

Cassville R-IV Schools

A+ Program Partnership Plan



*"A Community Working Together Today
to
Develop Tomorrow's Leaders"*

**Cassville High School
2011-2012**

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Cassville R-IV Mission Statement

Through a quality education, the Cassville R-IV School District will challenge and support students to embrace knowledge, respect tradition, and foster community.

Goals of the A+ Program

- All students graduate from high school;
- All students complete a selection of high school studies that is challenging and for which there are identified learning expectations; and
- All students proceed from high school graduation to a college or post-secondary vocational or technical school or high wage job with work place skill development opportunities.

Requirements of the A+ Program

A student who qualifies according to the following criteria and continues an education at a Missouri public community college or vocational-technical school may be eligible for tuition, general fees, and up to fifty percent (50%) of the books' cost subject to legislative appropriation. Each student should enter into a written agreement with the school that includes the student social security number, both student and parent signatures, along with a citizenship agreement, and tutoring agreement. These forms should be completed and on file by January 15th or the first student-attendance day thereafter, of the student's graduating year. However, students are encouraged to enter the A+ Program and begin fulfilling the requirement process as early as possible and must have:

1. Been a U.S. citizen, eligible non-citizen, or legally present in the United States
2. Attended a designated A+ School on a full-time basis for three consecutive years prior to high school graduation;
3. Graduated from high school with a GPA of 6.875 or higher;
4. Maintained at least a 95 % attendance record for their four years of high school;
5. Performed 50 hours of unpaid tutoring or mentoring for other students which have been approved by the A+ representative;
6. Maintained a record of good citizenship and avoidance of the unlawful use of alcohol, drugs, and tobacco;
7. Made a documented, good faith effort to secure all available federal post-secondary student financial assistance funds that do not require repayment; and
8. Registered under the United States Military Selective Service Act and show proof of such registration if male and have reached their 18th birthday.
9. Beginning with the high school Class of 2015, students must have successfully completed the Algebra I end-or-course exam with a rating of proficient or advanced.

Introduction

This partnership plan has been developed in cooperation with the local advisory committee and submitted to the Board of Education of the Cassville R-IV School District for approval and adoption. This document and contents are a collaborated effort of the A+ Advisory Committee. The advisory committee provides valuable input as our community continues to develop and meet the goals of the A+ program. The advisory committee consists of the following representatives:

Parents
School District Staff and Administrators
Vocational/technical school representatives
Employers
Labor force
Business leaders
Students
Senior Citizens
Higher education
Government

Cassville High School A+ Schools Program Advisory Committee

Parents:

Mr. Jon Horner
Mr. Ron Richardson
Mr. Pete Landstad

Schools Staff and Administrators:

Mr. Richard Asbill	Superintendent
Mrs. Jill LeCompte	Director of Instruction
Mr. Joe Cavness	Facilities Director
Mr. Chris Redmon	Principal
Mrs. Gretchen Bussman	Counselor
Mrs. Patti Daniels	Counselor
Mrs. Julie Winborn	Counselor, Shell Knob Schools
Mrs. Shelley Henderson	Vocational business teacher
Mrs. Michelle Bright	Applied classroom teacher
Mrs. Tyne Rabourn	A+ Coordinator

Vocational/technical school representative:

Mr. Russ Moreland	Director, Southwest Area Career Center
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Business Leaders:

Mr. Bob Bishop
Mr. Mike Carr
Mrs. Jeanne Crim
Mr. Stan Kelley
Mr. Jason Mackey
Mrs. Lindsay Reed
Mrs. Rhonda Stafford

State Farm Insurance
D-Carr Investments, Inc.
South Barry County Hospital
Freedom Bank
First Baptist Church
The Cassville Democrat
FASCO Industries

Labor Representatives:

Mrs. Pam Barbour
Mrs. Shirley White

Missouri Workforce Development Career Center
Missouri Department of Social Services

Students:

Rebecca Haney
John Cavness
Jacob Clere
Emily Speakman
Cailey Trotter

Student Body President and A+ Student
A+ Student
A+ Student
A+ Student
A+ Student

Former Students:

August Grimes
Kayle Hammond
Janessa Sullivan

A+ student at Crowder College
A+ student at Crowder College
A+ student at Crowder College

Retired Adults:

Mrs. Sue Craig
Ms. Judy Schneider

Retired teacher
Retired teacher

Higher Education:

Mrs. Sarah Horine
Mrs. Linda Johns

Mrs. Robin Kier
Mr. Pete Sullivan

A+ Coordinator, Crowder College, Neosho
A+ Coordinator Ozark Technical College,
Springfield
Admissions, Crowder College, Watley Center
Director of Student Services, Ozark
Technical College, Richwood Valley, Ozark

Government:

Senator Jack Goodman
Representative David Sater
Mrs. Tracy Holle
Mrs. Mindi Artherton

Missouri District 29
Missouri District 68
Cassville City Mayor
Cassville Chamber of Commerce Executive
Director

