

**Central Visual and Performing Arts
High School
Student Handbook**

2023-2024 EDITION

3125 S. Kingshighway
Saint Louis, Missouri
63139

This Student Handbook provided for purpose of easing the accessibility to information for parents and students of Central Visual and Performing Arts High School. Every effort made to provide information that is accurate at the time the handbook is prepared. However, regulations, policies, fees, curricula, courses, and other matters contained herein are subject to change at any time. All students expected to be familiar with school and board policies and are responsible for understanding their rights and responsibilities. This document used in conjunction with the SLPS Code of Conduct and *Student Rights and Responsibilities Manual* provided by the district.

The Administration, faculty, and staff of **Central Visual and Performing Arts High School** extend a sincere welcome to you as the 2023/2024 school year begins. We are very proud of our school. From its inception in 1976 to the present, the school symbolizes creativity and talent as we strive to exemplify the proud heritage of the visual and performing arts. As a proud alumna, I have a personal interest sustaining the legacy of success

This handbook designed to offer basic information to help our families make wise and productive choices. The staff of Central Visual and Performing Arts High School will expand upon this basic information with the human touch of dedicated educators, support staff, and administrators.

We hope you choose to make this a year filled with rewarding learning experiences as you continue your personal and educational growth toward the future.

Dr. Amy Phillips
Principal



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ADMINISTRATION

Dr. Amy Phillips, *Principal*

Mr. Perry Anselman *Asst. Principal*

Dr. Willie Kilpatrick *Dean of Arts*

Ms. Veronica Rovira, *Academic Instructional Coach*

MISSION

Central Visual and Performing Arts High School fosters independent thinking in a creative and challenging environment, provides a diversified curriculum and environment, and prepares bright and talented artists for higher education and opportunities in the arts.

VISION

The vision of **Central Visual and Performing Arts High School** (CVPA) leads in fostering intelligence, creativity, and independence. We encourage innovative teaching and learning in a community that is inclusive as well as compassion.



WHERE ARTS AND ACADEMICS SHARE CENTER STAGE

COVID-19 Information

As needed

The dangers of COVID-19 could pose a threat to our community. It may be necessary that the structure and organization of the school day at Central Visual and Performing Arts High change operational processes and procedures to keep our students, staff, and all families safe.

As a result if needed, we would implement mandatory safety precautions, such as face masks, handwashing, temperature check, and as well as a social distancing plan. All students will receive masks on the first day of school and students will be responsible for the upkeep of face/masks (washing and having them every day). It is mandatory that students wear masks on school buses traveling to and from school. If temperatures of staff or students are above 100.4 degrees, students asked to report to an isolation area and parents called immediately. All students asked to distance 6ft apart throughout the school day to prevent any transmission of COVID-19 disease as recommending by health officials.

We do appreciate all the parental support, however all in person visits, meetings, and interactions within the school building minimized. No Visitors allowed in the building without an appointment with school personnel prior to the visit.

Students transported to and from school by bus or by parent, whichever is your preference. All students will enter through the Arsenal gate entrance. No student should enter the Kemper street side of the building unless dropped off by a parent or tardy to school,

SLPS is committed to ensuring the safety of all stakeholders. In effort to assist SLPS district officials, school personnel would adjust their operations to allow for a safe return for in-person schooling if the pandemic were to continue.

SCHOOL'S HISTORY

Central High School opened in 1853 as a room in Benton School (located on 6th St., between Locust and St. Charles) becoming the first co-ed public high school in St. Louis. In 1856, the high school moved into a new building at 15th and Olive, where it remained until 1893 when it relocated to a new, larger building at Grand and Finney. During this time, the high school offered college preparatory and general education Curricula, surprisingly similar to the current required course work.



The High School grew and prospered, known as Central High School with additional high schools built in the city.

In September 1927, after a terrible tornado struck St. Louis and severely damaged Central's building, the school moved into the Yeatman High School building on Garrison Avenue. There, Central continued, despite the hardships of the Great Depression and World War II.

To celebrate Central's one hundredth year and the gains made in education in St. Louis, a massive outdoor Pageant presented at the old Public School Stadium in 1953. The 1950s witnessed another significant milestone with the integration of the District as well as Central High School.



In response to population shifts from the city of St. Louis to St. Louis County, the school district developed the magnet school concept that led to the creation in 1976, of the Visual and Performing Arts High School on one floor of the O'Fallon Tech building. The Visual and Performing Arts High move to Humboldt School building drew students from all parts of the city and county together by their interests in arts and the wide variety of cultural experiences offered

In 1984, Central High School merged with Visual and Performing Arts High School and became Central Visual and Performing Arts High School.

Except for a one-year relocation to the McKinley High School building during renovations, Central Visual and Performing Arts High School remained at its Garrison Avenue location until the summer of 2004 when it relocated once again: this time to the corner of Kingshighway and Arsenal where it brings new life to the old Southwest High School building.

Throughout her proud history, Central Visual and Performing Arts High School has served a continuous stream of St. Louis youth, helping to prepare them for their various loves and careers.

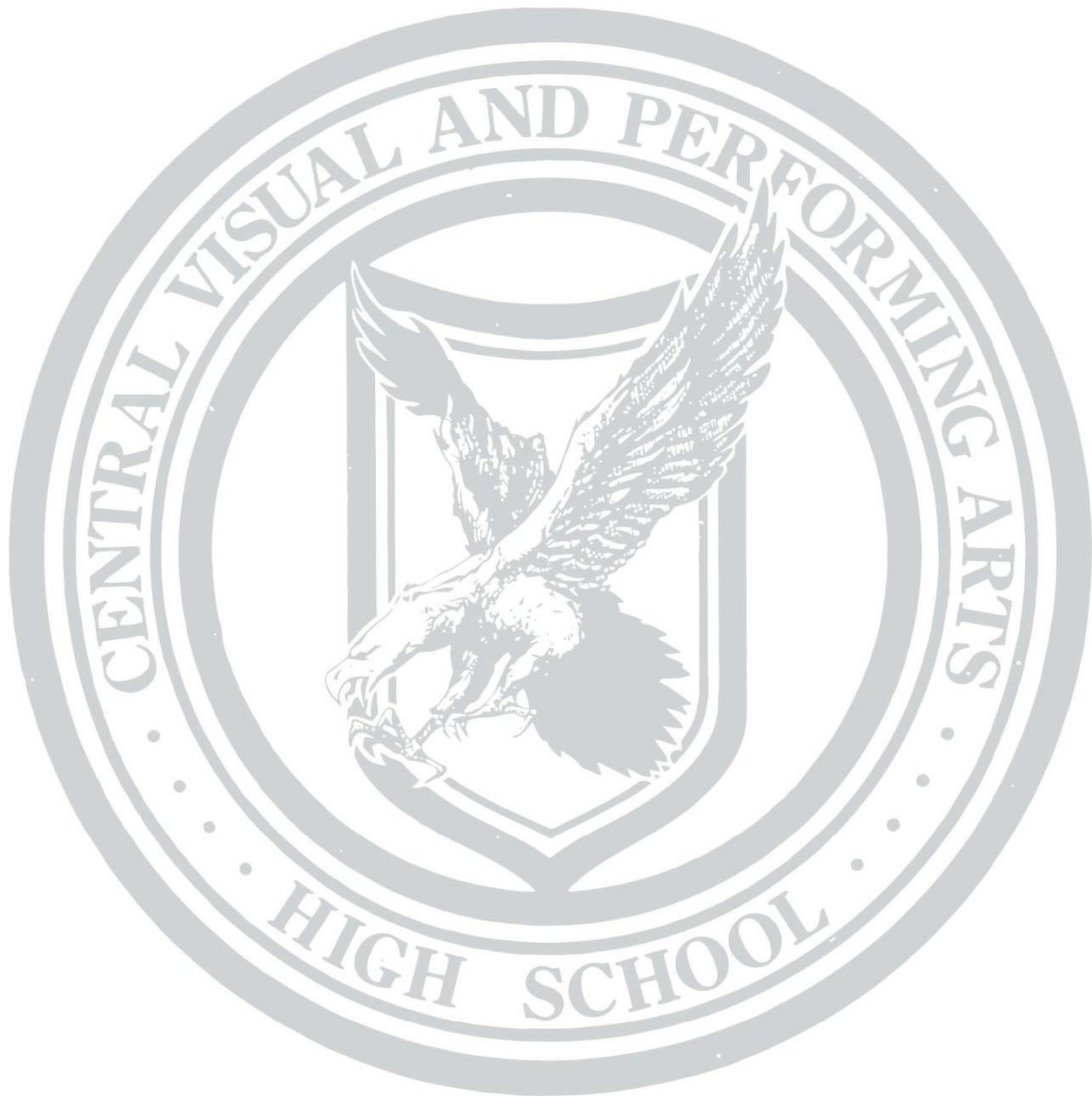
THE HALLS OF CENTRAL

*Oh, we love the halls of Central
That surround us here today.
And we will not forget,
Though we are far, far away.*

*In the hallowed halls of Central,
All our eyes will fill with tears
On the day we leave the memories,
Of our four golden years.*

*When we leave the halls of Central,
We'll have many tales to tell,
About the dreams we shared,
Before we bid, "Oh farewell!"*





ADMISSION CRITERIA/AUDITION REQUIREMENTS

The goals of the audition requirements focus on creating an environment that fosters high achievement in the arts.

- *Student must submit a copy of the previous year's transcript. Student must have a minimum cumulative grade point average of 2.75.*
- *Student must submit a copy of the previous year's attendance. Based on 174 days of school, student must have an attendance rate of at least 90%.*
- *Student must submit a copy of the previous year's discipline profile. Student must be in good citizenship standing (No out of school suspensions).*
- *Once all required documents received and eligibility verified, audition dates and times scheduled. Students granted auditions must attend at the scheduled date and time prepared to audition and personally interview with the administrative staff.*
- *Because our programs sequence through 4 years, Central accepts 9th and 10th grade applicants with some exceptions.*
- *All accepted students are expected to attend Central's 9th Grade transition program, parent orientation, and pre-registration and be present.*

Students who fail to maintain the necessary requirements for continued enrollment will be subject to review by a discipline review board will determine continued enrollment or exit to the appropriate home school.

ART MAJORS

Visual Art

Ceramics

Drawing and Painting

Multimedia Design

Musical Art

Instrumental

Vocal

Performing Art

Dance

Theater

Please Note: *Once students have selected an Art Major they will be required to complete all four (4) years within that program.*

DEPARTMENT-SPECIFIC AUDITION REQUIREMENTS

Dance

1. Previous and concurrent ballet training is expected.
2. Perform a prepared, 30-second dance routine (no street dance).
3. Participate in a ballet barre, center adagio, jazz combination, and tap combination.
4. Submit a report of a recent physical exam indicating the student is in good physical condition.
5. Accepted students must also attend a placement audition held in August.

Theatre (Performance)

1. Perform two memorized monologues selected from two different plays. Monologues should be approximately two minutes in length. The audition selections should display contrasting styles, such as comic and serious, verse and prose.
2. Sing a 16 bar or 1 minute portion of a song from standard musical theater repertoire. Prospective students should sing their musical theater selection acapella. Please time selections carefully.
3. Prospective students must submit a headshot or comparable photo.

Theater (Design and Production)

1. Submit a portfolio containing photographs of productions, three-dimensional work, production books, scene, costume, or lighting examples, visual examples demonstrating artistic vision.
2. Draft a brief statement discussing experience in design, stage technology, and stage performance.

Instrumental Music (Guitar)*

1. Perform two prepared pieces of music from different genres, preferably one piece from the classical repertoire or classical style (music of prospective student's choice).
2. Perform two major scales of the prospective student's choice.
3. Sight-read music of a director's choice in notation or tab (notation or tab will be prospective student's choice).
4. Demonstrate a piece of music created through improvisation or by ear (optional).

Instrumental Music (Brass/Woodwind/Percussion)*

1. Perform two prepared pieces of music (music of prospective student's choice). The pieces must be from different genres or styles (preferably, one piece from the classical repertoire or classical style).
2. Perform two major scales.
3. Sight-read music of a director's choice in notation or lead sheet (student may choose notation or lead sheet option).
4. Demonstrate a piece of music created through improvisation or by ear (optional).

***Students are required to bring their own instrument to auditions for the *Instrumental Music* and *Guitar* departments. An amp provided for guitar students.**

Instrumental Music (Piano)

1. Perform two prepared solos of contrasting style (fast/slow) and composers. At least one of these performed from memory.
2. Sight-read music of a director's choice.
3. Play three major scales/three minor scales (two octave, hands together) as directed by the instructor.
4. Demonstrate a piece of music created through improvisation or by ear (optional).

Vocal Music (Performance)

1. Perform one solo from the classical Art Song repertoire or a Broadway musical selection. If the student cannot prepare a classical or Broadway selection, the following songs accepted: "My Country Tis of Thee" or "America the Beautiful." Student accompaniment (CD or piano) is preferred, but unaccompanied singing is acceptable.
2. Perform two prepared pieces of music (music is the student's choice). The pieces must be from different genres or styles (preferably, one piece from the classical repertoire or classical style).
3. Sight-read music of the director's choice.

Visual Art

1. Submit a portfolio of samples of prospective student's most recent artwork. Preferably 8-12 pieces. Bring as much variety as possible.
2. Complete two drawing assignments during the audition: a still life and an imagination assignment. Bring a #2 pencil and sketchbook.
3. Briefly write about or discuss your favorite medium or project you have completed.

STUDENT HANDBOOK

EAGLE EXCELLENCE



WHAT MAKES A CVPA STUDENT?

The Artist

- Is dedicated to the creation of art.
- Makes art public through performances, exhibitions, or publications.
- Respects the creative efforts of others by giving exhibits, performances, and publications undivided attention.
- Demonstrates a desire to improve as an artist.
- Visits museums, attends concerts, plays, and exhibits.
- Appreciates and respects differences in culture and style.

