# Table of Contents

| [**Table of Contents 1**](#_5e0lek6gxb45)[**Overview 2**](#_6xtguj2rpv79)[**Individual Career Academic Plan (ICAP) 3**](#_pzj3xttdbi9p)[**Kairos Academies High School Minimum Graduation Requirements 4**](#_cjb8idt2d6cc)[Kairos Academies Course Catalog 6](#_ed60hj8yjniw)[**Earning Credit Toward High School Graduation at Kairos Academies 7**](#_6yqpjw2cg2tq)[High School Promotion Policy 8](#_4q453oe4lmq5)[Classification and Promotion of Students 8](#_tf71l8vnchf)[Credit Recovery 8](#_fjwfprnqmlfo)[Attendance Requirements 9](#_8pr21w8jqhug)[Attendance Appeals 9](#_eiymtfpftvly)[Kairos Academies Transcripts 10](#_5avo4cp4d14l)[Community Service Hours 10](#_plkhnfqaptlq)[**Kairos Academies Diverse Learning Services 10**](#_knofiy3hpd0k)[**Kairos Academies Assessments 12**](#_vskwzexfcwit)[Classroom-Level Assessments 12](#_r7pzep6fcqev)[State-level Assessments 12](#_7oegi51a6y5m)[End-of-Course (EOC) Assessments 12](#_xxzra55fbkpf)[Additional State-level Assessments 13](#_rqjxho1hqcgf)[National Assessments 14](#_155abn75zi44)[**Guidance on Transfer Students and Variances to the State Minimum Graduation Requirements 14**](#_cpehmnfhd5eo)[Placement, Credit, and Variances for Students Who Transfer into Kairos 14](#_907bj1ywbu1g)[Students Transferring Between School Districts/Charters with Significantly Different Schedules and Graduation Requirements 16](#_poy7mwi8jerf)[**Other Credit-Related Topics 16**](#_mi6soi99n6vs)[Dual Credit / Dual Enrollment / Advance Placement/ Off Campus Learning Opportunities 16](#_fpkhcaj16h79)[Credit for Alternative Arrangements 17](#_uruf1koc8mv7)[Middle School Students Who Complete High School Level Courses 17](#_3qjrrb7d51z1)[**Special Endorsements 17**](#_uo5ehw4jjh4)[**Appendix A: Statutory Requirements Related to Course Work and Instruction 17**](#_hdijdle1u06c)[U.S. and Missouri Constitutions: American History: and Federal, State, and Local Government (Section 170.011, RSMo): 17](#_mzy350nxu90q)[Missouri Civics Education Initiative (Section 170.345, RSMo): 19](#_v8r99akvirr)[CPR Instruction (Section 170.310, RSMo): 19](#_vyvxqa7q1ogy)[Mental Health Awareness Training Policy [MCPSA] 19](#_2uh6nw4)[Human Sexuality And Sexually Transmitted Diseases Instruction Policy (MCPSA) 20](#_ohb8jkaxthwj)[**Appendix B: Coursework Guidance from Missouri DESE 23**](#_faekqychn0if)[**Appendix C: Missouri Coordinating Board for Higher Education Recommended High School Core Curriculum 26**](#_7s62j91rqzqn) |
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# Overview

Thispublication outlines the Kairos Academies graduation requirements and options for earning credits toward a high school diploma that meet the requirements set by the Missouri Department of Elementary and Secondary Education (DESE).It has been created as a resource for the Kairos Academies community to inform students, their families, teachers, and staff about current requirements and policies to facilitate students’ college and career readiness.

In 2006, the Missouri State Board of Education approved 24 units of credit as the minimum graduation requirements beginning with the class of 2010. This includes four units of English language arts and three units each of mathematics, science, and social studies, along with one credit each of fine arts (e.g., music, dance), practical arts (e.g., entrepreneurship, intro to marketing), and physical education. In addition, students must earn a half unit of credit in health education and personal finance. The remaining seven units are electives. Within a safe and supportive school environment, Kairos Academies will work to ensure students meet these graduation requirements as they develop into learners and leaders within their community and the world.

The Missouri Department of Elementary and Secondary Education has established the following minimum graduation requirements to ensure graduates have taken courses that provide them with the essential knowledge, skills, and competencies as identified in the Missouri Learning Standards to be successful after graduation. The Coordinating Board for Higher Education has recommended coursework for students who plan to enroll in college, although each college has specific admission requirements and placement practices. Students and families are strongly encouraged to discuss admission requirements and placement practices at the specific colleges or universities that students plan to apply to, as they build their college lists. For instance, our requirements are for two credits of the same foreign language, but some colleges may prefer three credits of the same foreign language.

# Individual Career Academic Plan (ICAP)

With support of the Kairos Academies faculty and staff, students will develop an Individual Career and Academic Plan (ICAP) that creates a roadmap of coursework and career exploration for high school and beyond. The development and implementation of a student’s ICAP is critical in maximizing a student’s high school experience at Kairos Academies and ensuring they make consistent progress toward high school graduation. The co-development of a rigorous and relevant ICAP is based on students’ career aspirations, and can open doors of opportunity that lead to a lifetime of economic and social productivity.