Partnership Plan Sub-Committees

Advisory Council

Mr. Chris Redmon
Senator Jack Goodman
Mr. Mike Carr
Jacob Clere
Mrs. Jeannie Crim
Mr. Pete Sullivan

At-Risk Identification and Intervention

Mrs. Henderson, Chairman
Mr. Tom Dodson
Mayor Tracy Holle
Ms. Janessa Sullivan
Cailey Trotter
Mrs. Julie Winborn

Administration of Program

Mr. Stan Kelley, Chairman
Representative David Sater
John Cavness
Kayle Hammond
Mrs. Sarah Horine
Mrs. Lindsay Reed

Mechanism for Updating The Partnership Plan

Mr. Ron Richardson, Chairman
Mr. Joe Cavness
Ms. August Grimes
Rebecca Haney
Mrs. Linda Johns
Mr. Jason Mackey

Recruitment of Community Volunteers

Mr. Bob Bishop, Chairman
Mr. Richard Asbill
Mrs. Sue Craig
Ms. Kayle Hammond
Emily Speakman
Mrs. Rhonda Stafford

Counseling and Mentoring

Mrs. Patti Daniels, Chairman
Mrs. Robin Kier
Ms. Judy Schneider
Mrs. Shirley White
Mrs. Michelle Bright
Mrs. Jill LeCompte

Apprenticeship and Intern Program

Mrs. Gretchen Bussman, Chairman
Mr. Greg Allen
Mr. Pete Landstad
Ms. Pam Barbour
Mrs. Mindi Artherton
Jaime Everett

A+ Advisory Council

The A+ Advisory Council consists of administrators, a representative of the attendance review committee, counselors, a classroom teacher and members of local law enforcement. The responsibility of the Advisory Council is to review the attendance, citizenship, and grades of every graduating senior in the A+ Program.

Recommendations represent a consensus among the A+ Advisory Sub-Committees, the administration, and the A+ Coordinator. This consensus is summarized in the following document, and when adopted, will become the A+ Program Partnership Plan for the School District of Cassville R-IV Schools.

1. Specify a mechanism to receive information on an annual basis from those who developed the plan.
2. Detail procedures used in the school to identify students that may drop out of school and intervention services to be used to meet the needs of such students
3. Outline counseling and mentoring services provided to students who will enter the work force upon graduation from high school
4. Address apprentice and intern programs
5. Contains procedures for the recruitment of volunteers from the community to serve in the school
6. Review any recommendations for improving the A+ Program

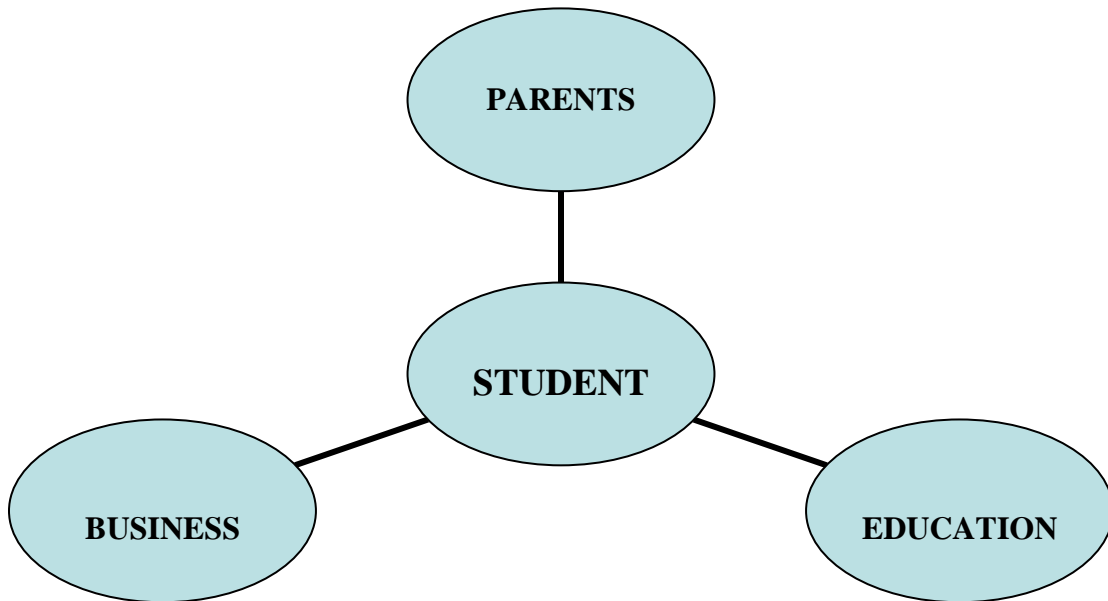
A+ Appeal Process

A student who does not meet the requirements of the A+ Program may appeal in accordance with the following guidelines:

1. If a student does not meet the requirements of the A+ Program for any reason, the A+ Advisory Council will convene to review local and state guidelines for determining A+ status.
2. Parents will be notified within twenty-four hours of the council's decision.
3. The student may appeal the decision of the A+ Advisory Council by submitting a written request to the Cassville Superintendent of Schools within 10 days.
4. If a parent or student is not satisfied with the decision, they may appeal the decision following the Board-approved grievance procedure for the school district.