The Citizen

- Realizes his/her place as an individual within a community of artists/scholars.
- Shows evidence of self-discipline by achieving excellence in academics.
- Follows the rules established by the school and by the school district.
- Respects the academic efforts of others as evident in his/her participation in school activities.
- Keeps his/her own locker neat and orderly for books and personal belongings.
- Respects the authority of school officials.
- Respects the property of others.
- Makes an effort to keep our school clean and safe.

The Scholar

- Shows evidence of self-discipline by learning course content.
- Completes homework daily. Takes textbooks home every night.
- Attends class regularly and on time.
- Reads often.
- Takes pride in his/her academic accomplishments.
- Participates in classroom activities in positive ways.

ARTISTIC OPPORTUNITIES FOR STUDENTS

Exhibits

Visual arts students submit their work to several art shows and contests. In addition, CVPA sponsors student art shows in our own Kwame Art Gallery.

Performances

Music, theater, and dance students perform in concerts and plays. Performances include the Quarterly Performing Arts Nights, Fall Musical, Spring Theatrical Production, One Act Play Festival, Dance Recitals, Senior Showcase, Art Shows, and two Talent Shows.

Theater Etiquette

In the theater, CVPA students show respect for the performers by sitting quietly and paying attention to the performance. Those who cannot behave properly in the theater asked to leave. *(For more information, see page 19.)*

Central Visual and Performing Arts High School graduates admitted to some of the finest universities, colleges, and conservatories. Our alumni have distinguished themselves in virtually every field of endeavor, including the arts and sciences, medicine, law, business, education, and public service. Our students regularly attend the following schools:

Academy of Art University
Alabama A&M University
Alabama State University
Alcorn State University
Allied Health Careers
Arizona State University
Art Institute of California – Hollywood
Art Institute of California – San Diego
Art Institute of Chicago
Art Institute of New York City
Asbury University
Ball University
Barnes Jewish School of Nursing
Berklee College of Music
Blackburn College
California College of the Arts
Chamberlain School of Nursing
Clark Atlanta University
Collin College
Columbia College – Chicago
Cottey College
Culinary Institute of Saint Louis
Deaconess Nursing School
De Paul University
DeVry University
Emory University
Fisk University
Fontbonne University
Georgia State University
Grambling State University
Hampton University
Harris-Stowe State University
Harvard College
Hollins University
Howard University

Illinois College
Illinois Institute of Art
Indiana Tech
Jackson State University
Jefferson College
Kansas City Art Institute
Kendall College
L'Ecole Culinaire- St. Louis
Lincoln College
Lincoln University
Lindenwood University
MacMurry College
Maryville University
Millikin University
Missouri Baptist University
Missouri Southern State University
Missouri State University
Missouri Tech
Missouri University of Science and Technology
Missouri Valley College
Missouri Western State University
Morehouse College-Georgia
Musicians Institute – Los Angeles
Nebraska Wesleyan University
Norfolk University
Northwest Missouri State
Olivet Nazarene University
Ottawa University
Paul Mitchell
Ranken Technical College
Richland College – Dallas
Robert Morris College- Chicago
Roosevelt University - Chicago
Saint Louis Art Institute

Saint Louis College of Pharmacy
Saint Louis Community College
Saint Louis University
Savannah College of Art and Design
School of the Art Institute of Chicago
Southeast Missouri State University
Southern Illinois University – Carbondale
Southern Illinois University – Edwardsville
Southwest Baptist University
Spelman College
Stephens College
Sullivan University
Tennessee State University
Texas Southern University
Truman State University
University of Arkansas – Pine Bluff
University of California- Los Angeles
University of Central Florida
University of Central Missouri
University of Illinois at Chicago
University of Iowa
University of Minnesota
University of Missouri Columbia
University of Missouri Kansas City
University of Missouri Rolla
University of Missouri St. Louis
University of Pennsylvania
University of Southern California
University of the Arts
Wartburg College
Washington University
Webster University
Westminster College

CLASS SCHEDULE AND BELL TIMES

***** All Class Schedules may be impacted due to scheduling needs at the beginning of school year *****

Central Visual & Performing Arts High School Hybrid Schedule Tier 1

1 st Lunch	Monday	Tuesday		Wednesday	Thursday	Friday
	7:00am	7:00am		7:00am	7:00am	7:00am
1	7:10am – 8:02am	7:10am – 8:02am	1	7:10am – 8:43am	7:10am – 8:43am	7:10am – 8:02am
2	8:06am – 8:58am	8:06am – 8:58am				8:06am – 8:58am
3	9:02am – 9:54am	9:02am – 9:54am	2	8:48am – 10:21am	8:48am – 10:21am	9:02am – 9:54am
4	9:58am – 10:50am	9:58am – 10:50am				9:58am – 10:50am
Lunch	10:50am – 11:20am	10:50am – 11:20am	3	10:26am – 12:29pm	10:26am – 12:29pm	10:50am – 11:20am
5	11:24am – 12:16pm	11:24am – 12:16pm	4	12:34pm – 2:07pm	12:34pm – 2:07pm	11:24am – 12:16pm
6	1220:pm – 1:11pm	1220:pm – 1:11pm				1220:pm – 1:11pm
7	1:15pm – 2:07pm	1:15pm – 2:07pm	Lunch	11:24am – 11:54am, 11:59 – 12:29pm	11:24am – 11:54am, 11:59 – 12:29pm	1:15pm – 2:07pm

2 nd Lunch	Monday	Tuesday		Wednesday	Thursday	Friday
	7:00am	7:00am		7:00am	7:00am	7:00am
1	7:10am – 8:02am	7:10am – 8:02am	1	7:10am – 8:43am	7:10am – 8:43am	7:10am – 8:02am
2	8:06am – 8:58am	8:06am – 8:58am				8:06am – 8:58am
3	9:02am – 9:54am	9:02am – 9:54am	2	8:48am – 10:21am	8:48am – 10:21am	9:02am – 9:54am
4	9:58am – 10:50am	9:58am – 10:50am				9:58am – 10:50am
5	10:54am – 11:46am	10:54am – 11:46am	3	10:26am – 12:29pm	10:26am – 12:29pm	10:54am – 11:46am
Lunch	11:46am – 12:16pm	11:46am – 12:16pm	4	12:34pm – 2:07pm	12:34pm – 2:07pm	11:46am – 12:16pm
6	1220:pm – 1:11pm	1220:pm – 1:11pm				1220:pm – 1:11pm
7	1:15pm – 2:07pm	1:15pm – 2:07pm	Lunch	11:24am – 11:54am, 11:59 – 12:29pm	11:24am – 11:54am, 11:59 – 12:29pm	1:15pm – 2:07pm

WHO CAN ANSWER MY QUESTIONS?

Advanced Placement Program	Veronica Rovira
Absences/Attendance	Sandra Smith
Activities.....	TBA
Bus/Transportation.....	(314)633-5107
College Information.....	Sheri Reed -Parker
Emergency Messages	Angela Thomas
Financial Aid.....	School Counselors
Fines	Katheryn Williams
First Aid	Marcia Simon-Newton
G.E.D.	School Counselors
Graduation Information.....	School Counselors
Graduation Requirements.....	School Counselors
Immunizations.....	Marcia Simon-Newton
Locker Assignments	Perry Anselman
Lost and Found	Security
Lunch Program	Food Services
Schedule Changes	School Counselors
School Pictures	Clifford Williams
Students with last name A-L	Katrina Connors
Students with last name M-Z	Michel Brindel
Transcripts	Angela Thomas
Visitors/Volunteers.....	Angela Thomas/Sheri-Reed Parker
Withdrawal/Transfer	School Counselors
Work Permits	Robin Wolfgram

GRADUATION CREDITS

The following list identifies the number of credits required by the State of Missouri for a student to graduate high school. It also identifies the number of credits recommended for students planning to enter Missouri community college transfer programs and public universities.

	Saint Louis Board Of Education	College Bound
English	4.0	4.0
Mathematics	3.0	4.0
Science	3.0	4.0
Social Studies*	3.0	3.0
Fine Arts	1.0	1.0
Foreign Language	0.0	2.0
Practical Arts	1.0	1.0
Physical Education	1.0	1.0
Personal Finance	0.5	0.5
Health	0.5	0.5
Electives	7.0	3.0
Total Units	24.0	24.0

In order to earn a credit, students must receive a grade of D or higher. Each semester passed constitutes 0.5 credits towards graduation. At Central Visual and Performing Arts High School, students expected to major in a specific area of art on which they focus throughout their four years of high school.

Students must also pass the Missouri and U.S. Constitution tests.

In order to participate in the graduation exercises, the student must complete all requirements, have a minimum 90%ADA, pay senior dues and pay all fines prior to the scheduled graduation exercises.

GRADE LEVEL DISTINCTIONS

Since the high school provides a departmentalized program, grade level determined by the number of credits attained.

Promotion to Grade 10: A student must have accumulated **7** units of credit to be classified as a sophomore.

Promotion to Grade 11: A student must have accumulated **13** units of credit classified as a junior.

Promotion to Grade 12: A student must have accumulated **19** units of credit classified as a senior.

GRADE POINT AVERAGE

A student's grade point average (GPA) figured on basis of his/her semester grades in all subjects. No quarter grades used to determine the GPA. Letter grades given the following values and then computed to determine GPA. A=4 pts, B=3 pts, C=2pts, D=1 pt, F=0 pts. All students in AP (Advanced Placement) classes receive a weighted grade point for their grades.

In addition to a letter grade given for each subject, three grade point averages reported:

- Cumulative = the accumulated average of semester grades earned in grade 9 through end of the last completed semester.
- Semester = the average of the semester grades earned for the semester just completed.
- Quarter = the average of the grades earned for the quarter completed. Quarter grades not used in computing cumulative averages.

GRADES

- A** Exceptional (90% of higher)
- B** Above Average (80-89%)
- C** Average (70-79%)
- D** Below Average (60-69%)
- F** Failure to meet minimum requirements of the course; carries no credit (59% and below)
- I** Incomplete – work must be completed by the end of the following quarter; carries no credit.
- P** Pass; carries no credit

ELIGIBILITY REQUIREMENTS AND EXPECTATIONS

Students desiring to participate in performances, dances, field trips, extracurricular activities or any other experience outside of the regular class, must meet the eligibility requirements listed below.

- Hourly attendance rate must be greater than 93%
- GPA must be 2.75 or greater
- A good discipline record (i.e. no out of school suspensions in the current semester)

It is a student responsibility proactively monitoring their status. Inquiries about eligibility directed to the Administration.

- Students who have been ineligible for participation in arts activities due to attendance, discipline, or grade point deficiencies for two school years are subject to review with the arts department and principal.
- Seniors are required to fulfill their performance obligations even when these dates occur after their graduation date. Diplomas and transcripts held until all obligations met.
- All fees associated with participation in arts programs are non-refundable to students who have become ineligible to perform due to attendance, discipline, or grade point deficiencies.

DEPARTMENT DESCRIPTIONS

Art Department

The Visual Arts utilize classic ideas and techniques to create artwork of lasting power and beauty. Students learn the principles and elements of design, color and composition theory, and the basic techniques of drawing, painting, photography, ceramics, and sculpture. Students use what they have learned to create art that expresses their own unique, individual, personal approach to the world.

Art courses offered to students in the following areas: Graphic Design, Painting, Drawing, and Ceramics.

High standards of effort and accomplishment maintained in all classes. Students admitted to upper level classes by audition, portfolio, and teacher recommendation.

Career & Technical Education Department

Career & Technical Education prepares students for the real world of work by teaching practical arts. The goal is to provide experiential activities, technical training, and resources that promote high academic achievement while preparing students for a successful career. Central Visual & Performing Arts High School offers Business Education and Graphic Design as its Career & Technical Education courses.

Students in Career & Technical Education have the opportunity to apply the knowledge they gain from core curriculum courses in practical ways. This trains students for work while also strengthening their knowledge and comprehension of mathematics, reading, writing, and science.

Each subject advanced students expected to complete an industry-based internship in the second semester of their senior year. This provides further application of classroom instruction, an accurate experience of the workplace environment, and a wider view of the requirements of particular jobs. Career & Technical Education exists because society needs workers who are technologically literate, able to function independently but work as a team, competent writers and thinkers, and effective problem solvers.

Through well-defined competencies, experienced educators, and the guidance from an advisory committee, students gain skills in leadership, analyzing, organizing, writing, ethical applications, human relations, and interpersonal communications: all needed to progress to entry-level employment and/or post-secondary training.

Upon completion of their area, many students will receive certification in a specific technical area and will be ready for work, an apprenticeship, or additional postsecondary training. More information about Career & Technical Education found at www.slps.org under "Parents & Students."

Dance

The high school curriculum in dance intended to develop students' technical proficiency and artistry in classical theatrical dance to a level that enables them to go into professional performing careers, college-level dance programs, or related professions.

English Language Arts

Language is the fundamental means by which thought, ideas, feelings, and emotions conveyed. Therefore, a variety of planned instructional strategies with primary emphasis on understanding should stress teacher-student and student-student interaction so that students will learn to organize and express thoughts through speaking and writing to receive, reflect upon, and evaluate the thoughts of others through reading and writing. The goal is to increase students' literacy by reading, interpreting, and analyzing literature through speaking, listening, and writing in Standard English. Communication Arts is an integral part of each student's educational experience. More than a body of knowledge, Communication Arts is essential for the development of strong analytical, critical thinking and written expression skills. Through the secondary Communication Arts program, students are prepared to achieve success in the workplace and academia.

Foreign Language

The Foreign Language Department dedicated to motivating and expanding the students' ability to speak, listen, read, and write in a foreign language. It also aims to broaden the students' artistic experience by exposing them to the myriad of cultures that make up the world. To achieve this, the department offers a gradual immersion experience designed to build fluency through oral, written, and interactive student-oriented activities. The department aims to prepare students for the rigorous foreign language programs offered at four-year colleges (most of which require at least two years of a foreign language prior to acceptance), as well as providing them with a skill that is in high demand as they enter modern society's increasingly globalized work force.