An ICAP is a student’s roadmap to their future, which includes their planned coursework, assessments, student organizations, and career-awareness experiences (e.g., internships, apprenticeships). The foundation for the ICAP begins at the elementary level, when students become aware of the world of work and career paths. In the middle grades, students are provided with career and educational exploration activities (e.g., career inventories, guest speakers, career pathway projects), meet regularly with Kairos Academies faculty and staff, and use the [Kairos Academies ICAP form](https://mail.google.com/mail/u/2/#inbox?compose=CllgCJqZhZQMcCVTQWqkHXKFBsjRLRxSqHVgXpPNQcQQgpBXZLgTdTKZtzLkJcXbHcHFkPSWGCg&projector=1). This will inform the development of an initial ICAP by the end of the eighth grade.

Students who transfer into Kairos Academies after eighth grade will meet with the College and Career Counselor or another Kairos staff member to review and revise their existing ICAP to align with Kairos Academies graduation requirements and options. Students who transfer into Kairos Academies without an existing ICAP (e.g., they transfer from out of state) will develop an initial ICAP with the College and Career Counselor by the end of their first full semester after transfer.

To develop a personalized and rigorous ICAP, students need support in understanding their interests, abilities, and values; academic strengths and weaknesses; and career aspirations. They also need knowledge of current high school courses, programs, and extracurricular activities and understand how they connect to or inform their future career aspirations.

Coursework such as Next Prep, group and individual sessions with the College and Career Counselor, and regular meetings with Kairos Academies faculty and staff will inform students about Kairos Academies graduation requirements, postsecondary opportunities (e.g., college, technical training) and requirements (e.g., college entrance exam scores, licensure certificates). Teachers and mentors also contribute to helping students build knowledge of self and future aspirations.

It is essential that school personnel, students, and their families continuously review and modify ICAPs as appropriate to make sure students are on-target for graduation, transition, and their specific postsecondary plans. The goal of this planning and monitoring process is that all students graduate ready for success in their chosen postsecondary path. At the start and end of each year, the College and Career Counselor will meet individually with students to review progress and adjust as necessary (e.g., changed career aspirations, extended break from school, changes in academic performance or support needs).

Through open houses, Parent Academy sessions, and communications software (e.g., Dean’s List, PowerSchool), Kairos Academies will invite families to participate in their student’s ICAP development and review processes and keep them informed of progress and adjustments. The Manager of Student Experience or another Kairos staff member will manage the ICAP development and review process with support from the College and Career Counselor, mentors, and families.

# Kairos Academies High School Minimum Graduation Requirements

Kairos Academies High School Graduation requirements align with the Missouri State Board of Education requirements and the Coordinating Board for Higher Education’s recommended coursework for students who plan to enroll in college.

| Screenshot of Kairos Academies High School Graduation Requirements Table |
| --- |

\*Click to review complete details about course content and DESE required assessments.

## Kairos Academies Course Catalog

The Kairos Academies Course Catalog lists and describes the courses currently offered at Kairos Academies. State requirements, student interests and/or needs, and teaching capacity inform these course offerings. Each high school course description summarizes the course goals and outcomes, prerequisites, earned credit (½ or 1), and grade level offered. Kairos Academies staff commits to maintaining and communicating an updated and accurate catalog at the start of each semester to inform students and their families planning of their high school career and beyond. For courses informed by Missouri statutory requirements, see Appendix A for more details.

## Earning Credit Toward High School Graduation at Kairos Academies

Kairos Academies applies the Carnegie Units[[1]](#footnote-0) approach to award academic credit per course to students. A year-long course, such as ELA or math, totals 1 academic credit (½ credit per semester). A semester-long course, such as health or personal finance, totals ½ academic credit. These credits are recorded on students’ official transcript at the end of each semester.

Students earn academic credit based on time, course requirements, and achieving a passing grade.

**Time**: To receive course credit, students must meet the attendance requirements stated in the High School Promotion Policy section below. Kairos administrators, faculty and staff communicate the importance of daily attendance to students and their families, and follow up with families when students are absent from class or school. Students are expected to participate in person during class to deepen their understanding and application of course knowledge with teacher guidance, feedback, and resources, and opportunities to collaborate and communicate with peers.

**Course Requirements**: At the start of each course, Kairos Academies will provide students and their families with a course document (e.g., syllabus) online or in hard copy that includes at minimum the following

* Title, course description, primary course materials
* Learning objectives; key learning activities, tasks or assignments; and assessments (e.g., quizzes, tests, essays or reports, projects, EOCT if applicable)
* Grading criteria (e.g., letter grade cutoffs, scoring rubrics, level of proficiency/mastery)

**Achieving a Passing Grade**: To receive course credit, students must meet the course requirements as communicated in the course document. All courses will detail score breakdowns per course, and each course teacher will communicate the breakdown to students and their families per course documents. Within each course, Kairos Academies strives to implement a competency-based grading process:

* Competencies include explicit, measurable, transferable learning objectives.
* Students are graded based upon demonstrated progress toward or mastery of learning objectives.
* Assessments are meaningful, and generate learning data to inform to instructional adjustments
* Students receive timely, differentiated support based on their individual learning needs
* Learning outcomes emphasize competencies, which include application and creation of knowledge.