SCHOOL-TO-WORK

PARTNERSHIP PLAN



Role of Student: Motivation to learn and practice, Develop knowledge and skills, Maintain a goal, Develop good study/work habits, Develop an understanding of the world of work, Develop and practice ethics and values, Develop the skills needed in group work, Use transferable relevancy skills with knowledge and skills learned, Remain active in the search for “What if”

Role of Parents: Overseer of schoolwork habits, Aid in selection of career cluster Support, Transferring of values, Communication

Role of Business: Provide opportunities for students to explore and practice skills, Provide educational input into student learning, Provide support for educational practices

Role of Education: Develop challenges for careers, Set the tone of real world environment, Develop skills and knowledge competencies, Develop a respect for the American system, Develop communication skills, Provide career guidance

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**Evaluation
of the
A+ Schools Program**

The Advisory committee evaluation team will annually review the requirements of the A+ Program and make recommendations for modification of the program to achieve the goals and objectives of the A+ School Program.

The A+ School Coordinator will supply the Advisory Committee with the evaluation instrument, criteria, data, and A+ Schools Program goals, objectives and activities to evaluate the progress of the program. The A+ School Coordinator will give a “state of the program” summary during the fall and spring general meetings of the Advisory Committee. The summary will include a comparative study of the past year’s reports. The summary will list areas of the program that need to be targeted for attention.

The instrument will consist of a checklist that denotes the goal, objective, or activity. The checklist will include areas to mark each objective and for:

- Goal meets expectations
- In progress
- Limited progress
- Not addressed
- Accomplished

The evaluation instrument will focus on process and student outcomes. The following student outcomes and process will be considered in the instrument.

Student Outcomes

- All students complete high school.
- Enroll in a two-year college within six months after high school graduation.
- Obtain a degree from the institution in which they enroll.
- Obtain a four-year college degree without remedial assistance.
- Become employed within six months after high school graduation in an occupation related to their career major.
- Enroll in a registered apprenticeship six months after high school graduation.

Process Measures

- All students have a personalized career planner and portfolio in the Tech Prep Program
- Students in the applied classes have a work-based learning experience during their high school years.
- All high school courses have core objectives that have measurable basic skills, thinking skills, and personal qualities that include application and integration.
- All students have a career path that is articulated with a local community college.

The local evaluation system will also use a gateway assessment for students. The assessment refers to a tenth-grade assessment of core competencies. This information is then used by the student

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to plan the last two years of high school and post secondary education. The counselors use core class grades, MMAT scores, PSAT test scores, and the COPPS inventory as assessment tools.

Other short-term indicators used to determine the effectiveness of the A+ School Program requirements will be as follows:

- Dropout reduction
- Increased persistence to graduation
- Improved attendance
- Decrease in loss of credit in courses
- A drop in discipline referrals
- Increase student enrollment in a vocational program
- Completion of Tech Prep articulated courses
- Community involvement with the partnership

The data from the Advisory Committee report will be organized and presented to the Cassville Board of Education by the A+ School Coordinator.

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Program Requirements	Meets Expectations	In Progress	Limited Progress	Accomplished
Goal #1 Ensure that all students will graduate from high school				
1. Reduction in drop-out rate				
2. Increase in persistence to graduation				
3. Decrease in discipline referrals				
4. Increase in ADA				
5. Decrease in loss of credit courses				
Goal #2 Complete challenging selection of high school studies with identified learning expectations.				
1. Core objectives (linked to state standard and goals). Outcomes will be identified for classes in content areas under curriculum review.				
2. Increase in applied classes with specified goals, objectives and outcomes.				
3. All students in a career pathway				
Goal #3 Proceed from high school graduation to a college or post secondary vocational or technical school, or high wage job with workplace skill development opportunities.				
1. Increase in attendance at two-year colleges				
2. Increase in attendance at four-year colleges				
3. Increase in completion of two-year programs				
4. Increase in completion of four-year programs				
5. Increase in high wage jobs and entry level opportunities.				
Maintained district-wide performance standards a. Student scores on the state-wide assessment will be above the norm in core areas.				
The specification of knowledge, skills and competencies, in measureable terms, that students must demonstrate to successfully complete any individual courses. b. Students have mastered core objectives in individual courses.				