Health and Physical Education

The Health and Physical Education Department aims to provide students with the health knowledge and physical capabilities necessary to manage the school's challenging academic, visual, and performing arts programs. The competencies that form the basis for this content area will enable students to make wise life-long decisions regarding their physical, mental, and social well-being. A semester of Health and a year of Physical Education are required for graduation.

Mathematics

The Central Visual and Performing Arts High School Mathematics curriculum embraces the vision for mathematics education described in the Principles and Standards for School Mathematics. Students have access to high-quality, knowledgeable, and enthusiastic teachers who deliver an engaging, challenging mathematics curriculum. The curriculum offers students the opportunities to learn important mathematical concepts and procedures with understanding. Technology is an essential component of the learning environment. The curriculum prepares students to function in today's highly technical world.

Music

The Central Visual and Performing Arts High School Music Department is composed of many disciplines: Upper and Lower Brass, Guitar, Harp, Percussion, Piano, Strings, Voice, and Woodwinds. These courses include total musicianship within each entity such as music theory, music history, sight singing, ear training, and solo/ensemble techniques. All students are required to perform in monthly Music Department recitals. Selected students will participate in Metro District Eight All-District Choir and Orchestra auditions in the fall. Qualified students who successfully audition for the District Choir and Orchestra will be able to audition at the State level.

In the spring, students of each discipline will participate in the E. Des Lee Collaborative and the All-District and, if qualified, All-State Solo/Ensemble auditions. Our Concert Band, Orchestra, and Jazz Band classes are open to all qualified students after auditioning. Concert Choir, Jazz/Show Choir, and Glee Club offered as class courses and as after-school disciplines with after-school rehearsals in this area offered for extra-credit. However, students must be able to maintain a high level of discipline within the confines of the after-school rehearsals in order to receive extra credit and in order to participate. In any case, these after-school rehearsals offer students the ability to become more confident in performance of solo/ensemble repertoire.

Students in vocal and instrumental ensemble disciplines may participate from 9th through 12th grade. Daily practice and rehearsal is required for all disciplines.

Please Note: Each instrumental and vocal music student assessed a \$25 annual music fee for auditions, accompanists, and other entry fees.

Personal Finance

Financial literacy is essential in meeting the financial challenges of the 21st Century. The competencies that form the basis for this semester course enable students to analyze their personal financial decisions, evaluate the costs and benefits of their decisions, and recognize their rights and responsibilities as consumers.

Science

The science program of Central Visual and Performing Arts High School will develop students' appreciation of science and prepare individuals to use it in an increasingly technological society. Our goal is to produce informed citizens who are critical thinkers prepared to deal responsibly with science-related social issues. For students who aspire to scientific careers, we provide the in-depth knowledge appropriate to their needs.

Science is experimental by nature and inherently involves experimentation in the classroom. Science not taught in isolation. An interdisciplinary approach that incorporates the strengths and artistic talents of our students is used.

Special Education

The Specialized Educational Services Department provides the required core curriculum design and incorporates an extensive transition planning and support to assist students in meeting their post-secondary goals.

Social Studies

The Central Visual and Performing Arts High School Social Studies Department provides a variety of social studies experiences in areas such as American Government, Economics, World History, American History, AP US History, Law, and Current Events. The courses help students to understand the world at large and the role that America has played in the past, is experiencing at present, and can offer in the future. The curriculum emphasizes the acquisition of knowledge and the skills that will allow students to broaden their understanding of an increasingly complex and globally connected society. The curriculum helps students make intelligent decisions as citizens of a culturally diverse and increasingly Global society.

The Social Studies instructors assist students in using their textbook, the Internet, primary and secondary sources, films, photographs, maps, charts, graphs, and other materials to construct knowledge that is meaningful to their daily lives. Students integrate writing, use data, create and present student projects, and explore strategies such as cause/effect, sequence, comparison/contrast, and analogy. Three years of social studies are required and one year of electives offered during the high school course of study.

Theater

Central's Theater Department implements a sequential theater arts curriculum that incorporates beginning to advanced techniques in acting, stage movement, vocal production, and directing. Students also have exciting electives to choose from like Audition and Resume, Musical Theater, and even Acting, Singing and Dance for Non-Majors. The curriculum requires a high level of commitment from students who train two to three hours each day, with after-school rehearsals for the season productions. The program emphasizes individual growth and personal discovery as well as an ensemble approach to acting. The faculty consists of working professional artists who share their expertise, experiences, and passion for the art of theater. Recent studies show that the study of Theater not only enhances a student's ability to perform but teaches a better understanding of the human condition as well. Theater students learn how to work in groups and how to focus and concentrate and are educated in the importance of meeting deadlines. We also strive to instill in all of our students a love of theater and to encourage them to be lifelong patrons of the arts.



THEATER ETIQUETTE

Dress: Find out what is appropriate for the particular event, and dress accordingly. Remove hats and caps when you are indoors. Even though many people wear very casual clothes to performances and gallery openings these days, those who truly appreciate artistic events often make the occasion even more special by dressing properly as a sign of respect for those who have worked to make the performance or gallery exhibit happen and a sign of regard for the art form itself.

Talking: Feel free to talk quietly before/after a performance and during intermission. Shouting across space to another person prohibited. Between scenes (lights down), between performance pieces, and during applause, you may whisper quietly to someone next to you. Use discretion. Be tolerant of performers onstage and be understanding if someone makes an error. Laughing at performers' mistakes is unacceptable.

Respect of Space: Never bring food or drink into a theater/auditorium. That applies to candy and gum as well. Never shortcut getting to or from your seat by stepping over a row of seats in an auditorium, but rather walk down the aisle, even if it requires that others have to make room for you. If you are late, do not enter during the performance. Wait quietly in the lobby until intermission and then enter the theater.

Posture: Sit up straight in your seat. Once again, that behavior shows interest in and respect for the performer. Sit only in approved seating, not on the floor or in the aisles. Placing your knees or feet on the back of the seats, in front of you in any performance space, even a space for a meeting or assembly prohibited. Do not exhibit such crass behavior as reading, doing homework, or sleeping. Off-campus guests attend our performances regularly, and it is important that they have a positive opinion of your manners.

Respect of Stage and Scenery: Unless explicitly instructed otherwise, never climb onto the stage before, during intermission, or after a performance. Doing so is unsafe and invites accidents.

Noise: Do not make any unnecessary noise during a performance. Digging in a purse, searching for a Kleenex, etc. done beforehand and not during a performance. Such actions draw attention to you and distract others (not to mention the performers themselves).

Cameras and Recording Devices: Photography, flash or otherwise, always prohibited. Taking a picture with a flash blinds the performers, (especially dangerous for dancers) and causes a distraction for other audience members. Even non-flash cameras make noise and cause distraction. Unless given explicit permission from the stage to take pictures, prohibited. If you simply must have a picture of a performer, wait around after the performance and see if you can get one. Audio/video recording is a violation of copyright law in most cases and discouraged in almost all cases.

Applause: When an actor enters the stage, generally not appropriate to applaud. Exceptions to this rule occur occasionally when a "big name" is in a show, and the audience applauds the first time that actor enters a scene. This is to show special respect for that person's body of work. Usually, however, applause is appropriate only following each act of a play or performance. In musical theater, audiences applaud the orchestra following the overture (before the performance), after each musical number, and at the end of each act, as well.

Standing Ovations: It is a personal decision to stand. Regardless of what others around you have chosen to do, make your own decision. It is not rude to remain seated and applaud during a standing ovation. To stand is to show your overwhelming approval and enthusiasm for a performance. You stand because sitting and applauding is just not enough! Be selective and discriminating in your willingness to give a standing ovation so that when you stand, it means something--to you and to those involved in the performance/production. If you stand at every performance, it cheapens the meaning of the standing ovation as a symbol of exceptional approval and enthusiasm.

At all times conduct yourself in a way that reflects your personal character and the high esteem in which you hold the arts.

COURSE OFFERINGS

Freshman Year

English Language Arts

Freshman Literature

Mathematics

Algebra 150

Algebra 350

Science

Physics First

Social Studies

American History

Health/Physical Education

Physical Education

Electives

Choose 3:

(Include art major and/or double dose English or Math if applicable)

Sophomore Year

English Language Arts

World Literature

Literacy Techniques

Mathematics

Geometry 250

Algebra 350

Science

Biology

CTE

Introduction to Business

Social Studies

World History

AP US History

Health/Physical Education

Health (0.5 credits)

Personal Finance (0.5 credits)

Electives

Choose 3:

(Include art major and/or double dose English or Math if applicable)

COURSE OFFERINGS

Junior Year

English Language Arts

American Literature
AP English Language
Literacy Techniques

Mathematics

Algebra 350
Trigonometry 450

Science

Chemistry
AP Biology
Anatomy
Environmental Science
AP Environmental Science

Social Studies

American Government
AP Government and Politics

Foreign Language

Spanish 1

Electives

ACT Prep
Introduction to Business

Choose 2:

(Include art major or additional academic classes)

Senior Year

English Language Arts

AP English Literature
African American Literature

Mathematics

Trigonometry 450
AP Calculus

Science

Anatomy and Physiology
Environmental Science
AP Environmental Science
AP Chemistry

Foreign Language

Spanish 2

Social Studies

Law
AP American Government

Business Education

Intro to Business (or practical art)
Advanced Microsoft Applications

Electives

Choose 3:

(Include art major, community service for A+, or additional academic classes)

COURSE DESCRIPTIONS

Advanced Placement Courses

Central Visual and Performing Arts High School offers myriad Honors and Advanced Placement courses in studio and academic subjects. Our philosophy is to encourage and enable students to achieve success by challenging themselves. Accordingly, a full complement of Honors courses offered starting freshmen year based on placement during the summer transition program. Many colleges and universities use the score on the AP examination for college-level placement and award college credit to students receiving a score of 3, 4, or 5. Advanced Placement courses include:

Art

Art History
Drawing
2D Studio Art
3D Studio Art

English

English Literature and Composition
English Language and Composition

Math

Calculus AB
Statistics

Foreign Language

Spanish Language

Music

Music Theory

Science

Biology
Chemistry
Environmental Science
Computer Science

Social Studies

US History
European History
World History
Psychology
United States Government and Politics
Comparative Government and Politics

Please Note: Not all courses offered each year.

Art

Fundamentals of Art

In the Fundamentals of Art, all of our art teachers stress traditional artistic skills and disciplines. Students draw from observation and imagination, use classic techniques of perspective and design, and learn standard and contemporary approaches to making art. Students also learn to manipulate a wide variety of art media.

Drawing and Painting 1 & 2

In the Drawing and Painting classes, students will use a wide variety of media, including pencil, pastel, oil pastel, and acrylic paint, to explore and develop their ability to create beautiful, unique, and accurate images. Students will work on paper, canvas, and other materials. They will learn the many techniques of life drawing, perspective, and shading to create images both from reality and from their imagination. They will learn about the rich and exciting history of Art, and begin to build a portfolio of their work to help gain entry into numerous artist programs.

Advanced Painting

In the Advanced Painting class, students will expand their knowledge of art media to create increasingly personal artwork. They will learn to use the techniques of composition to build images that focused, balanced, and strong. Students will explore the history of Art through our unique program with the St. Louis Art Museum. They will work to develop a portfolio of professional caliber. They will get to meet with representatives of colleges and professional schools of Art. Students will learn about the many career and educational opportunities that are available to good art students. Students will also get the opportunity to show their artwork. They will also work together with other student artists to create works of art for our building and for our community, works of art that viewed by people from throughout the area for generations to come.

Design 1 & 2

In the Design classes, students become involved in the aesthetics and history of design. Students explore and apply the elements of composition: line, shape, value, space, color, texture, and form to make successful artwork. Students increase their technical skills by practicing various drawing methods. Students produce a portfolio of artwork that displays their drawing and painting skills. Students also curate peer exhibitions and participate group critiques. Students are encouraged to push the boundaries of artistic exploration.

Advanced Design

The Advanced Design class intended to advance students in the many facets of design. In this class, students use their prior knowledge to enhance their awareness of the aesthetics and history of design. They work to produce a portfolio that exhibits their thoughtful understanding, as artists, of the concepts and history of art. Students increase their technical competence by observing and drawing both subtle and elaborate designs. Students become active in exploring and applying the elements of composition, line, shape, value, space, color, texture, and form to make successful artwork. Students will be encouraged, push the boundaries of artistic exploration.

Beginning Ceramics

In the Beginning Ceramics class, students will learn to use simple hand building techniques. Students will become familiar with the cultural, chemical, and geological origins of clay. Students will learn simple glaze decoration and firing techniques.

Intermediate Ceramics

In the Intermediate Ceramics class, students will explore hand building and beginning wheel-throwing techniques. Students will continue their studies of various cultures and artists and will study the history and evolution of pottery from ancient times to present day. Focus of the class on the production and development of a professional- level portfolio of ceramic artwork.

Advanced Ceramics

The Advanced Ceramics class designed for serious ceramic students who have demonstrated the technical proficiency and the creative ability to continue in this medium. Emphasis will be on mastering advanced hand building and wheel throwing techniques, developing a sense of style, and perfecting Craftsmanship. Each student expected to complete a portfolio suitable for submission to institutions of post-secondary training.

AP Art History

The AP Art History course engages students at the same level as an introductory College Art History survey. Such a course involves critical thinking and helps students develop an understanding and knowledge of diverse historical and cultural contexts of architecture, sculpture, painting, and other media. It also provides an opportunity for schools to strengthen an area neglected in most curricula. In the course, students examine and critically analyze major forms of artistic expression from the past and the present from a variety of cultures. While visual analysis is a fundamental tool of the art historian, art history emphasizes understanding how and why works of art function in context, considering such issues as patronage, gender, and the functions and effects of works of art. Many colleges and universities offer advanced placement and/or credit to students who have performed successfully on the AP Art History Exam.