## High School Promotion Policy

### Classification and Promotion of Students

Classification and promotion of students attending Kairos Academies is determined on an annual basis.

| **Criteria** | **Classification** |
| --- | --- |
| Successfully completed the eighth grade in an accredited school | Ninth Grade (Freshman) |
| 6-11 credits earned | 10th Grade (Sophomore) |
| 12-17 credits earned | 11th Grade (Junior) |
| 18 or more credits earned | 12th Grade (Senior) |

Promotion decisions will be made with respect to evidence including but not limited to:

* Course performance for prior and current years and during credit recovery
* Participation in credit recovery and evidence of student work upon completion
* Student attendance during the school year and credit recovery
* Evidence from additional interventions and supports

The official reclassification of a student who falls behind in the number of credits earned may be delayed if, in the opinion of the Kairos Academies administration, there is reason to believe that the student will be eligible to graduate at the appropriate time.

### Credit Recovery

Credit recovery provides an opportunity for high school students (grades 9-12) who would otherwise fail a course to complete the requirements of the class. At the end of Cycle 6, the content teacher must outline the deficiencies the student must correct in order to receive credit for the class and determine if the students can complete the required coursework during Cycle 7 and/or additional inservice periods. If not, students must repeat the course during the next academic school year.

If credit can be recovered during these times, the designated credit recovery teacher will act as a monitor (resource teacher) to students as they work to complete the required coursework. Because students in the class may be working in a variety of subject areas, the supervising teacher may hold any valid Missouri teacher certificate except an early childhood certificate or non-degree vocational certificate.

### Attendance Requirements

To receive credit or a final grade in a class, a student must attend a certain number of school days within the academic year. Students in danger of failing due to excessive absences may be allowed to make up missed time in class sessions held outside the regular class time. The make-up sessions must be completed before the end of the current semester and all other policies must be met. As a school designed around progress and mastery, students can often turn in “late work” with no penalty.

### Attendance Appeals

For students in danger of failing due to attendance, an **attendance committee** will be convened. The committee will be a mix of school personnel. In determining whether there were extenuating circumstances for the absences, thereby allowing for the student to be promoted, the School Leader and/or attendance committee will use these guidelines:

* All absences, whether excused or unexcused, must be considered, with consideration given to special circumstances as defined by Missouri Law.
* For a student transferring into Kairos after school begins, including a migrant student, only those absences after enrollment will be considered.
* In reaching a consensus about a student’s absences, the attendance committee will attempt to ensure that its decision is in the best interest of the student.
* The attendance committee will consider whether the absences were for reasons over which the student or parent could exercise control.
* The attendance committee will consider the acceptability and authenticity of documentation expressing reasons for the student’s absences.
* The attendance committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject
* The student, parent or other representative will be given an opportunity to present any information to the attendance committee about the absences and to discuss ways to earn or regain credit.

If credit is lost because of excessive absences, the attendance committee will decide how the student may regain credit or earn a final grade. If the attendance committee determines there are no extenuating circumstances and that credit or a final grade may not be earned, the student or parent may appeal the committee’s decision to the Kairos Board of Directors by filing a written request with the Chief Executive Officer.

* The appeal notice must be delivered to the CEO within 30 days following the last day of instruction in the semester for which credit was denied.
* The appeal will then be placed on the agenda of the next regularly scheduled Board meeting.
* The CEO or designee will inform the student or parent of the date, time, and place of the meeting.

## Kairos Academies Transcripts

Kairos maintains an academic achievement record (transcript) for each student enrolled. Transcripts list complete personal student data, give complete scholastic grades, and report student activities, honors, and scores on standardized achievement tests. Before the end of the semester, any grades are considered progress reports. At the end of each semester, grades and credits will be posted to students’ transcripts. Students and their families can view their progress toward graduation via Power School Student and Parent Portals. If students and their families notice any missing or inaccurate information, they should contact the Registrar to clarify or resolve the matter. Refer to the Kairos Academies Community Handbook for detailed policies related to protecting and sharing student academic data and personally identifiable information (PII).

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## Community Service Hours

Kairos Academies requires 50 hours of community service. Every semester, the designated community services coordinator will coordinate at least one school-based community service. This ensures that every student has ample opportunity to earn their community service hours. Students can also arrange their own community service or volunteer experiences. In order for these service hours to count toward graduation, students must record them in their External Community Service Hours Log. This log must be submitted to the College and Career Counselor by the end of the semester in which they performed the community service.

# Kairos Academies Diverse Learning Services

Kairos Academies provides a free appropriate public education to each qualified student with diverse learning needs, until they graduate with a regular diploma or attain the age of 21 years. Diverse learning services are specifically designed to meet the unique needs of students with disabilities. All diverse learning services are provided in the least restrictive environment, which may be special education settings, general education settings, or a combination of both. Kairos Academies complies with Missouri laws and the Individuals with Disabilities Education Act (IDEA). More information about diverse learning services can be found in the Kairos Academies Community Handbook.

In accordance with IDEA, Kairos Academies ensures that students with disabilities have the opportunity to earn credits toward graduation in a nondiscriminatory manner within the spirit and intent of that requirement. Those policies are referenced below.