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Goal 3 (Continued)

Program Requirements	Meets Expectations	In Progress	Limited Progress	Accomplished
<p>The establishment of student performance standards that lead to graduation. c. Students have maintained a career pathway.</p>				
<p>The discontinuance of general track courses within the high school. d. All students have a personalized career planner and portfolio that follows a career pathway.</p>				
<p>The establishment of rigorous coursework with standards of competency in basic academic subjects for students pursuing vocational and technical education. e. All high school courses have core objectives that have measurable skills, thinking skills, and personal qualities including application and integration.</p>				
<p>f. All students have a career path that is articulated with a local community college</p>				
<p>g. Students in the applied classes have a work-based learning experience during their high school years.</p>				
<p>The implementation of the partnership plan, in cooperation with a local advisory committee, that provides: h. Intervention services for these students,</p>				
<p>i. Established records to provide counseling and mentoring services to students entering the work force upon graduation.</p>				
<p>j. Recruitment of community volunteers</p>				
<p>k. Development of an apprenticeship program</p>				
<p>l. Enrollment of all vocational students in an intern program related to their career pathway.</p>				
<p>m. Annual updates of procedures to identify students who may drop out of school</p>				

At-Risk Program

Success

The Success Team will be comprised of the Teacher-Assistance-Team leaders and members as well as classroom teachers, counselors, support staff, and building administrators.

Each grade level or department level will have a Success Team leader that will also serve as the Teacher-Assistants-Team leader, who will be the liaison between the coordinator and his/her own grade level or department level.

The team will meet once monthly, or as needed. The team will meet with the At-Risk coordinator on an as-needed basis. The team will oversee programs at their building level and compile referrals. The building administrators will be the contact people for outside assistance from the community and government agencies.

Success Team and Teacher-Assistants-Team Leaders

Primary School	Kathy Henry
Intermediate School	Kami Willis
Middle School	Kaye Hughes
High School	Shelley Henderson

Counselors

Kristy Preddy
Amy Cole
Shelly Sparkman
Patty Daniels
Gretchen Bussman

Principals

Catherine Weaver
Melanie Stringer
Eric White
Coy Dalton
Chris Redmon
Terry Jamieson

Special Education Director

Amy Stephenson

Melanie Stringer –At Risk Director

Success Coordinator

417-847-3136

mstringer@cassville.k12.mo.us

Success Belief Statements

The Success Program will:

- Be intervention and prevention based

- Investigate the risk level of each participant

- Not base success or failure on family history and personal experiences

- Guide and present parents with information and services so that their children will be successful, active learners

- Provide services to students that improve student attendance, academic achievement, interpersonal relationships, and intrapersonal relationships

- Provide services that faculty identify as useful in increasing attendance, academic achievement, and/or positive self-esteem of their students

- Continue to add new programs to meet the needs of our students

- Give every student the opportunity to succeed

Success

CASSVILLE R-IV DISTRICT AT-RISK PROGRAM

The following components must be included in the At-Risk program:

1. Formal written procedure to identify at-risk students at all ages
2. Appropriate interventions and services to meet needs
3. Counseling and follow-up services for those who drop out
4. Written procedures to handle crisis situations
5. Evidence that the district notifies the Literacy Hot Line of all drop-out students

Definition- Individuals who are at-risk but whose continued education is in jeopardy because they are experiencing academic deficits, have become disaffected with school and learning, or are impacted by other factors which impede educational and social development.

Success Mission Statement- It is the responsibility of the staff to provide an educational environment that promotes academic, physical, and social success for district students.

Program Components:

- Preschool – Parents As First Teachers, annual screening, Success Team
- Primary- Building counselor, Teacher Assistance Team (TAT) leader, Success Team
- Intermediate- Building counselor, TAT Team leader, Success Team
- Middle School- Building counselor, TAT Team leader, Success Team,
- High School- Counselor, TAT Team leader, Success Team

SUCCESS
POSSIBLE PROGRAMS FOR SUCCESS STUDENTS

1. A+ Tutoring	High school students that are involved in the A+ program provide tutoring for elementary students. They meet with the referred students in small groups (1-3 students) and are supervised by an on-campus faculty member. Tutoring time is either before school or during school, approximately 1 hour, 2 days each week.
2. Before-School Care (Grades K- 8)	At 7:00 a.m., supervision is provided for students.
3. After-School Care (Grades K- 5)	After-school care begins at 3 p.m. with approximately 70 students taking part in both inside and outside organized activities.
4. Adopt a Student	Teachers are asked to provide names of students that appear to be "At-Risk". From this list of names, a faculty member can become a special friend to that specific student.
5. Faculty Referrals	Faculty members refer in writing at-risk students to the counselors.
6. Teacher Assistants Team (TAT)	TAT meets in order to develop strategies to improve academic success for at-risk students.
7. Perfect Attendance	Students are recognized weekly, quarterly, and monthly for perfect attendance and no tardiness. Office staff also makes phone calls to the home or parents' place of work to express concerns for the absence of a student.
8. Drug Abuse Resistance Education (DARE) Program	Students receive instruction in avoiding alcohol, drugs and violence.
9. In-School Suspension (ISS)	Students are assigned to the ISS classroom and given daily work from their teachers.
10. Breakfast	Students have the opportunity to eat breakfast daily in our cafeteria.
11. Counselor Presentations	Presentations by the school counselor are given to all classrooms. Teachers follow through as an everyday endeavor to stay violence free, drug free, and promote good citizenship as a way to live each day.
12. Violence Free	Incentives are given to classrooms that are violence free in grades K-12.
13. Professional Development	Staff will receive training to improve the academic performance of at-risk students.
14. Zeros Aren't Permitted (Z.A.P.)	This program is designed for middle school students who aren't turning in assignments or using class time to complete assignments.
15. Student Progress Committee	Members review the progress of students in grades 6-8 who are consistently failing core subjects. Team members determine a plan of action that will best serve the student's