AP 2D Studio Art

This course intended to address two-dimensional (2-D) design issues. Design involves purposeful decision making about how to use the elements and principles of art in an integrative way. The principles of design (unity/ variety, balance, emphasis, contrast, rhythm, repetition, proportion/scale, figure/ground relationships) articulated through the visual elements (line, shape, color, value, texture, space). They help guide artists in making decisions about how to organize an image on a picture plane in order to communicate content. Effective design is possible whether one uses representational or abstract approaches to art.

AP 3D Studio Art

This course intended to address sculptural issues. Design involves purposeful decision making about using the elements and principles of art in an integrative way. In the 3-D Design Portfolio, students asked to demonstrate their understanding of design principles as they relate to the integration of depth and space, volume and surface. The principles of design (unity/variety, balance, emphasis, contrast, rhythm, repetition, proportion/scale, and occupied/unoccupied space) can be articulated through the visual elements (mass, volume, color/light, form, plane, line, texture).

AP Drawing

This course intended to address a very broad interpretation of drawing issues and media. Line quality, light and shade, rendering of form, composition, surface manipulation, the illusion of depth and mark/making are drawing issues addressed through a variety of means, which could include painting, printmaking, mixed media, etc. Abstract and observational works may demonstrate drawing competence. The range of marks used to make drawings, the arrangement of those marks, and the materials used to make the marks are endless. There is no preferred (or unacceptable) style or content.

Career and Technical Education

Computer Applications

This area of instruction provides content for knowledge and skills required in the technology-based work place. As the demand continues to expand for individuals to use computer hardware and software to create business documents, gather information, and solve problems, this class is vital for students planning to attend post-secondary education or enter the workforce. Hence, the course designed to help master beginning and advanced skills in the areas of word processing, database management, presentation design, online employment, and data research.

Entrepreneurship/E-Commerce

All students can benefit from an understanding of entrepreneurship/ecommerce and its role in the free enterprise system. Hence designed to provide students fundamental knowledge needed for organizing, developing, and implementing a business. In addition, students will learn skills in the design, construction, publishing, promotion, and maintenance of web sites used for conducting business electronically. Subsequently, students provided the opportunity to devise methods for integrating entrepreneurship into their existing curriculum and life plan utilizing their depth of knowledge, teamwork, research, and initiative.

Graphic Design 1 & 2

Graphic Design 1 & 2 is an introduction to digital imaging and computer-based art. Students will explore different avenues of visual communication, self-expression, and creative problem solving through the creation of commercial, interactive, and fine art. All work based upon study, aesthetics, purpose, and criticism of digital art forms.

Graphic Design 3 & 4

Graphic Design 3 & 4 is a project-studies class that expands on the knowledge gained in the previous course. Students will explore different possibilities in the field of digital media, then design, plan, and complete quarterly projects. All projects must have a real outcome and be presented to a real audience outside of the classroom. Areas of exploration include (but are not limited to) typography, digital art, animation, and web design. All projects should take into consideration the design elements, purpose, and criticism of digital art forms.

College Preparatory Electives

ACT Prep for National Exam

National Test Preparation is an elective course that students can take in their junior or senior year. This course helps prepare students for the American College Test, or ACT. The ACT is favored over the SAT by colleges in Missouri and throughout the Midwest. Although colleges consider a student's grades to be the most important gauge of a student's academic success in high school, many colleges look to the ACT as a second indicator of student achievement in core academic areas important for success in college. Those core academic areas covered on the ACT are English, Mathematics, Reading, Science, and an optional Writing Test. In this course, students will become familiar with the content of the ACT, the types of questions on the ACT and how to approach them, general test-taking strategies, and specific skill-building review over content covered on the ACT. This course offers a great way to practice for the real ACT. With practice, students are more likely to obtain higher ACT scores and earn full or partial college scholarships.

Communication Arts

Freshman Literature 100

To prepare students for the level and amount of reading and writing expected to do in high school and beyond, it is important that the Grade 9 curriculum begin developing the habits of mind necessary for doing longer-form work at higher levels of sophistication than has previously been demanded of them. For this reason, the ninth-grade Communication Arts course emphasizes in-depth study of the major literary genres, using a single focus text as the "anchor" around which each quarter's work is built. While studying one major literary work each quarter, students will closely examine, through reading, research, and writing, that work's historical context, themes, and literary elements. Built around the focus text will be a variety of other, shorter works representing a wide range of genres and viewpoints—works that support and supplement students' exploration of each quarter's guiding questions. The guiding question throughout the course will be, "Who am I, and what does it mean to be part of a society?" Additional domain-specific questions will supplement these: "How do we read literature, how do we respond to literature, and how does reading and writing help us make sense of our world?" Students will also examine nonfiction selections.

Focus texts will include the following:

- Harper Lee, *To Kill a Mockingbird*
- Frederick Douglass, *Narrative of the Life of Frederick Douglass*
- William Shakespeare, *Romeo and Juliet*
- Homer, *The Odyssey*

Freshman Literature 100 (continued)

Over the course of the year, students asked to write in each of the following genres and rhetorical modes:

- Summary and paraphrase
- Autobiographical narrative
- Expository (e.g., process, compare and contrast)
- Persuasive/Argumentative
- Creative

In addition, fundamental vocabulary words/skills and research concepts woven in throughout the course. Key research concepts will include media literacy, conducting keyword searches, and finding and using sources

World Literature and Composition 200

In World Literature & Composition 200, students extend their exploration of self and society by examining the shared stories of humans around the world. The guiding questions for World Literature are, "What does it mean to be a part of this world? What stories and struggles help define the human experience?" The course will take a combined geographic, chronological, and thematic approach in order to provide students not only with a sense of humans' shared experiences but also with an understanding of how these experiences were shaped by the history, culture, and geography of different parts of the world. Woven throughout will be linkages to the World History course; in particular, writing assignments and other projects will be cross/curricular whenever possible. Students will continue building upon the habits of mind established in Freshman Literature & Composition 100, asking "why" questions as they probe literature more deeply to understand increasingly complex philosophies and perspectives.

Major works will include the following:

- Sophocles, *Oedipus the King*
- Chinua Achebe, *Things Fall Apart*
- Kamala Markandaya, *Nectar in a Sieve*
- Elie Wiesel, *Night*

Major works supplemented with mythology, short fiction, essays, and poetry representing major cultures, philosophies, and genres. Throughout, students asked to write in each of the following modes:

- Summary and paraphrase
- Comparison/Contrast
- Persuasive
- Expository (research-based, process)
- Classification

Vocabulary words/skills and fundamental research concepts will continue to spiral upward throughout the course. Key research concepts include conducting a search, determining the reliability and validity of source information, using a variety of sources, and citing sources. Throughout the course, teachers will incorporate their own additional formative and summative assessments—such as quizzes, tests, and performance tasks—to monitor student understanding in order to determine areas that require re-teaching and remediation.

American Literature and Composition 300

After focusing extensively in World Literature & Composition 200 on the stories that have defined humans across time and place, students' focus in American Literature & Composition 300 will shift to the story of our society. The main guiding questions in American Literature will be, "Who are we as a people?" and "What does it mean to be American?" Supplemental questions will emerge that will encourage deeper analysis of texts: "Who are the characters? What forms them and drives them? What does the text mean? What is the author trying to accomplish?" Having explored early American history, politics, and values in the American Government course, as well as in Grade 9 Communication Arts, students should have a ready foundation for considering the complex texts they will encounter in American literature. Specifically, students will examine what our literary history tells about changes in our society and the people who live here; shifting social values; emerging social movements; and ongoing struggles. The course will take a largely chronological perspective that corresponds closely to American history. However, thematically relevant writings, speeches, and films that can help students better answer the guiding questions will be introduced throughout the course.

Major works will include the following:

- Arthur Miller, *The Crucible*
- F. Scott Fitzgerald, *The Great Gatsby*
- Upton Sinclair, *The Jungle*
- Kate Chopin, *The Awakening*
- Poetry of the Harlem Renaissance
- Yoshiko Uchida, *Picture Bride*
- Lorraine Hansberry, *A Raisin in the Sun*
- "Voices of Today" independent reading project

Major works supplemented with a broad selection of short fiction, nonfiction, and poetry by significant American writers. Students asked to write in each of the following forms, with renewed emphasis on the grammar skills needed for college-entrance examinations:

- Summary and paraphrase
- Literary analysis
- Problem-Solution
- Expository (research-based)
- Persuasive

Teaching of vocabulary words/skills and research concepts will continue to spiral upward in Grade 11, with an emphasis on media literacy and research-based literary analysis.

English Literature and Composition 400

In English Literature 400, students will round out their study of Communication Arts by turning their attention to the works of English-speaking cultures, starting with the literature of Great Britain and spreading out across the globe. Guiding questions in English Literature will be, "What is 'English,' how has English affected the world, and how has the world affected English?" The course will examine British literature as well as works representing the Commonwealth. The course organized chronologically, but a thematic and cultural perspective incorporated in order to help students answer the guiding questions.

Major works will include:

- Anonymous, *Beowulf*
- William Shakespeare, *Hamlet* and/or *Macbeth*
- Charlotte Bronte, *Jane Eyre*
- "Legacy of Colonialism" independent reading project

English Literature and Composition 400 (continued)

Major works supplemented with poetry, short fiction, and essays representing significant writers, philosophies, and cultural perspectives. Throughout, students will write in the following rhetorical modes:

- Summary and paraphrase
- Informative (research-based project)
- Persuasive
- Comparison/Contrast
- Cause-and-Effect

Research-related skills and concepts will comprise an important part of the course, with particular emphasis on integrating researched information with students' own ideas and writings; quoting from and citing sources; and creating a Works Cited page. Students will complete a rigorous Senior Thesis that displays their mastery of research skills and writing.

African American Literature

This twelfth grade course presents a survey of major African American writers through the integration of skills in listening, speaking, reading/literature, vocabulary development, writing, language structure, and study skills.

AP English Language and Composition

An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing.

AP English Literature Composition

This course designed to prepare students for college work and the AP examination. The course requires an amount of reading and writing equivalent to what students would experience in an introductory college course. That means that students read on a daily basis, focusing on all the literary genres (novels, short stories, poems, plays, essays, literary criticism, and literary biography). Students also write extensively and revise what they have written. Students complete in-class writing assignments as well as formal papers on which they work outside of class. The topics for these papers range from writing about self to writing analytically about literature, writing summaries and reactions to literary research, and answering AP essay questions. Class discussions conducted in seminar format, including student-led seminars.

Dance

Beginning Dance

Beginning Dance is for students with little or limited previous study in classical, theatrical dance. It is a participation-based course covering the foundations of technique in the genres of ballet, jazz, and tap. Students expects to achieve correct body placement and alignment, master terminology, develop technically proficient dance skills, and increase self-discipline and artistic expression.

Lower Intermediate Dance

Lower Intermediate Dance assumes significant previous experience in ballet, tap, and jazz. It builds on the skills developed in Beginning Dance and expands coverage and difficulty level of ballet, jazz, and tap content. Exposure to related dance genres such as musical theater, modern, and ethnic begins. Students expected to achieve consistency in execution of sound technique and the ability to pick up new skills quickly. Students develop increased intensity in their approach to dance.

Upper Intermediate Dance

Higher Intermediate Dance assumes very significant previous experience in ballet, tap, and jazz as well as mastery of proper body alignment and principles of technique in order to further expand the repertoire in ballet, tap, and jazz. Performance opportunities increase significantly. Students expected to have thoroughly consistent discipline and technique and develop passion in their approach to dance.

Advanced Dance

Advanced Dance assumes extensive, high-level experience and training in ballet, tap, jazz, and modern dance. Advanced Dance students have extremely challenging, intense daily classes and an extensive performing schedule. Students must work at level consistent with standards of a professional dancer. Students participate in multiple residencies with professional dance companies. The expectation is that advanced dance students are preparing for auditions to professional dance companies or college dance departments.

Health

Health and Wellness

Students usually take Health during their sophomore year. Throughout the one-semester health course, students will be addressing the guiding questions, "What is healthy living?" and "What is my responsibility to myself and others in terms of health and safety?" The course provides Factual information and then guides them through using that information to role- play difficult decisions, debate topics pertinent to their lives, articulate their thoughts and feelings through writing and dialogue, identify with others in fiction and nonfiction reading, and engage with the material from a personal perspective. Students will use the frameworks of "How does this issue affect my life?" and "How do my actions and choices affect this issue?" to explore the issues contained in each unit.

Mathematics

Algebra 150

Algebra 150 will help students acquire an understanding of numbers and increased proficiency in mathematical operations and algebraic notations. Students will study real numbers, operations, exponents, ratios, proportions, patterns, graphs, linear equations, inequalities, systems of linear equations, and quadratic equations. The course will also introduce students to factoring, data collection, data plots, sample space, and probability.

Geometry 250

Geometry 250 will help students acquire an understanding of geometric and spatial relationships. Students will study real numbers, operations, and patterns. They will investigate angles, parallel and perpendicular lines, two- and three-dimensional objects, surface area, volume, Cartesian coordinates, probability distribution, transformations, and symmetries. The course will also introduce students to inductive and deductive reasoning, which they will use to establish the validity of conjectures, prove theorems, critiquing the argument of others.

Algebra 350

Algebra 350 (Algebra II) will help students acquire an understanding of real world applications of mathematical procedures as they prepare for higher-level mathematic courses. Students will study real numbers, operations, and patterns as they extend their understanding of algebraic concepts. They will work with matrices, complex numbers, logarithms, polynomial functions and their inverse, systems of equations and inequalities, transformations, mathematical models, scatter-plots, and statistics.

Trigonometry 450

Trigonometry/Analytic Geometry 450 consists of one semester of Trigonometry and one semester of Analytic Geometry. Students will study real and complex number systems, operations, and patterns as they extend their understanding of functions and relations. They will work with matrices, vectors, logarithms, angles in degrees and radians, trigonometric functions and graphs, the Cartesian and Polar coordinate systems, transformations, and limits. The course will also provide students with opportunities to extend their mathematical knowledge through modeling and activities that prepare them for mathematical careers in our technology-oriented society.