* A student’s IEP Team includes but is not limited to the Director of Student Support Services or a Kairos designee, a teacher of record, a school counselor, the student, the child’s parent/guardian, and an outside transition service (if applicable for the specific student). Together they work in the benefit of students' academic and social development to support their transition from high school into college or career opportunities.
* Students with disabilities will receive grades and have their credits transcripted in the same manner as all other students when they complete the same courses as other students.
* Students with disabilities who complete general education courses modified as indicated in their Individual Education Plan (IEP)s will receive grades and have credit transcripted in the same manner as students who complete the courses without modification. The fact that the courses were modified may be noted on the transcript.
* Students with disabilities who meet the goals and objectives of their IEPs, as measured by the evaluation procedures and criteria specified in the IEPs, will have credit transcripted in accordance with the state definition of units of credit.
* Graduation requirements may be waived for a student with disabilities if recommended by the student’s IEP Team.
* Students with disabilities who meet state and local graduation credit requirements by taking and passing general education courses, taking and passing general education courses with modification, taking and passing modified classes, or successfully achieving IEP goals and objectives shall graduate and receive a state-approved high school diploma.
* Students with disabilities who reach age 21 or otherwise terminate their education and who have met Kairos’ attendance requirements but who have not completed the requirements for graduation receive a certificate of attendance, in lieu of a high school diploma.
* In accordance with federal and state regulations pertaining to the implementation of the Individuals with Disabilities Act (IDEA), each Kairos student’s IEP Team will create a Transition Plan beginning at age 16, or younger if appropriate. Requirements for these transition services are located in the [State Plan for Education Part B](https://dese.mo.gov/media/pdf/missouri-state-plan-special-education-part-b-2022).

In accordance with Section 504 of the Rehabilitation Act of 1973, Kairos Academies ensures that graduation policies do not discriminate against students with disabilities protected under that act.

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# Kairos Academies Assessments

Kairos Academies offers multiple assessment opportunities for students to demonstrate growth in the knowledge, abilities, and skills necessary for college and career readiness. These assessments provide evidence of student learning and progress toward learning expectations established at the classroom, school, state, and national levels. Students and teachers use assessment results to inform students’ classroom learning activities and resources and their college and career planning. Teachers and administrators use assessment results to evaluate and adjust classroom instruction, school-wide curricular initiatives, and as part of their school accountability process to the state and local stakeholders.

## Classroom-Level Assessments

Kairos Academies teachers will communicate their classroom assessment plan in their course documents (e.g., syllabus) at the start of the course. Typically, teachers administer a combination of formative (e.g., monitor how well students are learning *during* a lesson) and summative assessments (e.g., measure how much a student has learned *after* a set of lessons). Examples include but are not limited to embedded assessments (e.g., discussion questions, reflections), quizzes, projects, benchmark exams, unit tests, projects, reports, essays, and technology-enhanced assessments (IXL, Cognitive Skills assessments).

## State-level Assessments

The Kairos Academies administration will communicate the assessment schedule for state- and national-level assessments at the start of the year and update as necessary.

The Missouri Assessment Program (MAP) assesses students’ progress toward mastering the Missouri Learning Standards (MLS). In grades 3-8, students enrolled in Missouri public schools were administered state-mandated assessments to measure academic achievement at student, class, school, district, and state levels. MAP results diagnose individual strengths and weaknesses in relation to the MLS and gauge overall quality of education throughout Missouri.

### End-of-Course (EOC) Assessments

In high school, the MAP program requires students to complete End-of Course (EOC) assessments in the following courses prior to graduation:

* Algebra 1 or Algebra 2 (if earned Algebra 1 credit in grade 8)
* Biology
* English II
* Government

When students are enrolled in the courses above, they must take their required EOC assessment when administered by Kairos Academies staff. A designated staff member will be trained to coordinate EOC assessment administration within the 3-week fall and spring windows and communicate with DESE, teachers, students, and their families.

In accordance with The Missouri State Board of Education policies, Kairos administers the required EOC assessment for all students prior to graduation with the following exceptions:

* Students whose IEP teams have determined the MAP-A alternative is the appropriate assessment must take the MAP-A assessment for English Language Arts grade 11, Science grade 11, and Mathematics grade 11.
* An English Language Learner (ELL) who has been in the United States 12 months or fewer at the time of administration may be exempted from taking the English II assessment; however, they will need to be assessed prior to graduation if they are not a senior.
* Foreign Exchange students are allowed but not required to take the assessments.

While passing the exam is not required for graduation, scores are reported to Kairos Academies to inform their instruction and accountability. Kairos Academies strives for 95% of students to take and pass the EOC assessments. To encourage maximum participation and preparation among students, teachers are encouraged to integrate EOC practice exams and question formats (e.g., open-ended, problem solving) into their instruction as course assignments or assessments.

### Additional State-level Assessments

The state of Missouri mandates that for students to be eligible for graduation from high school, they must satisfactorily pass a test or tests on the provisions and principles of following:

* **American civics:** Students will complete the American Civics examination toward the end of the U.S. History course, typically offered in grade 10.
* **U.S. and Missouri constitutions and in American history and institutions**: Students will complete this exam the U.S. and Missouri constitution toward the end of their Government course, typically offered in grade 11. Refer to [Appendix A](#_hdijdle1u06c) for more details.

**Personal Finance:** Students will complete the online Personal Finance assessment when enrolled in the required Personal Finance course, typically in grade 11. Students are permitted to take the test once per testing window.

For these state-level exams, Kairos Academies will determine and communicate the pass/fail criteria and retake policies to students and their families at the start of the year. Modifications or waivers can be recommended by the student's IEP Team.