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	needs.
16. Saturday School	This program is designed for middle and high school students that have exceeded the attendance policy.
17. Onsite Counseling	Onsite counseling is provided for students identified by principals.
18. Before and After-School Tutoring	Tutoring is offered by teachers before, during, and after school.
19. Summer School	Summer school is available to students, grades Pre-K-8, and identified at-risk students, grades 9-12.
20. G.E.A.R.S.	“G.E.A.R.S.” is the district enrichment program available for students qualifying as academically and intellectually gifted.
21. Title I	Pre-K-5 grade students meeting Title I eligibility receive push-in or pull-out remediation.
22. Progress Reports	Academic progress reports are provided to the parents according to district calendar or at parent request.
23. Co-curricular and/or Extra-curricular Activities	The middle school and high school offer a wide variety of activities that students are encouraged to participate in.
24. Parenting Classes	Classes are offered to parents looking to improve or expand their parenting skills. Parents of at-risk students are encouraged to take advantage of this opportunity.

SUCCESS REFERRAL REPORT

Student: _____ Grade: _____

Date of referral: _____

Referred by: _____

Reason(s) for referral: _____

Interventions attempted: _____

Contact with parents (include date): _____

Comments:

Success Leader

Date

SUCCESS STUDENT CHARACTERISTIC CHECKLIST

Student: _____ Date: _____

Grade: _____ Referral made by: _____

	Amount of Items Checked	Equal Points
ACADEMIC		
<input type="checkbox"/> Drop in grades, lower achievement	0-1	0
<input type="checkbox"/> Decrease in class participation	2-3	5
<input type="checkbox"/> Failure to complete or turn in assignments	4-5	10
<input type="checkbox"/> Easily distracted	6-7	15
<input type="checkbox"/> Absenteeism		_____
<input type="checkbox"/> Tardiness		
<input type="checkbox"/> Often in In-school suspension (ISS)		
BEHAVIOR		
<input type="checkbox"/> Defiance of the rules	0-2	0
<input type="checkbox"/> Irresponsibility, blaming, denying	3-4	5
<input type="checkbox"/> Fighting	5-7	10
<input type="checkbox"/> Cheating	8-12	15
<input type="checkbox"/> Sudden outbursts of anger, verbally abusive	12-14	20
<input type="checkbox"/> Attention-getting behavior	15-17	25
<input type="checkbox"/> Crying		_____
<input type="checkbox"/> Hyperactivity, nervousness		
<input type="checkbox"/> Erratic behavior		
<input type="checkbox"/> Sudden popularity		
<input type="checkbox"/> Older social group or younger social group		
<input type="checkbox"/> Inappropriate responses		
<input type="checkbox"/> Lacking social skills		
<input type="checkbox"/> Depression		
<input type="checkbox"/> Defensive behaviors		
<input type="checkbox"/> Withdrawn, difficulty relating with others		
<input type="checkbox"/> Talks freely about substance use		
PHYSICAL SYMPTOMS		
<input type="checkbox"/> Deteriorating personal appearance		
<input type="checkbox"/> Poor hygiene		
<input type="checkbox"/> Sleeping in class		
<input type="checkbox"/> Frequent cold-like symptoms		
<input type="checkbox"/> Unsteady on feet		
<input type="checkbox"/> Unusual/strong smell		
<input type="checkbox"/> Frequent complaints of nausea or vomiting		

Success Determinations for the High School

Every teacher receives a copy of the Cassville R-IV district Success guide at the beginning of the school year. In the event a teacher sees potential problems in a student's academic, behavior, physical, or environment as listed on page nine of the Success guide, that teacher will contact the student's Achievement for Career and Educational Success (ACES) advisor. In instances of potential danger to the student or others, the counselor and principal are notified immediately.

Students are assigned to ACES advisors as 9th graders for their four years of high school. Advisors have an opportunity to spend time with their students twenty minutes each day for four weeks each semester and thereafter for twenty minutes one day a week. During that time, advisors have an opportunity to develop a rapport with their students and can more easily address potential problems. In addition, the ACES advisor has an opportunity to visit with parents at least twice a year during parent-teacher conferences and build a positive relationship with the parents as well. On occasions, a call to the parent by the advisor will shed some light on a potential concern. After the advisor has reviewed the situation and talked with the student, parents, and other teachers, a Success form is completed (Page 8 of Success guide) and given to the counselor. The counselor determines the seriousness of the concern and schedules a meeting with the student and/or parents and may include the ACES advisor. Recommendations are made and the concerned teacher is advised of programs or procedures that are available to the student.