Prerequisites: Algebra 150-1, 2; Geometry 250-1, 2; Advanced Algebra 350-1, 2.

AP Calculus

AP Calculus is a course designed to prepare students for college work and the AP examination. The course introduces the nature of and the use of the derivative and the indefinite and definite integral. Continuous functions and logarithmic and exponential functions presented. Students will be able to work with functions represented in a variety of ways: graphical, numerical, and/or verbal. At the conclusion of this course students will take either the **Calculus AB** or the **Calculus BC** exam.

Probability/Statistics

Probability and statistics designed to be an introductory course for students with good arithmetic and algebra skills. The course addresses the analysis and management of data in a variety of real-world situations and academic disciplines. Class activities will focus on the plentiful variety of statistics in the world around us. The course provides a strong background for further study, not only in mathematics, but also in any academic area (business, economics, science, medicine, sociology) that requires the collection and interpretation of data.

Prerequisites: Geometry 250-1, 2. Students may enroll in Probability and Statistics concurrently with Advanced Algebra, Trigonometry/Analytic Geometry, or Calculus.

College Algebra

This course is a detailed study of various functions selected from college algebra and trigonometry and presented in a way that will prepare students for a similar college course. The scope includes a study of polynomial, rational, exponential, logarithmic, and trigonometric functions, applications of trigonometric functions, applications of math in science, finance, and technology. Student must have completed Advanced Algebra.

Instrumental Music

Brass/Woodwinds

Beginning Brass/Woodwinds

These classes offered to 9th and 10th grade students who will learn the fundamentals of playing brass instruments: Trumpet, Trombone, French Horn, Baritone Horn, Tuba, Flute, Clarinet, Oboe, Saxophone, and Bassoon. Each student will learn the mechanics of assembling and producing sound on these instruments. They will also be able to interpret and play basic phrasing, rhythms, and musical notations. Each student will develop these skills by working in Book I of the Essential Elements 2000 book series. This book will be critical to technique and music development.

The parent/guardian must sign a St. Louis Public Schools Instrumental Bond for every instrument distributed to each student. Expected that all students will commit to regular and consistent practice in order to advance to the next level. When students have met the required proficiency level of Beginning Brass or Beginning Woodwinds, they will advance to Intermediate Brass or Intermediate Woodwinds.

Intermediate Brass/Woodwinds

These classes offered to 10th through 12th grade students who have demonstrated basic proficiency on brass instruments: Trumpet, Trombone, French Horn, Baritone Horn, and Tuba, Flute, Clarinet, Oboe, Saxophone, and Bassoon. These students will continue to improve on their development. Students will be able to interpret and play music with more advanced rhythms; i.e. syncopation, duple, triple, and quadruple meters, etc. They will learn and memorize all major scales, arpeggios, and certain standard classical solo literature. At this point, each student will increase his/her skills by working in Essential Elements 2000 book series. At this level, students will successfully audition to participate in the Central Visual and Performing Arts High School Concert and/or Jazz Bands. Students expected to attend other amateur and professional musical performances in order to expand their knowledge of genres that includes interpretative and performance readiness. When students have met the required proficiency level of Intermediate Brass or Intermediate Woodwinds, they will advance to Advanced Brass or Advanced Woodwinds.

Advanced Brass/Woodwinds

This class is offered to students in 10th through 12th grades who have demonstrated proficiency on brass instruments: Trumpet, Trombone, French Horn, Baritone Horn, and Tuba, Flute, Clarinet, Oboe, Saxophone, and Bassoon. Advanced Brass and Woodwind students will continue to advance in technique via use of complex rhythms, scales, and arpeggios, and solo/ensemble literature. These students exposed to a substantial variety of music to add to the versatility of musical interpretation and performance. This kind of exposure will help to prepare students for post-secondary auditions designed to lead to scholarships, grants, and other financial aid from colleges and universities.

Guitar

Central Visual and Performing Arts High School offers one of the few four-year high school guitar programs in the country. The goal of the guitar program is to have the students prepared for a post-secondary education in guitar or a career in music. Students have the opportunity to play a variety of guitar-based music from traditional and contemporary genres. Genres such as classical, blues, rock, jazz, and others studied and performed. Any genre or style is possible for study and performance in the guitar program. Guitar students give various performances in the school setting and for the community. Students have opportunities to attend guitar workshops and performances. These given by touring guitarists performing with the Saint Louis Symphony Orchestra and the Jazz at the Bistro music venue, among others. In addition to solo guitar performances, students play in guitar ensembles, jazz ensembles, big jazz band, and musical pit/band orchestra.

The Guitar program contains the study of music theory, ear training, rhythm guitar styles, music reading for the guitar, guitar improvisational soloing, and solo and group performing in formal and informal settings.

Beginning Guitar

The guitar or bass guitar student learns the basics of playing notated music, improvised solos and common chords by playing traditional songs and popular hits from the 1950's to the 1990's. The student will study music theory to understanding music notation, intervals, triads, major scales, and key signatures. Musicianship skills developed through ear training with simple melodies, intervals, rhythms, and sight singing. Recommended that a student take one other vocal or instrumental music course with this course.

Intermediate Guitar

The guitar or bass guitar student learns how to play classical, jazz and contemporary popular music. The student will study music theory to understanding minor scales, pentatonic scales, Seventh chords, and chord progressions. Musicianship skills developed through ear training with major and minor chords, chord progressions, harmony, and melody with harmony and rhythm. Recommended that a student take one other vocal or instrumental music course with this course.

Upper Intermediate Guitar

The guitar or bass guitar student develops the skills to play classical, jazz, and contemporary popular music. The student understands blues, chord inversions, chord extensions, and the modes of the major scale through the study of music theory. Musicianship skills developed through ear training in natural minor scale, minor melodies, and minor key chord progressions. Recommended that a student take one other vocal or instrumental music course with this course.

Advanced Guitar

The guitar or bass guitar student develops the skills to play classical, jazz, contemporary popular music, and various other styles. The study of music theory includes chord substitutions, part writing, and harmony and melody in the "real world." Extensive ear training developed in blues, model interchange, chord inversions, and chord progression with modulations and chromatic tones.

Piano

Recommended that all music students participate in at least one year of basic piano studies. This will enhance exposure to reading varied clefs and coordinated five-finger dexterity with both hands. Students will develop keyboard skills via rigorous study of theory and various keyboard pieces from folk music to Bach and Beethoven.

Beginning Piano

This class offered to students in 9th and 10th grades who will learn the fundamentals of note reading on the Grand Staff for basic knowledge of keyboard theory, sight-reading, and ear training. Each student must prepare scales and arpeggios for technical facility. Solo repertoire performed in the monthly recitals. After successfully completing all requirements of Beginning Piano, students may advance to Intermediate Piano.

Intermediate Piano

This class offered to students in 10th through 12th grades who have demonstrated basic proficiency on the keyboard. Now formal training will increase to finger precision and dexterity in order for students to perform advanced technical exercises. Piano solo repertoire included. Selected students chosen to participate in the All-District Solo/Ensemble auditions in the spring. All students are required to perform in monthly Music Department recitals. After successfully completing all requirements of Intermediate Piano, students may proceed to Advanced Piano.

Advanced Piano

This class offered to students in 11th and 12th grades who have demonstrated continued proficiency on the keyboard. Advanced technical exercises and drills given to each student further illustrate the students' ability to excel. Students will also be required to accompany various instrumental and vocal performances. Intense and rigorous solo preparation will help each student to advance towards scholarships, grants, and financial aid to various colleges and universities.

Strings

The primary focus of the Strings Department is to prepare each student for collegiate auditions and scholarship opportunities. This program offers courses at the Beginning, Intermediate, and Advanced levels. Each class includes rigorous music history, theory, and aural skills development. Method books used for Advanced Orchestra are Essential Elements 2000 for Strings Book 3, for Intermediate Orchestra, Essential Elements 2000 for Strings Book 2, and for Beginning Strings, Essential Elements 2000 for Strings Book 1. Each year, the students of the Strings Department participate in auditions for the Metro District Eight Honors Orchestra, All-State Orchestra, as well as Solo/Ensemble festival. All students are required to show "proof of practice" by completing and returning these sheets.

Beginning Strings

This class offered to students in 9th and 10th grades. Students will learn basic skills for violin, viola, cello, and bass through a combination of individual attention and class participation in order to select one instrument best suited for the student. Students introduced to reading, fingering, and bowing skills as they learn to play simple melodies from folk and classical repertoire. Each student will exhibit proper playing positions with left arm development, including shifting positions and vibrato and bow arm development, including tone production and bow strokes. Students will be able to read and execute pieces up to the level of a simple Bach minuet, play scales, rudiments, and sight read simple exercises. Students will be able to care for and maintain Stringed instruments, including defining the nomenclature of the parts of the instruments, replacing the strings, determining proper instrument sizing for young students, and describing basic maintenance procedure. Students will be prepared to teach Stringed instruments at an elementary level by determining proper sequence of abilities and demonstrating knowledge of effective practice techniques. Each student will be able to use proper terminology while gaining familiarity with teaching methods and materials. Students will become familiar with stringed instruments function in both solo and ensemble settings.

Intermediate Strings

This class offered to 10th through 12th grade students and via audition from previous string programs. This class is a continuation of the studies of the skills and techniques initiated in the Beginning Strings Orchestra. Special attention applied to developing vibrato and studying varied bow strokes. Major and minor scales is a continuation of Beginning Strings with the addition of major and minor scales for one octave and up to three sharps and three flats. The repertoire will include some of the standards in the string literature in arrangements suitable for the class. Monthly participation in Music Department recitals is required, as well as participation in the Solo/Ensemble festival

Advanced Strings

This class offered to 11th and 12th grade students and via audition from previous string programs. These students will be playing more difficult repertoire in a variety of styles. Heightened skills acquired in previous classes or through private instruction are necessary in order to be able to perform the more complex repertoire assigned. All of the above criteria met from Intermediate Strings with the addition skill requirement of major and minor scales played for two octaves and up to three sharps and three flats. Students must continue to participate in monthly Music Department recitals and in the Solo/Ensemble festival.

Performing Instrumental Music Groups

Concert Band

Concert Band is offered to instrumental students in 9th through 12th grades by audition. This class performs for various school, community, and local organizations. They perform a variety of genres. All students must practice regularly in order to maintain a specific chair assignment within the class. Selected students chosen to perform in the E. Desmond Lee Festival at the University of Missouri. It is mandatory that every student perform in the spring adjudicated festivals.

Jazz Band/Ensemble

This class offered to instrumental students mainly in the 10th through 12th grades. This course gives students the opportunity to engage in music from the exploratory perspective of improvisation, creative composition, and stylistic interpretation from "small combos" to "big bands". Blues, ragtime, Dixieland jazz, bebop, cool jazz, and fusion jazz are all included in the offering. A very diverse mixture of musical styles examined including ballads, Bossa Nova, swing, and reggae. Learning chords and chord structure, including chord extensions and scales and modes, is an integral part of this course. Students' musicianship challenged and strengthened through this form of music, which abandons much of the standard music language and interpretation that he/she has previously learned. Listening to jazz legends on DVD/CDs, other student performances, jazz clinicians, and live performances will promote a better understanding of jazz for all students. The skills needed to become an accomplished jazz musician require complete mastery of the mind, the soul, and the instrument!

Expected that all students commit to regular and consistent practice habits. School instruments issued to all students with a bond signed by parent/guardian.

Vocal Music

Vocal Music involves intense training within each class via solo voice instruction. Each student will also expand in acquired skills in large and small vocal ensembles such as Concert and Jazz/Show Choirs. All vocal music students practice theory, sight singing, and ear training within each class. Highly motivated vocal music students with above-average enthusiasm will participate in after-school rehearsal activities in order to receive high-profile exposure to various areas of performance opportunities and an array of performance venues.

Students entering Vocal Music must progress through the following stages: Beginning (9th-10th grades), Intermediate (10th-12th grades) and Advanced (11th-12th grades). Students at each level (Beginning, Intermediate, and Advanced) will perform in various languages: Italian, German, Latin, etc. Students who gain the ability to perform solo repertoire will be able to seek further scholarships and grants at institutions of higher learning as well as seek to perform professionally in this area of interest.

Beginning Vocal Music Ensemble

These classes offered to students in the 9th and 10th grades. They will excel in sight singing, music theory (aural and written), and solo/ensemble performance. Sight singing texts Experiencing Choral Music will assist students in growth of musical notation, simple rhythmic drills, and familiarity with all major scales. Students accomplished in this text will be able to sight sing assigned repertoire in solo and ensemble literature. Each student of the Beginning class is required to perform solo literature in English, Italian, and German before the class, with critique sessions for growth. Students will also participate in monthly student recitals. All of the above Vocal Music requirements fulfilled in order to progress to Intermediate Vocal Music Ensemble

Intermediate Vocal Music Ensemble

These classes offered to students in 10th through 12th grades. These students are required to participate in after-school and outside performances further accelerate to the more advanced stages of performance. Students will excel in more intense training of sight singing in all major and minor keys with the use of more complex rhythms. Written and aural theory exercises will help the student as he/she engages in the more advanced solo/ensemble literature with varied genres exhibited. Students will continue to perform solo literature as before in order to fulfill the Intermediate Vocal Music Ensemble requirements. Each student will have participated in large and small Ensemble performances.

Advanced Vocal Music Ensemble

These classes offered to students in 11th and 12th grades. This class is an intense, accelerated course requiring many solo auditions and performances with Opera Theatre and All-District Choir and All-District Solo/Ensemble auditions. These students will excel in sight singing and theory (aural and written), recognizing major and minor scales (natural, harmonic, and melodic minor). While becoming more confident in solo and ensemble literature of varied genre: classical, religious, spirituals, etc., these students also contribute to the choreography and final renditions of selections performed. The advanced solo and ensemble training will help each student to accelerate successfully audition for collegiate and professional organizations. Each Advanced student will be able to tutor Beginning and Intermediate students so that they, too, may feel confident during rehearsals and performances. Advanced Vocal Music students are the accelerated core of the Vocal Music Program.