## National Assessments

Kairos Academies administers the following national assessments to high school students:

* [NWEA MAP Growth](https://www.nwea.org/map-growth/) for Algebra 1, Geometry, Algebra 2, Reading, and Life Science
* [Renaissance STAR Reading](https://www.renaissance.com/products/star-reading/)
* [ACT](https://www.act.org/)® College Admissions Test, including PreACT
* [SAT](https://satsuite.collegeboard.org/) College Admissions Test, including PSAT
* [The College Board Advanced Placement](https://ap.collegeboard.org/) (AP) Course Exams

Assessment results are used to (a) compare students’ performance to others across the country, (b) project focal knowledge areas and competencies to monitor for growth and achievement, and (c) inform instructional planning and delivery, including targeted interventions.

# Guidance on Transfer Students and Variances to the State Minimum Graduation Requirements

The state graduation requirements cannot be applied with absolute uniformity in every situation, especially with student transfers; therefore, Kairos has the authority to establish reasonable, nondiscriminatory policies for determining grade placement of transfer students and recognizing credit from prior schools.

## Placement, Credit, and Variances for Students Who Transfer into Kairos

When a student transfers to Kairos Academies from another school, the Registrar will review their transcripts and relevant assessment reports. They will apply the following DESE recommendations to determine placement and credit for Kairos Academies. The Registrar may also check the student’s former school website for a course catalog/course descriptions or reach out to the school to get that information. Students can also take appropriate assessments (e.g., NWEA MAP growth) included in the Kairos Academies Assessment Plan to determine current knowledge and skills and address any areas of improvement.

DESE recommends the following:

| **Transferring From**  | **Board Policy** |
| --- | --- |
| * Another public high school in a school district/charter accredited by the Missouri State Board of Education
 | * Accept credit, pursuant to Section 171.171, RSMo, and grade placement as stated on transcript.
 |
| * A nonpublic high school or charter school in Missouri accredited by the AdvancED, Independent Schools Association of Central States (ISACS), or the University of Missouri Committee on Accredited Schools
* Private agency placement by public school district/charter for students with disabilities
 | * Accept grade placement and credit as stated on transcript and equated to the Carnegie unit as defined in Missouri.
 |
| * A public or nonpublic high school in another state accredited by that state’s department of education, AdvancED or its equivalent, or ISACS or its equivalent agency
 | * Accept grade placement and credit as stated on transcript and equated to the Carnegie Unit as defined in Missouri.
 |
| * An unaccredited public or nonpublic high school in Missouri or another state
* A charter public high school that is not accredited by the AdvancED or its equivalent
* Home school
* Private agency placement by parents/guardians of students with disabilities
 | * Review reported courses and any available achievement test or other performance data.
* Interview student and parents.
* Administer formal and informal assessments if records are inadequate.
* Make a tentative placement decision based on available information.
* If placement is ninth grade, students should be required to meet all state and local graduation requirements.
* Parents/guardians of home-schooled children must provide documentation as required in Section 167.031, RSMo.
 |

* If a transfer student from a Missouri high school is placed in grade 10 or above, local policy may permit the student to graduate upon satisfactory completion of their ICAP that would have met the graduation requirements at the school formerly attended. Such students would have to meet the requirements in Sections 170.011, RSMo; 170.345, RSMo; and 170.310, RSMo (See [Appendix A)](#_hdijdle1u06c).
* Transfer students from another state, country, or home school may graduate upon successful completion of an individualized program of studies which school officials, parents, and students agree will allow the student to graduate college or career ready, even though the program of studies may not include 24 units of credit as defined in Missouri.
* Seniors transferring from other states or countries may be graduated without meeting the requirements of section 170.011, RSMo. Per Section 170.011, RSMo, Kairos may elect to waive the requirement of this subsection for any student who transfers from outside the state to a Missouri high school if the student can furnish documentation deemed acceptable by the school district/charter of the student’s successful completion in any year from the ninth through the twelfth grade of a course of instruction in the institutions, branches, and functions of the state government, including local governments, and the government of the United States, and in the electoral process. Students must still complete the Civics requirement (Section 170.345, RSMo) and the CPR requirement (Section 170.310, RSMo). Appendix A has more details regarding these statutory requirements.

## Students Transferring Between School Districts/Charters with Significantly Different Schedules and Graduation Requirements

When students transfer from a school district/charter with significantly different schedules and graduation requirements, questions may arise about how many units of credits should be issued to students by Kairos Academies (in order to be equitable to students as well as to maintain school district/charter graduation requirements). To recognize and accommodate these differences, Kairos has established a clearly written policy detailing how to manage such transfers when they occur. We aim for these policies to be fair and equitable to students, take into consideration the schedule and graduation requirements of the sending school district/charter, and ensure that students will meet the Kairos Academies graduation standards.

# Other Credit-Related Topics

## Dual Credit / Dual Enrollment / Advance Placement/ Off Campus Learning Opportunities

Kairos Academies continually seeks partnership with organizations and agencies for students to earn dual enrollment, College Board Advanced Placement credits, pursue certifications, and engage in career exploration experiences (e.g., internships) outside of school. As these partnerships are formalized, policies and procedures will be updated.

## Credit for Alternative Arrangements

Some students cannot schedule, within the regular school day, all the courses they wish to take and, therefore, take some courses under special arrangements such as “Zero Hour,” evening community education programs, centers for at-risk youth, or summer school programs. Other students are unable to succeed in conventional high school instruction and pursue secondary programs in alternative settings. As these scenarios emerge, Kairos Academies will establish policies to ensure students earn credit toward graduation.