The counselors report potential problems and actions to be taken to the high school administration and to the Success director.

**Counseling
and
Mentoring Services**

The Career Awareness Sub-Committee of the A+ Advisory Committee has reported the following career awareness opportunities in the Cassville R-IV School.

Grades K-5

1. Community helpers have information about various careers.
2. Career awareness is incorporated into group guidance lessons.
3. A Career Dress-Up Day is celebrated each year. Students research a career and dress up in career attire. Each student reports on his/her chosen career.
4. Walking field trips allow students to see careers and business first-hand.
5. Business patrons provide various career opportunities.

Sixth Grade

1. Each classroom unit presented to the sixth, seventh, and eighth grades will include some discussion on career choices and pathway.
2. Speakers are invited to speak to students in the middle school on careers. Question and answer sessions follow. This activity is coordinated by the classroom teachers.
3. The sixth grade is given an opportunity to play a game called *Career Shakers and Movers*. It gives the students an opportunity to consider possible career choices, the likes and dislikes of some careers, and the training required. The presenter of this unit tries to make students more aware that even though a career may not be attainable, one can still work in the chosen field. Example: Becoming a legal assistant rather than a lawyer. It is stressed that all occupations are important.
4. Decision-making skills are included in a unit on goals and how to reach the goals. This gives student an opportunity to discuss the various avenues on reaching a goal.
5. Students travel by bus to visit the Southwest Area Career Center in Monett, Missouri.

Seventh Grade

1. Learn to use the Dictionary of Occupational Titles and the Occupational Outlook Handbook.
2. Use of individual portfolio-filling out information. Time is spent making students more aware of work experiences they have had which do not include a salary.
3. Career Cluster Unit – Students are shown transparencies of different occupations in each of the career paths. Question and answer sessions are used as a follow-up.
4. Unit on handling failure.

Eighth Grade

COPS-R and follow-up on career portfolios
Use of American Career High School Planning Guide

1. Exploring Career Paths is used in the eighth grade classroom prior to the high school counselor discussing a four-year plan for high school.
2. Students are encouraged to use the Dictionary of Occupational Titles and the Occupational Outlook Handbook.
3. Teachers are encouraged to use career awareness in the classroom. This is done in each subject area to help students recognize where skills learned in school might be used.
4. Students are bussed to Crowder Community College to tour the campus and receive information about the Tech Prep Program.

Grades 9-12

1. An A+ Career Planning Guide breaks down each pathway into recommended slates of courses for career directions.
2. Career Day enables students to hear a variety of career speakers.
3. Various teachers have work-place representatives as classroom speakers.
4. Career tapes are used in guidance curriculum units.
5. Sophomores use computers to explore career options.
6. The ASVAB test and classroom activities are administered to juniors.
7. Eleventh-graders participate in a week-long career unit using "Choices" interest and aptitude surveys and other district materials.
8. Juniors and seniors attend College Tech fair to learn about various educational opportunities.
9. Seniors participate in Senior Hire Day, a time when many workplace representatives visit the Southwest Area Career Center.
10. Seniors receive work-place counseling in guidance curriculum units.
11. Students receive guidance and role play opportunities for job interviews as well as assistance in developing their resumes.
12. Applied communications classes focus on communication in the workplace.

**Job Shadowing
Internships
Apprenticeships
Supervised Business Experience**

Job Shadowing

Purpose:

- To provide students with practical information about occupations.
- To provide students with information pertaining to the relevance between job skills and related high school courses.
- To provide students with an incentive to stay in school and plan for his/her future.
- To provide students with pertinent information that will help them make good decisions about further education and training.

Procedure:

1. Students obtain a job shadowing application from the A+ office.
2. Students complete application and submit to A+ Coordinator.
3. Employer will be contacted and time for shadowing experience established.
4. Students will be notified and a parental permission slip sent home
5. Students will complete a "Teacher's Permission to Travel" permit and return it to the A+ office.
6. Students will return permission slip.
7. Students will participate in job shadowing experience.
8. Students will complete questionnaire and submit to A+ office to be filed in student's A+ folder.

Employer will also complete an evaluation of the job shadowing experience.

Student Expectations:

- Students will be allowed to job shadow in areas related to their career pathway selection (or explore all career paths).
- Students will be well groomed and appropriately dressed for their shadowing experience.
- Students in grades 12 have access to job shadowing experiences.
- Students will be responsible for their own transportation to and from the work-site.
- Students are expected to be at work-site by the scheduled time. If an emergency situation arises, students are expected to contact the work-site and the A+ off immediately.
- Students who participate in job shadowing experiences and meet the requirements will not be counted absent from school. However, students are responsible for completing assignments in advance due to the experience. Coordination with teachers prior to approval is required.
- Job shadowing experiences will be dependent upon the availability of placement within the community or area.

Apprenticeship Programs

Cassville High School students will be made aware of the opportunities available through apprenticeship training. Those expressing interest will be referred to the Bureau of Apprenticeship Training in Springfield, Missouri upon graduation from high school.