AP Music Theory

The ultimate goal of an AP Music Theory course is to develop a student's ability to recognize, understand and describe the basic materials and processes of music that heard or presented in a score. The achievement of this goal best promoted by integrated approaches to the student's development of: aural skills, sight-singing skills, written skills, compositional skills, and analytical skills.

Performing Vocal Music Groups

The Choirs of Central Visual and Performing Arts High School are the most sought-after performance entities of the entire metropolitan area.

Concert Choir

This class offered to students 9th through 12th grade. This class performs literature of varied cultures: Brazilian, Latin, Argentinean, African, etc. Each student must master simple levels of sight singing. The students in Concert Choir work towards performing at many School/wide functions and local and community organizations. Selected students chosen to perform in the E. Desmond Lee Choral Festival at University of Missouri and in the Metro District Eight All-District Choir auditions. It is mandatory that every student perform in the spring adjudicated festivals.

Jazz/Show Choir

This class offered to students 9th through 12th grade. Likewise, this group performs for various school, community, and local organizations. The varied genres performed (jazz, show, country western, gospel, pop, etc.) by the students offer a wide variety of literature to show case. Students learn to integrate choreography on a simple to advanced level that is appealing to all audiences.

Glee Club

This choir offered to students 9th through 12th grade. This class offered as a pre- requisite to Concert and the Jazz/Show Choirs.

Personal Finance

Personal Finance

Understanding and managing personal finances are key to one's future financial success. This one-semester graduation-required course based on the Missouri Personal Finance Competencies and presents essential knowledge and skills to students so that they can make informed decisions about real world financial issues. The course taken during sophomore year. Students will learn how choices influence occupational options and future earning potential. Students will also learn to apply decision-making skills to evaluate career choices and set personal goals. Students will travel to Junior Achievement Financial Park for practical application of skills and knowledge gained during the semester. The course content is designed to help the learner make wise spending, saving, and credit decisions and to make effective use of income to achieve personal financial success.

Physical Education

Physical Education

All students will develop through a sequenced participation program in this required year/long freshman course. This program will maximize their capacities in motor skills, attaining reasonable levels of fitness, and acquiring a basic knowledge of rules and strategies so they can make healthy active lifestyle choices. Students will receive individual and group instruction in team sports, individual sports, and recreational games/activities designed for fitness and recreation to last a lifetime. Students will develop self-esteem and a respect for individual differences.

Students are required to wear the CVPA Physical Education Uniform, available for purchase at the school.

Science

Physics Firsts 150

In Physics First, students will acquire an understanding of scientific concepts, knowledge of scientific facts, and proficiency in scientific process skills. The course will include a study of the scientific method, metric system, Newtonian mechanics, simple machines, introductory chemistry concepts, thermodynamics, wave properties, electricity, and magnetism. It will also include an overview of astronomy and Earth science.

Biology 250

In Biology, students will acquire understanding of scientific concepts, knowledge of scientific facts, and proficiency in scientific process skills. The course will include a study of the scientific method, measurement, concepts from inorganic and organic chemistry foundational to certain areas of biology, cells, molecular transport, biochemical pathways, process involved in the transmission of genetic material (including transcription, translation, mitosis, and meiosis), patterns of inheritance, population genetics, evolution, scientific classification, and ecology. **Honors Biology** offered to students meeting the requirements.

Chemistry 350

In Chemistry, students will acquire understanding of scientific concepts, knowledge of scientific facts, and proficiency in scientific process skills. The course will include a study of the metric system, dimensional analysis, density, units used in chemistry, states of matter, kinetic-molecular theory, differences between physical and chemical properties, atomic structure, relationships and trends seen on the periodic table, the octet rule, quantum mechanics, categories of compounds, and types of reactions. Students will also develop problem-solving skills for balancing equations, for working with molecular mass and percent composition, and for calculations with moles, empirical formulas, molecular formulas, and stoichiometry.

Prerequisite: Biology

Physics 450

This course utilizes mathematics, problem solving and lab experiments to investigate topics such as measurement (systems, dimensional analysis), kinetics (linear and curved motion, Newton's laws, and momentum), energy relationships (work, power, and conservation laws), wave theory (heat, sound, light, electricity, and magnetism), and some nuclear theory.

Prerequisites: Biology, Chemistry and math proficiency through Algebra 2

Anatomy and Physiology

Anatomy and Physiology is a course that is an in-depth introduction to the anatomy and physiology of the human body. The course will provide students with a foundation of Biology regarding the structures and functions of the systems of the human body. The course emphasizes the integration of the various organ systems and the relationships of each to the total organism. Emphasis placed on terminology, laboratory experiences, and clinical case studies to illustrate anatomical and physiological concepts. This course designed for students interested in pursuing medical and/or health-related fields (such as medical doctors, nursing, and physical therapy). Anatomy and Physiology second semester designed to continue studies of the organ systems, structure, and functions of the human body.

Prerequisites: Biology and Chemistry.

Ecology/Environmental Science

Ecology/Environmental Science is a course designed to enhance the student's awareness of their role as member of their local ecosystem. In this course, students will gain and apply knowledge about natural resources, conservation, and current environmental problems such as pollution, ozone depletion, deforestation, acid rain, and human impact on the ecosystem.

Prerequisites: Biology and Chemistry

AP Biology

AP Biology is a course designed to prepare students for college work and the AP examination. Students will learn the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. This challenging course that goes significantly beyond the normal Biology course, both in depth and breadth, and covers biochemistry, ecology, evolution, and physiology.

AP Chemistry

AP Chemistry is a course designed to prepare students for college work and the AP examination. The course covers the material commonly found in an introductory chemistry course in college. Lab experience is a critical part of the course. Students will focus on practical chemical problems and develop the ability to investigate, analyze, and present oral and written findings with clarity and logic. Less time spent on numerical calculations, and more emphasis on the understanding and application of fundamental chemical principles and concept. AP Chemistry is an intensely rigorous course only for students who are serious about science. The course is demanding but has the potential to result in college credit if a student scores well on the AP examination in May.

AP Environmental Science

AP Environmental Science is a course designed to prepare students for college work and the AP examination. Students will use the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Students will experience a strong laboratory and field investigative process. Students will have opportunities to explore and test concepts and principles introduced in the classroom that deal with "real-world" problems. The diverse activities should be linked to major concepts in science, have direct experience with an organism or system in the environment, and follow the process of observation, collection of data, analysis, and presentation of their findings (results) both in the oral and written format.

AP Physics B

AP Physics B is a course designed to prepare students for college work and the AP examination. The course will include phenomenology, theories and techniques, concepts, and generalizations. Physics students will develop the ability to ask physical questions and to obtain solutions by using qualitative and quantitative reasoning and by experimental investigation. Students will be proficient in problem solving and in the application of fundamental principles to a wide variety of situations. Open-ended questions used to assess a student's understanding of physical concepts. Questions used that stress the use of mathematics to illuminate the physical solution rather than to show manipulative abilities. Students will understand the connections of physics to other disciplines and social issues. Students will be able to read, understand, and interpret physical information – verbally, mathematically, and graphically.

Foreign Language

Students enrolling in the foreign language program expected to meet the following requirements and be aware of the following information:

- Students must have a GPA 2.0 or higher, or a recommendation from a CVPA faculty member.
- Students must pass the first semester in a year of study to continue studying the second semester, and cannot proceed to the subsequent semester until they have all prior semester credits (i.e. students who pass Semester 2 but not Semester 1 not placed in Semester 3).
- A student planning to complete two years of a foreign language automatically placed into the subsequent "3 & 4" courses the year following successful completion of "1 & 2" courses.
- Students that have completed a year or more of study in middle school, or are already fluent in a foreign language offered, may take a diagnostic test to determine if they are eligible to begin study at a higher level.

Spanish 1 & 2

In the first year of Spanish, students introduced to Hispanic culture and language. Students expected to practice speaking Spanish in gradually increasing increments throughout the year, and much instruction will take place in Spanish, at a very basic level. Students will learn fundamental grammar items such as the present tense of regular and irregular verbs, basic adjectives, indefinite and definite articles, and basic vocabulary including greetings, introductions, weather, colors, numbers, school, family, food, and more. Each unit of study is also themed to a different Spanish-speaking country, so along with vocabulary and grammar students will acquire a basic knowledge of that country's history and culture.

Spanish 3 & 4

The second year of Spanish will deepen grammatical and cultural knowledge of the language. Students will learn how to discuss past events, as well as increasing vocabulary and further investigating the history and culture of Spanish Speaking countries around the world. By the end of the year, students will be able to discuss travel, international sports, shopping, cooking, and describe both ancient and modern civilizations. More oral expression expected in this second, intermediate year of language study, and a higher percentage of instruction will take place in Spanish.

Spanish 5 & 6

The third year of Spanish will cover more extensive and complex grammar skills such as future, conditional, and subjunctive tenses. This course will also provide students with the vocabulary to discuss the history and culture of various regions of the Spanish-speaking world, and debate social issues that are important to the Hispanic population of the U.S. As well as the global community. Finally, students will explore culture through the study of authentic literature, music, and art from a variety of countries. Almost all instruction will take place in Spanish, and this course will prepare students to continue study at the Advanced Placement or the intermediate college level.

AP Spanish Language

AP Spanish Language intended for students who wish to develop proficiency and integrate their language skills, using authentic materials and sources. Students who enroll should already have a basic knowledge of the language and cultures of Spanish-speaking peoples and should have attained a reasonable proficiency in using the language. This course comparable to third year (fifth or sixth semester) college and university courses that focus on speaking, listening, and writing in the target language at an advanced level.

Special Education

- Individualized Instruction In The General Education Setting
- Sequenced Transition To Education In The Public Schools (STEP)
- Small Classroom Environments
- Speech/Language Pathology
- Occupational Therapy
- Hearing Impaired Itinerant Services
- Transitional Planning
- Work Experience Counseling

Social Studies

American Government

The first half of American Government will examine the foundations of government and law in the United States and the State of Missouri. Students will also examine how local, state, and federal governments operate. Studying both the historical foundations and the workings of government will help students engage in discussion and debate of relevant civic issues that affect their community and the nation. In that way, the course will help foster engaged and responsible citizens. The second half of American Government will examine fundamental economic principles and U.S. economy operates in a global community. The course culminates in an examination of the basic themes of geography and an overview of the geography of the United States and the world.

World History

World History will examine the broad scope of world history from the ancient world to the modern era. Although this will be a survey course, students will examine selected topics and themes in greater depth periodically throughout the course. The World History course will continue to develop the skills of historical thinking that introduced in the previous course but will also include historical geography and geography skills needed to understand world history.

AP Government and Politics

This course will give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. government and politics and the analysis with specific examples.

American History

American History will examine how the events, individuals, and trends in U.S. history are interrelated and influenced by economic, political, religious, and social forces. This course will primarily examine the period from the Reconstruction to the present. Throughout this course, students will examine multiple perspectives on historical events, political and legal developments, and relationships among different socioeconomic, racial, cultural, and religious groups, as well as relationships between men and women. Although this course will survey American history broadly from Reconstruction to the present, it will provide opportunity to examine topics and themes in greater depth throughout the course.

AP US History

AP American History designed to provide a college-level experience. Emphasis placed on interpreting documents, mastering a significant body of Factual Information, and writing critical essays. Topics include life and thought in colonial America, revolutionary ideology, constitutional development, Jeffersonian and Jacksonian democracy, nineteenth-century reform movements and Manifest Destiny. Other topics include the Civil War and Reconstruction, immigration, industrialism, Populism, Progressivism, World War I, the Jazz Age, The Great Depression, the New Deal, World War II, the Cold War, the Civil Right Movement, the Vietnam War, the post- Cold War era, and the United States history at the beginning of the twenty-first century. This course will fulfill the United States history requirement.

Law

This course will discuss the lawmaking body, including the Criminal Courts and the Civil Courts. The course will look at the Juvenile Justice System and Family Law. The course will explore the types of criminal cases and civil cases seen in court. It will help the student understand their rights and responsibilities of citizenship. The course will examine contracts and legal documents. It will help students to know how to seek legal justice if wronged. The course will be an overview course but with enough depth to help someone seeking clarification and/or options to a court case. The class will examine excerpts from court cases from the past and in the present. The course mainly offered to seniors as an elective Social Studies class.

Contemporary Issues

This course explores current local, state, national and international issues including human rights, energy, technology and the environment, social issues, and global interdependence. These areas analyzed as to their causes and future implications.

AP European History

The study of European History from 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. The goals of AP European History are to develop (a) an understanding of some of the principal themes in modern European history, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing.

Theater

Drama 1 & 2

This required yearlong freshman course is an introduction and overview of theater as an art form, with an emphasis on understanding the nature of drama and its place in culture, the history and theory of theater, and the production process. Selected topics for this course include Audience and Critic, Playwrights, Greek and Roman, Medieval, and Renaissance Theater, Realism, Modern Theater, Musical Theater, Eastern Theater Contemporary Trends, and Actor/Director/ Producer.

Acting 1 & 2

This course is a continuation of the study of acting at an intermediate level. This means that the students will be continuing their investigation into the methods of creating character, text analysis, and performance techniques. This course will also introduce the student to different styles of acting.

Prerequisite: Drama 1 & 2

Advanced Acting 1 & 2

This advanced-level course designed for students with professional aspirations in acting. The course focuses intensively on scene work, preparation of the role, voice production, diction, stage movement, and major theories in acting.

Advanced Major Theater 1 & 2

This advanced stage movement course focuses on the physical preparation for creating a role, preparing and utilizing techniques and methodologies of Rudolph Laban, Mathias Alexander, Jacques Lecoq, and Mask Study. This work to increase the actor's comfort level with improvisation and spontaneity in ensemble studio work. This course design to show advanced-level students how to turn a bare stage into a basic set design, from materials and construction to basic props and lighting. Students will execute stage renderings and lighting plots.