## Middle School Students Who Complete High School Level Courses

Academically advanced students in middle school school grades may complete coursework such as Algebra I or the first level of a world language. Please note that those courses are listed merely as examples of curricular opportunities which Kairos Academies may provide for students and not necessarily the only such courses which may be appropriate instructional offerings. The appropriate units of credit will be recorded on students’ transcripts with the notation that those courses have been successfully completed prior to ninth grade and that the students began ninth grade with advanced standing. The advanced standing credit may be counted toward meeting the subject area requirements for graduation (determined locally as part of Kairos' policies and procedures).

# Special Endorsements

At time of publication of this document, Kairos Academies offer no special endorsements for graduation.

# Appendix A: Statutory Requirements Related to Course Work and Instruction

##

## U.S. and Missouri Constitutions: American History: and Federal, State, and Local Government (Section 170.011, RSMo):

⮚ **Schools Subject to Section 170.011, RSMo, as Amended**

All public and private schools serving grades 7 and above, and all public and private colleges other than privately operated trade schools must comply with section 170.011, RSMo.

⮚ **Subjects Required to Be Taught**

Section 170.011, RSMo, requires all students to receive instruction on the U.S. and Missouri constitutions and in American history and institutions, beginning no later than grade 7 and continuing through high school and college. This instruction may consist of units or entire courses but must be identifiable within each school’s curriculum.

⮚ **Graduation Requirements Contained in Section 170.011, RSMo**

To be eligible for graduation from high school, a student must satisfactorily pass a test or tests on the provisions and principles of the U.S. and Missouri constitutions and in American history and institutions during grades 9-12. The design, content, and passing criteria for the test(s) are at the discretion of local school districts/charters.

Students must also receive and pass the equivalent of at least one semester of instruction in the institutions, branches, and functions of federal, state, and local government, and in the electoral processes sometime during grades 9-12.

⮚ **Designation of Courses Containing Required Content**

Typically, content such as the functions of federal, state, and local government and the electoral processes fits within the general scope of courses such as government or civics. One or a combination of those classes should be considered first. Other courses may be designated, but the required content must be clearly identifiable. All courses must be clearly aligned with the MLS, and courses covering the required statutory content for U.S. history and government should be clearly identified.

⮚ **Documentation of Compliance with Statutory Requirements**

School districts/Charters should review their entire curriculum for grades 7-12 and identify the lessons, units, and courses in which students will receive the required instruction on the U.S. and Missouri constitutions and in American history and institutions. A list of those lessons, units, and courses should be maintained in the district.

The tests to be used to comply with the testing provision, the pass/fail criteria, and other information such as the conditions under which they are administered and the number of times the tests can be retaken should be maintained on file.

The specific courses designated as containing the required instruction on governmental institutions, branches, and functions and on the electoral process should be clearly identified and curriculum guides maintained on file.

Students’ permanent transcripts should clearly identify the courses taken and passed (or failed) which are designated as meeting the statutory requirement and the date(s) upon which the required tests have been taken (or retaken) and passed.

## Missouri Civics Education Initiative (Section 170.345, RSMo):

Any student entering ninth grade after July 1, 2017, (public, charter, or private school) must, as a condition of graduation, pass an examination on the provisions and principles of American civics. As required by law, the required examination shall consist of 100 questions similar to the United States Citizenship and Immigration Services examination administered to applicants for United States citizenship. This examination may be incorporated into any other assessment administered in the United States or Missouri Constitution or in American history or American institutions. Public, charter or private schools must adopt a policy to permit a waiver of this requirement, for students with disabilities. The student's IEP committee must recommend the waiver.

## CPR Instruction (Section 170.310, RSMo):

Graduates from any public district or charter school must have received 30 minutes of cardiopulmonary resuscitation (CPR) instruction and training in the proper performance of the Heimlich maneuver or other first aid for choking. As required by law, instruction shall be included in the districts or charter school’s existing health or physical education curriculum. Instruction shall be based on a program established by the American Heart Association or the American Red Cross or through a nationally recognized program based on the most current national evidence-based emergency cardiovascular care guidelines.

## Mental Health Awareness Training Policy [MCPSA]

1. For each school year beginning in the 2022-2023 school year, the School shall provide mental health awareness training to students.
2. Each student shall have received mental health awareness training any time during their four years of high school.
3. Such training shall be included in the School’s existing health or physical education curriculum. Such training shall be based on a program established by the Department of Elementary and Secondary Education.

**Physiology Textbook Policy [MCPSA]**

Section 1.1. The school shall use a physiology textbook that contains at one or more chapters on dental hygiene.

Section 1.2. The chapter(s) on dental hygiene shall convey the proper knowledge to students on the care, function, and relation of the teeth to the general health.