Local business and industry will be surveyed to determine if opportunities exist for establishing apprenticeship programs locally.

Intern Programs

Currently students attending the Southwest Area Career Center can participate in intern programs during the second semester of their second year of training.

Special services students have many opportunities throughout the year to serve as interns with credit being awarded for the experience.

Supervised Business Experience

Cassville High School students who have completed or who are currently in a business class may participate in the supervised business experience program.

The supervised business experience coordinator contacts businesses in the area to determine the availability of jobs related to business classes taught in the high school. Requirements of the business are that a student be allowed to work at least two hours a day, be paid at least minimum wage, and have a supervisor on the job who will give direction and complete a supervisor's evaluation. Requirements of the school are that the coordinator visit at least two times a semester and observe the student in the workplace. The coordinator will serve as a liaison between the business and the student and provide any instruction needed to ensure proficiency in the workplace.

Volunteer Programs

Procedures for the Recruitment of Volunteers from the Community

The Cassville R-IV School District is fortunate to have a community that is very supportive of the efforts of the local school system. The community is also very eager to provide volunteer services to the district. These services provide a variety of educational opportunities for our students. Volunteer services can be categorized as:

Volunteers who enhance School-Based learning

Examples:

- Community volunteers in classrooms, libraries, and for special projects
- Informational speakers in the classroom or for assemblies
- Career awareness speakers
- Guest speakers for guidance/career exploration programs
- Professional and vocational volunteers in special programs

Volunteers who enhance Work-Based learning

Examples:

- Job shadowing through area businesses
- Field trips
- Work experience (Agriculture and Business Departments)
- Special Services Work Experience Coordinator
- Teacher volunteers to supervise cadet teachers

Volunteers who enhance Social/Educational development outside school

Examples:

- Youth Athletic coaches
- Booster clubs
- Sponsors for educational trips
- Alumni organizations
- School committee members
- Advisory Board members
- School Board members

Each building administrator may establish guidelines for volunteers according to the school's educational needs and objectives.

Program of Work

Cassville R-IV Schools
A+ Program of Work

August

New Students and Freshmen Orientation
Grade-level Meetings
Open House

January

Principal's Interviews
Status Reports
New tutoring classes

September

Confirm Advisory Committee
Partnership Plan
Annual Self-Monitoring Report

February

Senior Follow-up
Schedules for Tutors
SW District Coordinators' Meeting

October

Advisory Meeting
Parent-Teacher Conferences
Tutor Evaluations

March

FAFSA Reminders
Parent-Teacher Conferences
Tutor Evaluations

November

Board Meeting
Building Bridges
Student Status

April

FAFSA Deadline
A+ Advisory Meeting
Summer School Tutors

December

Audit Senior Folders
Competencies for Semester Classes
SW District Coordinators' Meeting

May

Senior Awards Ceremony
Graduation
End-of-Year Report

June

Summer School
Core-Data Report

A+ Program Forms

A+ SCHOOLS

Cassville R-IV School District Financial Incentive Agreement

Student's Legal Name _____

SSN# _____ Expected Graduation Date _____

A+ certification will only be granted to students who sign required A+ documentation in ink using their legal names. A student who qualifies according to the following criteria and continues an education at a Missouri public community college or vocational-technical school may be eligible for tuition, general fees, and up to fifty percent (50%) of the book cost subject to legislative appropriation. Each student should enter into a written agreement with the school prior to January 15th or the first student-attendance day thereafter, of the student's graduating year. However, students are encouraged to enter the A+ Program and begin fulfilling the requirement process as early as possible and must have:

1. Been a U.S. citizen, eligible non-citizen, or legally present in the United States
2. Attended a designated A+ School on a full-time basis for three consecutive years prior to high school graduation;
3. Graduated from high school with a GPA of 6.875 or higher;
4. Maintained at least a 95% attendance record for their four years of high school;
5. Performed 50 hours of unpaid tutoring or mentoring for other students which have been approved by the A+ coordinator;
6. Maintained a record of good citizenship and the avoidance of the unlawful use of alcohol, drugs, and tobacco;
7. Made a documented, good-faith effort to secure all available federal post-secondary student financial assistance funds that do not require payment;
8. Male students must register under the United States Military Selective Service Act and show proof of such registration; and
9. Beginning with the high school Class of 2015, students must have successfully completed the Algebra I end-or-course exam with a rating of proficient or advanced.

The student financial incentive is designed to be available for a period of four years after high school graduation. To maintain eligibility during that time, each participating student must enroll in and attend a Missouri Public community college or vocational-technical school on a full-time basis and maintain a GPA of 2.5 or higher.

I, _____, agree to strive to meet the responsibilities of the A+ Program, which, if met, will entitle me to the rights of this agreement subject to state funding approval. I understand that any false information will disqualify me from A+.

