource. Learn to integrate software programs to complete assigned projects. Utilizing professional training software, students will obtain the necessary skills to earn an industry certification from the Microsoft Corporation called Microsoft Office Specialist Certification (MOS) in the areas of Word, Excel, PowerPoint and Access 2013.

COMPUTER APPLICATIONS II

Grades: 9-12

Credit: 0.5 unit

Encompasses advanced competencies to strengthen skills in solving complex business problems through the integration of word processing, database management, spreadsheet analysis, desktop publishing, presentation/multimedia production and electronic communications. Utilizing professional training software, students will obtain the necessary skills to earn an industry certification from the Microsoft Corporation called Microsoft Office Specialist Certification (MOS) in the areas of Word, Excel, PowerPoint and Access 2013.

Updated July 2017

BUSINESS LAW

Grade: 11-12

Credit: 0.5 unit

Students will learn how to demonstrate their legal rights and personal responsibilities. Topics include criminal law; civil law; juvenile law; contractual law; consumer law; and the court system. Class Projects and a mock trial enhance classroom instruction. An understanding and analysis of legal principles will be the outcome of case problems.

COOPERATIVE CAREER EXPERIENCE (CCE)

Grade: 11-12

Credit: 0.5 unit/quarter

Average 15 hours per week supervised employment. Cooperative work experience program; job training provided by participating area businesses such as automotive, construction, day care, drafting, electrical, food service, industrial, maintenance/cleaning, mechanical, medical-related, and warehouse. Primary purpose is to provide experience and training in actual work situation. Employer contributes to evaluation.

NOTE: Leaving place of employment during the year requires approval of employer, coordinator, and administration

CAREER CONNECTIONS

Grade 11-12

Credit: 0.5 unit

This class is designed to help students achieve success now and in the future. Course study will include how individuals develop and function in family, work and community settings. This class will help students develop employability skills and explore career possibilities.

CHILD DEVELOPMENT: PARENTING ISSUES

Grades: 11-12

Credit: 0.5 unit

Parenting is for students of today who are planning for tomorrow. Students develop an awareness of the myths and realities of parenting. Topics include readiness to parent; developmental changes in families; balancing work and family; value of play; developing communication; family concerns and crisis; and decision making skills. This class includes sex education following the Missouri comprehensive guidelines (including human reproduction and sexually transmitted infections). The primary focus of Child Development: Parenting Issues is on pregnancy, prenatal development, birth, the first years of life and parenting practices. Adoption of an electronic "Real Care" baby and wearing the "Empathy Belly" are **optional** simulations for students taking this course. All three major areas of parenting (caring for, nurturing, and guiding children) are explored.

PERSONAL IMAGE

Grades: 10-12

Credit: 0.5 unit

This class is designed for students who are seeking to develop skills that make the most of individual characteristics. Topics include self-analysis, stress management, communication, professional and personal relationships, personal care, application of elements and principles of design, wardrobe planning and strategies to help them prepare for and be success in the workplace. Self-evaluation and personal involvement are stressed.

CULINARY FOUNDATIONS

Grades: 9-12

Credit: 0.5 unit

Learn the basics of food safety, selection, storage, preparation and planning meals on a budget. Learn culinary skills that you will use in your first time away from home as well as the rest of your life. Work in groups to plan, prepare and serve food products in a lab setting. Missed labs must be made up at home following any absences. This course is a prerequisite to Culinary Arts I.

FINE ARTS

Graduation Requirement 1.0 Credits Earned from the following courses

FOUNDATIONS OF DRAWING

Grade: 11-12

Credit: 0.5 unit

All beginning drawing students are welcome! In this course students will learn to see and draw accurately from direct observation as well as imagination. Students will study contour line, shading, proportion and perspective. Emphasis will be placed on accurately drawing basic forms from different angles and eye levels. Foundations of Drawing is a prerequisite for many of the other art courses.

FOUNDATIONS OF DESIGN

Grades: 11-12

Credit: 0.5 unit

This beginning level studio course is designed to develop the student's personal approach to problem solving while exploring basic principles of design. A variety of media will be used to create two and three dimensional art. Foundations of Design is also a prerequisite for many of the other art courses.