Audition & Resume Practice 0.5 Credit.

Class provides students the opportunity to create quality resumes and headshots as well as audition material. Each student will be required to have six monologues prepared and ready to perform by the end of the semester. These pieces will work together to form a mix of comedy and drama, classical and contemporary, in a way that will show/case the student's individual strengths. Students will learn standard audition theater techniques as well as techniques used in cold readings.

Musical Theater (0.5 Credit)

This introductory musical theater course concentrates on the development of students as individual performers in song interpretation, dance, and scene work while utilizing acting techniques. Vocal and movement styles of the American Musical Theater, Popular Culture, taught as well as studied in various musical theater productions.

Speech and Debate

Competitive Speech and Debate begins with a basic overview of the events for competition, both individual and debate-related. The aspects of logical reasoning argumentation are the basics of good communication. Students are to research and present arguments on current issues and learn case construction, refutation, and cross-examination techniques. Students will have the chance to compete in monthly tournaments against other SLPS students.

Advanced Speech and Debate

Advanced Speech and Debate continues with a deeper understanding of the events for competition, both individual and debate-related. The aspects of logical reasoning and argumentation as well as the basics of good communication. Students are to research and present arguments on current issues and learn case construction, refutation, and cross-examination techniques. They will also learn how to make and use visual aids, how to write an effective speech, and how to develop interpretation skills. These studies will lead to participation in tournaments throughout the school year. Students will have the chance to compete in monthly tournaments against other SLPS students.

Stage Technology 1 & 2

This course design teach theatrically inclined students the basics of stagecraft to include stage management, lights, sound, costumes, make-up, scene construction, and scene painting. Students will be able to familiarize themselves with theatrical terms used in the production process as well as gain hands-on experience in all production areas.

Play Reading (0.5 Credit)

Whether students have never written anything before or have experienced another kind of writing, this course introduces the basics of playwriting through reading plays from all genres as well as learning necessary elements of structure: character, conflict, setting, dialogue and formatting. Students will write scenes as well as complete their own one-act play.

DISCIPLINE/PHILOSOPHY

Disciplinary procedures are an effort to help students learn to be responsible for their own actions and to maintain an active educational process for students. The steps require the cooperation of teachers, counselors, students, parents, and administrators. At times, the problems faced by the student and his or her parents can be dealt with and improved by school professionals, but we believe the initial responsibility for the student's attitude and behavior lies with the student and his/her parents. That is the reason we believe that all our disciplinary efforts require the interest and support of the parents. Only in such a cooperative manner can we hope to show the student the problem and attempt to correct that problem.

Cooperation among parents, teachers, and administrators is necessary and desirable. Thoughtful discipline can be a means of fostering growth toward maturity and responsibility. In order for students to benefit from disciplinary procedures, it is important that they understand the rules and regulations as well as the rationale behind the rules and regulations.

All standards and procedures for individual conduct and class control are developed and implemented in order to maintain an environment that is conducive to learning. It is imperative that the learning environment is such that students are not afraid, intimidated, or otherwise anxious about school. Hostile or violent behavior can create tension and seriously inhibit the learning process by creating an unhealthy school environment. Student achievement is the goal of CVPA and to that end, the following protocols implemented and form the basis for all rules and regulations governing student conduct:

Safety: Fundamental to the security of the school and safety of all students and staff are two premises: **First**, when adults ask for the name of a student, expected to identify themselves immediately and correctly. **Second**, when a teacher or staff member instructs a student with a reasonable request, expected to comply.

Authority: Students are required to comply with the reasonable requests of school authorities, accept the supervision of the teacher, and recognize the authority of the school in governing student conduct.

Violence: A **zero-tolerance** policy is in effect at CVPA for violence (including fighting and gang activity). Therefore, students engaging in behavior that interferes with or impacts in a negative manner the safety of students and staff or that incites other students to levels of disruptive conduct can expect strict adherence to district policies and the maximum allowable penalty for offenses of a violent nature.

DISCIPLINE MATRIX

Below you will find the matrix used within the building in regards to discipline:

Infraction	Result
Disrupting Class	Restorative
Eating/Drinking in Class	Practice
Gang related writing on folder, desk, etc.	Measures
Horse playing in the hall	Depending on
Name Calling/Harassment	frequency
No ID	and the
No Materials To Work	nature
Sleeping	of the
Talking	Infraction.
Talking Into/ Out Into Hallway	
Throwing item	• Warnings
Violation of Dress Code	• Parent
Opening door without permission	Contacts
Failure to complete detention essay	• Detention
2 detentions in one day	• Care
Every 5 detentions	• Counselor
Play Fighting	• Social
Profanity to others	• ISS
Lying to Adult/Plagiarism	• OSS
Name Calling Teacher	
Refusal to surrender items to teacher	
Removing Referral from Teachers Desk	
Skip Class	
Walking out of class	

CREATIVE EXPRESSION POLICY

At Central Visual and Performing Arts High School, students are encouraged to express and use creative talents in appropriate, positive ways that adhere to district policies and the statutes comprising the Safe Schools Act. Purposefully using profanity, derogatory terms, sexist, racist, violent commentary or any other obscene writing or drawing that adversely or negatively affects the overall school climate is not appropriate for our educational program. Examples of inappropriate writing or drawings include, but are not limited: Weapons, depictions of violence, drugs or drug paraphernalia, nudity or sexual content or degradation.

Failure to adhere to this policy may result: 10 days Out of School suspension with a referral for a district discipline conference with recommendation for alternative school and/or expulsion.

A+ Schools Program

This recognition indicates the high school meets the highest standards in seeking to accomplish these A+ Program Goals:

- All students will graduate from high school.
- All students will complete challenging studies with identified learning competencies.
- All students proceed to college or vocational technical school or high wage jobs with opportunities for workplace skill development and advancement.

To earn the A+ designation on their transcript, the student must:

- Sign an A+ participation contract
- Attend an A+ designated high school for at least three consecutive years prior to high school graduation
- Graduate with a non-weighted, cumulative grade point average of 2.5 or higher on a 4.0 scale; beginning with the class of 2015, students must get advanced or proficient scores on the Algebra I EOC
- Overall cumulative attendance rate of at least 95% for grades 9-12
- Score at least proficient or advanced on Algebra 150 (EOC) to be A+ eligible (beginning with the class of 2015)
- Maintain a record of good citizenship and avoid the use of unlawful drugs/alcohol
- Perform at least fifty (50) hours of district supervised unpaid tutoring/mentoring (12.5 of the hours can be completed through job shadowing)
- Complete the FAFSA (Federal funds for students financial assistance)

The state of Missouri allows qualifying graduates from designated A+ high schools the opportunity to receive free tuition and fees for two full academic years at Missouri public two-year colleges or postsecondary career-technical schools. In addition, these students have available to them scholarships at a number of four-year Missouri colleges and universities based on their A+ eligibility.

Academic Center

The Academic Center is a school tutoring program that occurs 1-2 times a week for students seeking support in coursework outside of the classroom. Students asked to attend these required tutoring sessions when they need additional academic support. Computers are available for research and printing to help facilitate completion of reports and/or computer based projects. The Academic Centers staffed with teachers across many different disciplines including math, communication arts, science, and foreign language. Many students use the Academic Center around the end of the term or before final exams to get additional instructional support. After-school transportation provided for students utilizing the Academic Center.

Academic Integrity

The goal of the faculty and administration is to provide an educational environment for students that is conducive to learning and to the development of wholesome attitudes and habits. Honesty and integrity are of utmost importance. Cheating, whether inside or outside the classroom, does not show responsibility on the part of the individual and, therefore, should not occur. Faculty

Academic Integrity (Continued) Teachers are responsible for providing students with complete and proper instructions regarding academic expectations. Students are responsible for the honest response to these expectations.

Students work used by others, as well as those who misrepresent the work of others as their own, considered to be cheating. In case of cheating, appropriate action taken.

Guidelines established:

1. Students cheating on tests or assignments should receive a failing grade for the test or assignment in question, reflected in the academic grade.
 2. Parents of students who cheat notified by the teacher.
 3. Principal notified by the teacher.
 4. Additional action may result.
-

ACT Test

The ACT is a national exam to determine student readiness for college. The ACT is an important part of a student's application to college, and most schools have a minimum score for admission. The ACT administered six different times throughout the year. The ACT (No Writing) consists of four multiple-choice tests: English, Mathematics, Reading, and Science. The ACT, including writing includes the four multiple-choice tests and a Writing Test. Please see your counselor or www.actstudent.org for more information.

Activity Bus

Activity buses normally run Monday through Friday at 5:00 p.m. Students who wish to ride the activity bus must have obtained a pass to stay for after school activities from their sponsor that day.

Advanced Placement (AP) Selection and Courses

In order to prepare students for the rigorous environment they will encounter in college, Central Visual and Performing Arts High School offers numerous courses with the Advanced Placement designation. The instructors of these courses have gone through a demanding national curriculum audit and have received approval by the College Board to teach their respective course at Central. Students enrolled in these courses will earn an honors designation on their transcript in addition to earning an additional point on their GPA for the work they do in that course, A=5 pts, B=4 pts, C=3 pts, D=2pts, F=0 pts. In addition to their coursework, students will be **required** to sit for the national AP exam in their subject in May. Students who do not complete the test will be required to pay the full price of the exam.

The scores range from a 1-5, with most colleges granting college credit for scores of 3 or higher. Students should check with individual colleges for their credit-granting policies.

Selection for AP courses is very competitive because the work students complete will be on a college level. Diagnostic testing and teacher recommendations are required. At a minimum, students with a GPA of 2.5 or higher and minimum 95% attendance considered AP material. Students found qualifying for and interested in enrolling in an AP Course expected to complete a diagnostic assessment, sign a contract indicating their intent to persevere through the challenges of the AP program, and attend an afterschool meeting with their family.

After-School and Extra Curricular Activities

All students who choose to remain after school must be actively involved in an approved after-school activity and under the supervision of a teacher, coach, or sponsor at all times. After school activities begin ten-minutes after the conclusion of the last class of the day and end at 5:00 p.m. Sponsors of activities must remain with their students until picked up by an adult or board their activity bus at 5:00. Sponsors asked to maintain sign-in sheets and turn them in to the main office at the end of the week.

Students who are in the building after the regular school day and who are not under the supervision of an approved sponsor escorted from the building. Continued violation of this policy will result in formal disciplinary action including, but not limited to, removal from the activity or suspension from school.

Announcements

In the interest of student learning, announcements kept to a minimum to preserve class time. In general, daily announcements will occur at 9:00 a.m. and posted to the school's website for parents. Additional announcements made at the end of the school day on an as-needed basis.

Announcement Team

A team of student announcers selected each year. Students recommended by their theatre teacher for consideration. All student announcers must continually meet the eligibility criteria or removed and replaced immediately.

Arrival to School

Students arriving at school prior to the start of classes are to report to and remain in the cafeteria. They may not linger in the hallways, report to annex building or stand outside the building. School begins promptly at 7:10am and dismissed by the classroom teachers at 2:07pm.

Late Arrival: Students arriving late will enter the building through the Kemper Street entrance and must submit to a safety clearance. Tardy students will be subject to disciplinary action and must report to room 114 for detention. After every five detentions, the student assigned to In-School Suspension. After 15 tardy arrivals, the students will receive no credit for the first period class.

Attendance/Absence

It is the responsibility of each student to attend school regularly and on time. **If for any reason a student is unable to attend school, a phone call from a parent or legal guardian made to the attendance clerk (771-2772) on the day of the absence.** A verified absence (V) cleared by a parent or substantiated by a court notice, a funeral note, or a medical note. Students expected to maintain an average daily attendance rate of at least 93%. When a student's attendance falls below 93%, a conference held with the student's counselor and parent. If a graduating senior's attendance falls below 93%, not allowed to participate in the graduation ceremony.

- **When students return from an absence, they must bring a note, from a parent explaining the reason for the absence.** This note taken to Angela Thomas in the main office.
- **Verification of Absences** - Notes or telephone calls by parents or guardian will be required within 24 hours of an absence and preferably the day of the absence. Parents are to contact the school attendance office between 7:10 a.m. and 2:07 p.m. Absences of three (3) consecutive days or a pattern of frequent absence related to illness may require a doctor's excuse. **Any absence that remains unverified after one (1) week considered truancy.** A message left on a machine during non-business hours.

Fifteen or more absences will result in a loss of credit for the course or withdrawal from school and/or Referred to court.

Bus Transportation

Each student expected to comply with all regulations of the Transportation Department. The driver in charge of each bus will outline these regulations. Failure to comply with bus regulations could result in disciplinary consequences including loss of transportation privileges.

Cafeteria Procedures and Guidelines

All students will report to the cafeteria before school and during the lunch period assigned to them. Students may not be in the hallways, gymnasium, classrooms, lobby, stairwells, or outside during the lunch periods.

In order to eat school-provided lunches, students must know their pin access identification number, and/or bring funds from home to purchase off-menu items. Students are not to disclose their pin access identification number to other students. Vending machines will be available for juices, waters, and healthy snacks, and after school.

Appropriate and expected cafeteria behavior includes the following:

- Students must select the table at which they wish to eat. Students are to **remain seated** and not wander from table to table during their lunch period.
- Crowding/jumping in line not permitted. Result in loss of cafeteria privileges.
- All garbage must be disposed in the provided trash receptacles.
- Students are responsible for the table at which they choose to sit.

Cafeteria Procedures and Guidelines (Continued)

- Tables left clean and ready for use by other students and staff. Students who leave their

- area messy asked to assist in cleaning up their own table and other tables in the cafeteria.
 - Students will refrain from loud, unnecessary talking in the cafeteria. The lunch period should be a pleasant break in the day and an excellent opportunity to socialize with friends. Please converse at your table in normal conversational tones.
 - Food IS **NOT** removed from cafeteria.
 - Food from home permitted, but not shared. Food from outside restaurants: **NOT** permitted due to state health codes. Parents who wish to provide treats for their child's birthday may do so by purchasing the treats from Southwest food service. An order form is available on our website and in the main office.
-

Care of School Property

Each student held responsible for the proper care of all books, supplies, laptops, and furniture provided the student by the Board of Education. Any student who defaces or injures school property shall be required to pay all damages. This includes broken and/or missing laptops. In addition, consequences may be assigned and police authorities notified.