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

A+ Representative Signature: _____ Date: _____

A+ STUDENT CITIZENSHIP POLICY

Cassville A+ students must adhere to the rules and policies as described in the *Cassville High School Student Handbook*, and approved by the Cassville R-IV Board of Education. In addition, they must exemplify good citizenship characteristics.

Practicing good citizenship is a key component in becoming a productive member of society. Cassville School District's staff, parents, students, and community believe that good citizenship requires positive contributions made by an individual or group, which can be evidenced through:

- **Honesty** – demonstrate honesty in completion of school activities, assignments, and tests.
- **Respect for others** – exhibit a courteous, positive, and cooperative manner toward fellow students, parents, teachers, and administrators. Show respect for others and their property.
- **Responsibility** – demonstrate responsible behavior through completing assignments, arriving in class on time, and being prepared.
- **Obedience to rules and laws** – abide by the rules and policies stated in the *Cassville High School Student Handbook*. Do not possess or use tobacco, alcohol, drugs, inhalants, or controlled substances as defined by the law. This does not include those drugs prescribed to the student by a licensed physician. (See Student Handbook for use at school). In addition, students shall not have pled guilty, or nolo contendere (no contest) to, received a suspended imposition of sentence or suspended execution of sentence, or deferred prosecution for, or been convicted or found guilty of a misdemeanor or felony.
- **Community and school participation** – actively participate in school and community functions including fifty hours of unpaid mentoring or tutoring.
- **Attendance** – upon graduation students must have sustained a 95% attendance record.

The A+ Council will meet a minimum of two times per year to review cases involving students who are in violation of the A+ student citizenship policy. At that time, the student may be removed from the A+ Program or placed on probation. If placed on probation, the student and parents will be required to attend a conference within ten school days of the notification in order for the student to remain in the A+ Program.

If the student observes the above guidelines, he/she could be eligible for two year's tuition paid by the state of Missouri at any public community college or vocational/technical school if all other A+ School requirements are satisfied. Before the state will reimburse the college for tuition, however, it will be the student/parent's responsibility to make application for all other available federal funding that does not require repayment. If funding is granted and dependent upon the availability of state funding, the A+ School's financial assistance will cover only the balance remaining for tuition after the federal assistance is expended.

I understand that violation of the above rules may result in the student's removal from the Cassville R-IV Schools' A+ Program. However, the use of alcohol, drugs, or the participation in a felonious act will result in immediate release from the A+ Program.

(Student's signature)

(Date)

(Parent/Guardian's signature)

Name _____ Grade: 9 10 11 12

Student or Class being tutored	Grade	Date	Time In	Time Out	Hours to the nearest .25	Teacher's Signature (on diagonal line)
Example: Suzy Smith	3rd	12/15/2010	9:05 AM	9:45 AM	0.75	no initials please
						/

Weekly Total: _____

This weekly time sheet is used for A+ tutoring classes only. Students tutoring intermittently will use the time sheet provided on the previous page.

Weekly Journal for A+ Tutoring

Name: _____

Instructions: The purpose of this assignment is to document your tutoring experience. Therefore, you should complete all sections of each day as thoroughly as possible. You should utilize all rules pertaining to grammar, spelling, and sentence structure. Your journal is due each Friday at which time you will be given a new worksheet for the current week.

***** **HINT** ***** Don't Wait! Complete each day while the information is still fresh in your mind. If you wait and try to do several days at a time, the assignment will be harder to complete.

Monday _____ Today I helped _____ with

Today my success story is:

Ways I can improve as a tutor or help the student improve:

Tuesday _____ Today I helped _____ with

Today my success story is:

Ways I can improve as a tutor or help the student improve:

(Over)

Wednesday _____ Today I helped _____ with

Today my success story is:

Ways I can improve as a tutor or help the student improve:

Thursday _____ Today I helped _____ with

Today my success story is:

Ways I can improve as a tutor or help the student improve:

Friday _____ Today I helped _____ with

Today my success story is:

Ways I can improve as a tutor or help the student improve:

A+ Tutoring Evaluation

Cooperating Teacher

Tutor's Name _____

Date _____

Conduct: 50 points serves as a role model for the children/follows expected rules
Good Satisfactory Poor

Attitude: 75 points maintains a positive, professional, caring attitude toward all children
Above and Beyond Good Satisfactory Needs Improvement Poor

Appearance: 50 points dresses properly without causing a distraction; smiling and positive
Good Satisfactory Needs Improvement Poor

Communication: 50 points uses proper language, maintains patience, discusses appropriate topics
Good Satisfactory Needs Improvement Poor

Productivity: 75 points remains on task, working with the children and helping them learn
Above and Beyond Good Satisfactory Needs Improvement Poor

Punctuality: -points/each time late _____

Attendance: for each day missed, follow the point deduction: _____
0 point for a school event
-10 points if notified before first morning bell
-25 points if not notified before absence

Total Points/Grade

It is helpful to the tutors if you comment. For example, how can the tutor improve and/or what is he or she doing well? Thank you for your cooperation! Comments:

Cooperating Teacher Signature _____