Updated July 2017

PHYSICAL EDUCATION

Graduation Requirement 1.0 Credits Earned from the following courses

FOUNDATIONS OF FITNESS

Grades: 9-12

Credit: 0.5 unit

This class is designed for students to learn and exhibit personal behaviors and habits that will lead to a healthy, active lifestyle. Students will not only learn to take responsibility for their personal health, but learn to exhibit proper social behavior in all types of settings. A variety of activities taught in class will allow students to assess, interpret, and implement a personal fitness plan. The following activities will be covered in class: aerobic and anaerobic fitness activities, resistance / circuit training, and nontraditional team game activities. (A student CANNOT enroll in Foundations of Fitness if they have already fulfilled their P.E. graduation requirement.) **Foundations of Fitness cannot be repeated.**

FITNESS 4 LIFE

Grades: 9-12

Credit: 0.5 unit

This course covers a variety of lifetime activities including tennis, golf / disc golf, horseshoes / washers, bocce ball, bowling, handball, badminton and table tennis. Physical fitness testing and a variety of fitness activities are also included within the curriculum. This class allows students the opportunity to develop their skill level, as well as apply learned skills, knowledge, and strategies within the context of the class activities. The class will include field trip experiences in some of the activities.

HEALTH AND WELLNESS

Course must be taken as a graduation requirement

HEALTH - WELLNESS FOR LIFE

Grades: 9-10

Credit: 0.5 unit

Students will learn about basic health information and services, and use such information in ways that will promote lifetime health and wellness behaviors. Throughout this course you, the student, will be able to put into practice important health skills and fundamentals learned in class. Other topics covered in this course are human growth and development, STDs and HIV/AIDS information.

NOTE: High School Graduation Requirement

PERSONAL FINANCE

Course must be taken as a graduation requirement

PERSONAL FINANCE

Grade: 11-12

Credit: 0.5 unit

Students will focus on their role as a citizen, student, family member, consumer and active participant in the business world. Students will learn various financial responsibilities including money management and credit management. Students will be provided an opportunity for self-awareness, expression and satisfaction in a highly technical and competitive society.

NOTE: High School Graduation Requirement

MISSOURI OPTIONS PROGRAM

Rationale for Summit Ridge Academy Missouri Options Program

The 2002-revised GED test increased the rigor of the curriculum necessary for successfully passing the examination. As a result the GED became a strong option for completing a high school program. To encourage students to remain in school and to offer an alternative for high school graduation, the state developed the Missouri Options Program. The Lee's Summit R-7 School District has decided to participate in this program for the following reasons.

- Reduce the number of students dropping out.
- Reclaim youth that have previously dropped out.
- Provide an additional option to our students to get a meaningful education, which gives them viable choices as a result of mastering a rigorous curriculum.
- Provide relevant experiences to connect these students to career and work place opportunities including life skills training.
- Provide an additional opportunity for our school district to continue building positive relationships with parents by providing their students with a solid education through an alternative structure.

LSHS, LSNHS, & LSWHS High School Diploma and Graduation Ceremony

Program Requirements: Students who fulfill this Missouri Options Program contract will receive a LSHS/LSNHS/LSWHS diploma and have the opportunity to participate in the home school graduation ceremony. The Missouri Options Regular Diploma Program Contract will include the following:

- Attend an average of 30 periods of HiSET academic instruction per week in math, social studies, science and communication arts.
- Remain enrolled as a full-time student.
- Complete credit in the following subject areas:
 - 1 credit in Fine Arts, Practical Arts, Physical Education, .5 credit in Health & Wellness, Personal Finance, and American Government
- Enroll in Work-study (CCE), Joe Herndon, Cass Career Center, or Summit Technology Academy.
- Complete 10 hours of community service.
- Pass the Missouri and United States Constitution tests, take state EOC & ACT with cohort group/graduating class.
- Pass the HiSET.

Enrollment process: Students will:

- Complete Referral Form at the home/sending school.
- Complete a placement test which will determine if a student is academically proficient enough and has the reading ability to successfully complete the HiSET. Bench mark is scoring at the high school level in reading and math.
- Complete an interview with Missouri Options Program Manager.
- Be advised that they cannot graduate from the program any earlier than their cohort group/graduating class
- Have the opportunity to participate in the home school (LSHS/LSNHS/LSWHS) graduation ceremony when the program requirements are fully completed and the student has completed 8 semesters of high school in a four year period.
- The building process coordinator and director of Special Services must approve all Missouri Options Program referrals for student with disabilities currently served under IDEA. If the student is approved the building SPED Coordinator must conduct a staffing which includes the SRA administrator prior to continuing the referral procedures.

Academic Process:

- Students will attend the Lee's Summit School District's Missouri Options Program 6 periods a day, five days a week, from 8:00 AM to 2:00 PM.
- Students will work on the five content areas of the HiSET: Math, Science, Social Studies, Communication Arts and Reading.
- Students expected to complete one lesson per class period.
- Students will be involved in independent and self-paced study through academic materials including workbook and computer based curriculum.
- Students may acquire required credits in Fine Arts, Practical Arts, & Physical Education from SRA or their home/sending school.
- No credit will be given for the HiSET course work completed in the Missouri Options Program. It is not a credit program but a competency based diploma program.
- Once a student masters the HiSET predictor tests, the student will be enrolled in the next available testing center.
- Upon completion of the program requirements, the student will receive a LSHS/ LSNHS/LSWHS diploma and have the opportunity to participate in one of the R-7 high school commencement ceremonies.