## Human Sexuality And Sexually Transmitted Diseases Instruction Policy (MCPSA)

SECTION 1. Any course materials and instruction relating to human sexuality and sexually transmitted diseases shall be medically and factually accurate and shall:

(1) Present abstinence from sexual activity as the preferred choice of behavior in relation to all sexual activity for unmarried pupils because it is the only method that is one hundred percent effective in preventing pregnancy, sexually transmitted diseases and the emotional trauma associated with adolescent sexual activity, and advise students that teenage sexual activity places them at a higher risk of dropping out of school because of the consequences of sexually transmitted diseases and unplanned pregnancy;

(2) Stress that sexually transmitted diseases are serious, possible, health hazards of sexual activity. Pupils shall be provided with the latest medical information regarding exposure to human immunodeficiency virus, acquired immune deficiency syndrome (AIDS), human papilloma virus, hepatitis and other sexually transmitted diseases;

(3) Present students with the latest medically factual information regarding both the possible side effects and health benefits of all forms of contraception, including the success and failure rates for the prevention of pregnancy and sexually transmitted diseases; or shall present students with information on contraceptives and pregnancy in a manner consistent with the provisions of the federal abstinence education law, 42 U.S.C. Section 710;

(4) Include a discussion of the possible emotional and psychological consequences of preadolescent and adolescent sexual activity and the consequences of adolescent pregnancy, as well as the advantages of adoption, including the adoption of special needs children, and the processes involved in making an adoption plan;

(5) Teach skills of conflict management, personal responsibility and positive self-esteem through discussion and role-playing at appropriate grade levels to emphasize that the pupil has the power to control personal behavior. Pupils shall be encouraged to base their actions on reasoning, self-discipline, sense of responsibility, self-control, and ethical considerations, such as respect for one's self and others. Pupils shall be taught not to make unwanted physical and verbal sexual advances or otherwise exploit another person. Pupils shall be taught to resist unwanted sexual advances and other negative peer pressure;

(6) Advise pupils of the laws pertaining to their financial responsibility to children born in and out of wedlock and advise pupils of the provisions of chapter 566 pertaining to statutory rape.

(7) Teach pupils about the dangers of sexual predators, including online predators when using electronic communication methods such as the internet, cell phones, text messages, chat rooms, email, and instant messaging programs. Pupils shall be taught how to behave responsibly and remain safe on the internet and the importance of having open communication with responsible adults and reporting any inappropriate situation, activity, or abuse to a responsible adult, and depending on intent and content, to local law enforcement, the Federal Bureau of Investigation, or the National Center for Missing & Exploited Children's CyberTipline;

(8) Teach pupils about the consequences, both personal and legal, of inappropriate text messaging, even amount friends;

(9) Teach pupils about sexual harassment, sexual violence, and consent:

(a) "Consent" means a freely given agreement to the conduct at issue by a competent person. An expression of lack of consent through words or conduct means there is no consent. Lack of verbal of physical resistance or submission resulting from the use of force, threat of force, or placing another person in fear does not constitute consent. A current or previous dating or social or sexual relationship by itself or the manner of dress of the person involved with the accused in the conduct at issue shall not constitute consent;

(b) "Sexual Harassment" means uninvited and unwelcome verbal or physical behavior of a sexual nature especially by a person in authority toward a subordinate;

(c) "Sexual Violence" means causing or attempting to cause another to engage involuntarily in any sexual act by force, threat of force, duress, or without that person's consent.

SECTION 2. When providing human sexuality instruction students may be separated according to gender for instructional purposes.

SECTION 3. The School shall notify the parent or legal guardian of each student enrolled in the school of:

(1) The basic content of the district's or school's human sexuality instruction to be provided to the student; and

(2) The parent's right to remove the student from any part of the district's or school's human sexuality instruction.

(3) All curriculum materials used in the human sexuality instruction shall be available for public inspection pursuant to chapter 610 prior to the use of such materials in actual instruction.

(4) The School will not provide abortion services, or permit a person or entity to offer, sponsor, or furnish in any manner any course materials or instruction relating to human sexuality or sexually transmitted diseases to its students if such person or entity is a provider of abortion services.

**Computer Science (Section 170.0180, RSMo):**

Districts/Charters may allow a student to fulfill one unit of academic credit for high school graduate with a district-approved computer science course for math, science or practical arts. A computer science class is defined as a course in which students study computers and algorithmic processes, including their principles, hardware and software designs, implementation, and impact on society. In order for a district to allow computer science to fulfill a math or science credit the student must have either taken or be on track to take courses that require end-of-course examinations for math and science under the Missouri School Improvement Program. Districts/Charters electing to utilize mathematics must communicate that some institutions of higher education may require four units of academic credit in mathematics for college admission.

In addition, the parent, guardian, or legal custodian of each student who chooses to take a computer science course to fulfill a mathematics credit shall sign and submit to the school district a document containing a statement acknowledging that taking a computer science course to fulfill a math credit may have an adverse effect on college admissions.