LSHS/LSNHS/LSWHS diploma and Summit Ridge Academy Graduation Ceremony

Program Requirements: Students who fulfill this Missouri Options Program contract will receive a LSHS/LSNHS/LSWHS diploma and have the opportunity to participate in the Missouri Options graduation ceremony at SRA. The Missouri Options Diploma Program Contract will include the following:

- Students will attend the Lee's Summit School District's Missouri Options Program 6 periods a day, five days a week, from 8:00 AM to 2:00 PM. *(There is a work-study options if the student qualifies)*
- Students will work on the five content areas of the HiSET: Math, Science, Social Studies, Communication Arts and Reading.
- Students expected to complete one lesson per class period.
- Students will be involved in independent and self-paced study through academic materials including workbook and computer based curriculum.
- Complete 10 hours of community service.
- Pass the Missouri and United States Constitution tests.
- Take state assessment tests with cohort group/graduating class.
- Pass the HiSET.

Enrollment process: Students will:

- Complete Missouri Options Referral Form at the home/sending school.
- Complete a placement test which will determine if a student is academically proficient enough and has the reading ability to successfully complete the HiSET. Bench mark is scoring at the high school level in reading and math.
- Complete an interview with Missouri Options Program Manager.
- Be advised that they cannot graduate from the program any earlier than their cohort group/graduating class.
- Have the opportunity to participate in the home school SRA graduation celebration when the program requirements are fully completed.
- The building process coordinator and director of Special Services must approve all Missouri Options Program referrals for student with disabilities currently served under IDEA. If the student is approved the building SPED Coordinator must conduct a staffing which includes the SRA administrator prior to continuing the referral procedures.

Academic Process:

- Students will attend SRA's Missouri Options Program 6 periods/day, five days/week, from 8:00 AM to 2:00 PM.
- Students will work on the five content areas of the HiSET: Math, Science, Social Studies, Communication Arts and Reading.
- Students expected to complete one lesson per class period.
- Students will be involved in self-paced study through academic materials including workbook/computer based curriculum.
- Students may acquire required credits in Fine Arts, Practical Arts, & Physical Ed from SRA or their home/sending school.
- No credit will be given for the HiSET course work completed at SRA (MoOpts is a competency based diploma program)
- Once a student masters the HiSET predictor tests, the student will be enrolled in the next available testing center.

Upon completion of the program requirements, the student will receive a Summit Ridge Academy High School Diploma and have the opportunity to participate in the Missouri Options graduation ceremony at the Summit Ridge Academy.

Note: If space allows during the 4th quarter of the school year, a junior in credit lag to such a degree as to not graduate on time (17 credits at the end of their Junior year) and can score at the high school level on the placement test he/she may be referred to SRA for 4th quarter to work on American Government, Health & Wellness and/or Personal Finance prior to their senior year. This would allow the student to be enrolled in the Missouri Options Program at the beginning of their senior year.

SPECIAL EDUCATION PROGRAM

Special Education and Related Services

Summit Ridge Academy is committed to serving at-risk students with disabilities who would experience academic success within an alternative school program. The number of students with disabilities served at SRA is representative of the District's special education incident rate of 8.5%.

- Provide instructional supports to students with disabilities in an alternative school environment.
- Increase the success/graduation rate of students with disabilities; this would be a no net increase to budget.
- Provide an additional option for students to transition from Hilltop or Miller Park to the student's home school.
- Provide a consistent programming for students that have been placed on long-term-suspension with or without an IEP.
- Increase the success rate of student that needing the services of an IEP but do not quality.
- Provide a behavior and social development course and recourse lab for struggling students.
- Provide an additional opportunity for our school district to continue building positive relationships with parents by providing their students with a solid education through an alternative structure.

Referral Procedures for Students with Disabilities:

- Home school counselor will start the referral process to SRA by completing their part of the SRA Referral form.
- If the student is on an IEP the referral will then go to the home school process coordinator,
- The process coordinator will complete a Least Restrictive Environment (LRE) Referral Form
- The LRE Team will review the referral form and make a formal recommendation.
- The home school will review the LRE Team recommendation and end the referral process or continue the referral process per home schools IEP meeting with the parents, student, staff, and a representative from SRA.
- The home school referring administrator will complete the referral form and email the completed referral to SRA's building principal and principal's secretary.

*It is important to note that credit recovery will be dependent upon the individual student's ability to keep pace with the designed program. The IEP team is responsible for determining necessary services and supports. SRA will offer modified curriculum courses in English, Math, and Transition Lab.