# Appendix B: Coursework Guidance from Missouri DESE

| **Subject** | **Coursework Descriptors and Interpretive Notes:**  | **Courses that are not recognized as core curriculum by the Missouri Coordinating Board for Higher Ed.\*** |
| --- | --- | --- |
| English Language Arts | Coursework should enable students to master important knowledge and skills in composition to include standard grammar and usage; reading widely and deeply in both literary and information texts; writing routinely for a variety of tasks; purposes, and audiences; speaking and listening using multiple modalities including technology; language skills demonstrating control of the conventions of standard English; and vocabulary acquisition and use. Speech and debate classes may be counted toward meeting the minimum requirements. Mass media may be counted for English language arts credit if it is taught by a certificated English teacher. | Student publications, broadcast media, or theater |
| Math  | Coursework should ensure that students have strong problem-solving skills and a foundation in the mathematical concepts of number sense, geometry and spatial sense, measurement, data analysis, statistics, patterns and relationships, algebraic thinking, mathematical systems, number theory, and discrete topics. Computer science may be counted as a math credit, if the requirements outlined in Section 170.0180, RSMo are met. | Pre-algebra, computer math/programming, consumer/basic math, or business math/accounting |
| Social Studies  | Coursework should enable students to master important knowledge and skills in the areas of civic knowledge and responsibility, economic systems and functions, governmental functions, geography, world history, and American history. One of the three units must be in American history, and the equivalent of one half unit of credit must be in government. | Family and human development courses or consumer education |
| Science | Science coursework should focus on the mastery of unifying concepts, principles, and laws common to all sciences. In addition, students should be able to apply the scientific practices and organize and solve scientific problems in a variety of situations. Recommended coursework focuses on the earth, life, and physical domains. Computer science may be counted as a science credit, if the requirements outlined in Section 170.0180 RSMo, are met. | General or consumer science |
| Fine Arts  | Coursework may be in music, visual arts, media arts, dance, or theater. Content should ensure that students master fundamental knowledge of subject, including history, aesthetics, and criticism, and are able to produce or perform at an introductory level in at least one area of the arts. Critical analysis, theory, or appreciation courses may count. | Speech, debate, or broadcast media |
| Physical Education | Missouri graduates must earn at least one unit of credit that provides students with the knowledge and skills necessary for developing and maintaining a lifestyle that fosters regular participation in activities designed to meet personal health enhancement. Physical education is based on national standards and best practices and provides instruction related to the acquisition of knowledge, skills, and attitudes that are the foundation for establishing a personalized lifestyle plan for career success, social and emotional well-being, and healthy, active living. Participation in interscholastic athletics, marching band, or other extra-curricular activities may not count for PE credit. |  |
| Practical Arts  | Missouri students must earn at least one unit of credit in coursework designed to provide life skills or to contribute to a student’s career goals. Practical arts courses are those in which students learn to integrate academic knowledge and skills with career and technical knowledge and skills and apply them to authentic situations. |  |
| Health Education | Missouri high school graduates must earn at least one half unit of credit in a class consisting of planned learning experiences to acquire information and skills students need to make quality health decisions, provided by qualified and trained teachers. Health education helps students acquire the knowledge, attitudes, and behavioral skills needed for making health-promoting decisions, achieving health literacy, adopting health enhancing behaviors, and promoting the health of others. Health education curricula and instruction align with national standards and best practices. Instruction is focused on alcohol and other drug use, healthy eating/nutrition, mental and emotional health, physical activity, personal health and well-being, safety and injury prevention, sexual health, tobacco use, and violence prevention. Emphasis is placed on practicing personal behaviors relating to chronic disease management, behaviors that provide protective factors to the leading causes of morbidity and mortality of youth, and behaviors associated with optimal health over the lifespan. |  |
| Personal Finance | Students must complete at least one-half unit of credit that covers the competencies in the area of income, money management, spending and credit, and saving and investing. The .5 units of credit for personal finance may be earned in social studies, practical arts, or as an elective. If earned in social studies or practical arts, the required units of credit in that area are reduced by .5 (i.e., social studies from 3.0 to 2.5) and elective total is increased to 7.5. |  |
| Electives  | Elective coursework should build on a student’s knowledge, skills, and competencies as it relates to a student’s postsecondary goals. The Missouri Coordinating Board for Higher Education strongly recommends a minimum of two foreign language credits. Computer science may be counted as an elective credit. |  |

\*Requirements may vary for admission to Missouri Colleges/Universities. For example, some colleges may require foreign language for admission. Students are strongly encouraged to discuss admission requirements and placement practices with staff at the college or university in which they may be interested in enrolling.

# Appendix C: Missouri Coordinating Board for Higher Education Recommended High School Core Curriculum

English Language Arts – 4 credits

Mathematics– 4 credits \*

Social Studies – 3 credits

Science – 3 credits

Fine Arts – 1 credits

Additional Coursework – 3 credits \*\*

Electives – 6 credits \*\*\*

\* At least one mathematics course should be taken each year. It is particularly important that students take a mathematics course in grade 12.

\*\*Missouri public high school students are required by the State Board of Education to complete credits in practical arts (1), physical education (1), health education (1/2), and personal finance (1/2).

\*\*\* All students should complete at least three total elective units in foreign language and/or other courses within high school core content areas. Two units of a single foreign language are strongly recommended.

The CBHE encourages governing boards at Missouri’s higher education institutions to incorporate the 24-unit high school core curriculum into admissions processes for all first-time freshmen; however, admissions and placement decisions are ultimately made at the institutional level. Requirements vary for admission to Missouri Institutions. For example, foreign language study is required for admission to some institutions. Students are strongly encouraged to discuss admissions requirements and placement practices with staff at Missouri institutions in which they may be interested in enrolling.

1. The Carnegie Unit was developed in 1906 as a measure of the amount of time a student has studied a subject. For example, a total of 120 hours in one subject—meeting 4 or 5 times a week for 40 to 60 minutes, for 36 to 40 weeks each year—earns the student one “unit” of high school credit. [↑](#footnote-ref-0)