Class Rank and Grade Point Averages

His/her accumulative GPA determines a student's rank in class. The student with the highest GPA is number 1 in the class; the student with the second highest GPA is number 2 in the class, etc., until all students are listed. If number 99 from the top of a class of 500 students, your rank in class would be written as 99/500. Grade points computed according to the following scale:

Honors/AP: A=5, B=4, C=3, D=2, F=0

Regular: A=4, B=3, C=2, D=1, F=0

The Valedictorian (student with the highest cumulative GPA) and Salutatorian (student with the 2nd Highest cumulative GPA) will be determined using the following criteria:

- 4 years of grades will form the cumulative GPA.
 - Weighted grades factored into the cumulative GPA.
 - No rounding utilized.
 - No early graduates will be eligible for consideration.
-

Classroom Behavior

Expected that students show **respect** for their fellow students, teachers, and those in authority. Students demonstrate **respect** by listening attentively and speaking politely. Students expected to bring the necessary learning materials to class, including textbooks, paper, notebooks, pencils/pens, planners, and other materials as determined by the teacher. While in the classroom, students expected to refrain from sleeping, passing notes, unnecessary talking, or behaving in a manner that is distracting or disruptive to the overall positive learning environment in the classroom. Students have an obligation to be active participants in the learning process. Participation demonstrated by arriving to class on time, responding to the teacher's directives in a pleasant manner, completing the work as assigned, asking questions about the material presented, and requesting assistance from the teacher when needed.

College Entrance Exams

Check with your counselor to see which entrance exam the college of your choice requires. All registration for the ACT and SAT completed online. A photo (headshot) uploaded during the registration process. For more information, visit: www.act.org or www.collegeboard.com.

College Fairs/Visits

College Fairs provide an opportunity for Central students to meet with college representatives, To obtain information about their college or university. A number of college fairs and visits scheduled each year. Students should see their counselor for specific information and dates.

Conflict Mediation

Interpersonal conflict is a common occurrence among teenagers. Typically, a dispute between students begins because of gossip, a dirty look, gesture, comment, or disagreement, which often arises outside of school. Sometimes the result is physical confrontation, harassment, or continued hostility. Disturbances contribute to a negative school environment. Infractions will result in consequences. Students and/or parents should report conflicts to the school social worker for help in mediation.

Controlled Substance/Smoking

The possession of any controlled substance and/or paraphernalia prohibited. This includes drugs, any tobacco product, matches, lighters, or any material related to smoking. Smoking not permitted on school property. Any such items confiscated. Possession of any drugs or paraphernalia is a Type 1 offense that will lead to expulsion from the St. Louis Public Schools and referral for prosecution.

Counselors

Students assigned to counselors according to the student's last name as follows:

A-L Ms. Connors

M-Z Dr. Michel Brindell

Counselors are located in Room 300. They are here to assist you with your concerns. Any concerns or problems discussed with them. Counselors will inform teachers of scheduled visits with a student and will provide the student with a hall pass providing the day, date, and time of the visit. Students are encouraged to meet with their Counselor once per quarter.

Deliveries to School

To limit classroom interruptions, we do not accept or deliver flowers or gifts for any reason. Parents or students bringing helium balloons, flowers, food, etc. into the school must leave them in the main office. Picked up at dismissal time.

Detention

Students arriving to class after the tardy bell rings will report to detention for the remainder of the period. They may not receive credit for class work conducted in the class they are missing. Student expected to complete the detention character essay and be silent while in detention.

After multiple detentions, the student assigned In School Suspension.

Dress Code

Items **Not** Permitted:

- Hats And Other Head Gear deemed inappropriate (i.e. Scarves, Visors, Hoods, Etc.)
- No Wearing of Hoodies inside the school building
- Revealing Tops That Expose Too Much Skin (i.e. Halter Tops, Tank Tops, Etc.)
- Sagging Pants
- Short Shorts (Shorts Must Fall Below Fingertips In Length)
- Skirts And Dresses
- Tops With Hoods Cannot Be Worn On The Head In The Building
- Blankets
- House Shoes/Slippers
- Pajama Wear
- Stuffed Animals
- Sunglasses
- Clothing with inappropriate, abusive, or suggestive language or designs
- Clothing with depictions of illegal substances

Violations:

- First Offense: Notify parent and/or detention
 - Second Offense: Parent conference and/or detention
 - Third Offense: Care team intervention and/or out of school suspension
 - Fourth Offense: Recommendation for withdrawal or adjustment transfer
-

Dress Out Policy

In classes that require students to change into appropriate clothing (PE and Dance), failure to dress out will result in a grade of zero for the day. Zeroes assigned to students for a variety of inappropriate behaviors or for violation of class rules. Students receive a copy of the zero policy at the beginning of each semester. Students not dressing out will report to detention.

Zero Policy:

- 3 zeroes in one unit = F for the unit
- 4 zeroes in a quarter (9 week period) = F for the quarter
- 8 zeroes in a semester = F for the semester (student must retake the semester)

Drills: Earthquake, Fire, Tornado, Security/Intruder

Earthquake Drills Students are to position themselves under tables and desks to prevent injury from falling objects. (Duck and cover).

Fire Drills signaled by the continuous sounding of a buzzer. These drills taken seriously. Fire drills held ten times each school year and treated like an actual emergency. During drills, the main office will serve as the command center. Leave all books, equipment and exit the building in a quiet and orderly fashion.

Students on crutches or in wheelchairs should not use the stairs or the elevator. Use the Elevator. (a door on each floor). School Personnel will assist. Fire evacuation directions posted in each classroom.

Tornado Drills announced over the PA by the Principal or her designee. There is an emergency instruction poster located in every room. In the event of a tornado, students should position themselves kneeling down facing the wall, bending over and placing hands on heads with elbows on knees in the area designated. This position is to ensure the best protection from flying objects. Students and teachers should remain quiet and calm at all times and become familiar with the emergency instructions in each classroom. The signal to return to class after fire and tornado drills made over the PA.

Security Drills (Code 3 and Lockdown) conducted periodically as a way of responding to unusual situations such as the unauthorized entry of an individual or a report of contraband of some sort. When these drills conducted, teachers lock and secure the classrooms. Depending on the circumstances, teachers may instruct to move students away from doors and windows. It is extremely important that students remain quiet and follow teacher directions.

Early Dismissal Policy

Students should schedule all appointments after the normal school day. Students prohibited from leaving the building during the school day without written authorization. Early dismissals granted for emergencies. In case of a student's illness or accident, the school nurse will contact a parent/guardian for permission for the student to leave school or for someone to pick up the student. Students may not contact a parent/guardian themselves in case of emergency and/or illness in regards to receiving early dismissal. **Students are never to leave school without first receiving permission from school authorities.**

Students should

- Bring a note from their parent stating the reason for the early dismissal. This note must have a telephone number where the parent receive contact.
- Bring the note into the main office by 7:45 AM so office personnel can verify the early dismissal.
- Pick up the early dismissal form from the main office.
- Show a copy of the early dismissal to security prior to leaving. The original note kept on file.
- Only 3 early dismissals will be allowed each semester.

Phone calls **NOT** accepted from parents requesting early dismissals. In cases where a note not received, parents will have to report to main office in person to request the early dismissal.

FOR THE SAFETY OF THE STUDENT AND SCHOOL STAFF, ONLY PERSONS LISTED ON THE DATABASE MAY PICK UP AND/OR SPEAK WITH A STUDENT. NO EXCEPTIONS.

Early Graduation Policy

This is defined as graduating prior to the completion of 8 consecutive semesters of high school beginning with the first semester of a student's freshman year in high school. Early graduation allowed under the following guidelines:

1. Early graduation allowed at the end of the sixth or seventh semester.
2. All requirements for graduation of the student's freshman class cohort met.
3. Students interested in early graduation must meet with the principal, counselor and at least one parent/guardian to develop a plan for early graduation. The plan developed and approved by the principal prior to the start of the proposed last semester of high school.
4. Students who complete their work and are eligible for early graduation may participate in traditional graduation exercises at the end of the school year. There will be no separate graduation exercises provided for early graduates.
5. Early graduates will be included in the class rank of the class with which they are eligible to participate in graduation exercises. If an early graduate meets the criteria for valedictorian or salutatorian, he or she will not be eligible for this recognition.

Electronic Devices

The SLPS policy on electronic communication devices is as follows: Use of cell phones, electronic cameras and electronic communication devices must be authorized by school staff. Students prohibited from taking pictures and videos of other students and staff. Doing so violates privacy rights and is subject to discipline pursuant to district policies and acceptable use and the Family Education Right Privacy Act (FERPA). Off-campus use of technology that disrupts the operation of the school is also subject to discipline (i.e. use of Facebook and other media sources to harass or cyber bully).

Unauthorized use of electronic devices at school will result in consequences and severity of offense may defer immediately to Subsequent Offenses

- **First Offense:** Warning given to student and parent contacted.
- **Second Offense:** Second Warning given and parent contacted.
- **Subsequent Offenses:** Parent Contacted. Student may receive loss of privilege to bring item to school and may receive disciplinary consequences.

Note: SLPS personnel are not responsible nor held liable for electronic devices brought to school and confiscated in compliance with the policy. In the event device stolen, SLPS personnel are not responsible for any charges incurred.

Elevator Use by Students

Students permitted to use the elevator only if they have a medical statement signed by a physician and approval by the school nurse. The medical statement delivered to the school nurse who will keep it on file and will communicate approval to school administration.

Entering and Exiting the Building

Students may enter and exit the building only through the Kemper door (the exception to this rule would be during an emergency drill). In addition, all students are required to pass through a security checkpoint. No one may open any exterior door to admit a person into the building. Violators of this policy are subject to suspension.

Extra-Curricular Attendance

Students must be present in school all day to be eligible for rehearsals, competitions, field trips, or performances on that day. The principal must rule upon any exceptions to the above. No early dismissals granted for students expecting to perform that evening.

Fees

A field trip or curricular project may have a fee attached to it if it is optional for the student. Students are to finance normal class supply requirements such as paper, pencils, pens, and gym clothing. In activity courses such as art, elective projects that students wish to make paid for by the student. Parents of students needing financial assistance should contact the social worker.

Field Trips

Parents must approve their child's attendance on any field trip. Student conduct on a field trip is very important because each person represents the whole school, and we want to create a favorable image of Central Visual and Performing Arts High School and CVPA students. Attendance on a field trip does not relieve a student of other class obligations. Students make teacher arrangements in advance to satisfy class requirements. All school rules are in effect on field trips.

Fighting

Fighting not tolerated. Students in violation of this policy immediately suspended with a recommendation for expulsion.

Final Exams

Students must be on time during the administration of final exams. There will be no exceptions made for lateness. Students arriving late will have to make an appointment to take the missed exam on the make-up testing day.

As an incentive for graduating seniors, any senior student earning an "A" in both the third and fourth quarters while maintaining at least 93% average daily attendance will not have to take a second semester final.

Students who score Advanced or Proficient on the EOC assessments will also be exempt from second semester finals in the related courses.

Fines

Students will be assessed fines for situations such as, but not limited to damage or loss of textbooks, vandalism, library fines, ticket sales, cafeteria monies, ID's,(if issued) etc.

Understood and agreed that students are financially responsible, in full, for all damages resulting from malicious behavior or carelessness. Acts of vandalism may result in suspension and full reparation for damages.

A notice of any assessed fines sent with the individual student's report card. Every fine cleared at the end of the student's high school years to be eligible to participate in the graduation ceremony.

Food and Drinks

Food (including candy and gum) and drinks allowed in the classrooms at any time. Items consumed in the cafeteria only. Students not permitted to bring outside drinks to the school building.

Fundraising

Only those fundraising activities approved by the principal permitted on school grounds. Selling unauthorized items at school is a violation of school rules. Only teachers or activity sponsors may seek approval from the principal for fundraising activities.

Hall Passes

Halls designed to provide access to and from various areas of the building. Everyone expected to move quietly throughout the school building without interfering with instruction in the classroom. Congregating and/or aimless wandering in the halls, restrooms, and areas designated "off limits" will not be permitted. Students are not to use the steps or halls as chairs or study areas. Students reported for hall disturbance shall be subject to discipline.

Hall passes are required when students are moving about the campus while classes are in session. Students are required to obtain a signed hall pass before leaving the classroom during instructional time. Hall passes only given for emergency purposes.

Students in the halls without a pass signed by their teacher and containing the following information will face disciplinary action:

- Student name
- Time, date
- Purpose of being out of class
- Destination
- Teacher signature and room number

Students without a pass or without the proper information on a pass held accountable for leaving class without permission. The burden not placed with the teacher or the administrator, so students should seek to obtain a pass with the above information before considering leaving a classroom or office. Students are required to present hall passes to school staff upon request and return the hall pass to the staff member who issued it.

Halloween Policy

Students who choose to wear costumes to school on Halloween must not wear masks, must be clothed appropriately, and must be able to function in the classroom in the costume.

Harassment

The harassment of other students verbally or in writing **NOT** tolerated. The use of "Fighting Words" refer to those terms widely recognized to be derogatory references to race, ethnicity, religion, sex, sexual orientation, disability, and other personal characteristics. School policy prohibits the use of fighting words to harass any person through inappropriate comment, obscenity, obscene gesture, swearing, cursing (whether verbal, written or pictorial), bullying, innuendo, belittling, internet sources, or rumors directed at another individual.

Homework

Homework helps students to master skills and extend their abilities. Students can expect to complete up to three hours of homework per week for each class. This means that high school students will spend approximately 3 hours each evening involved with homework.

Homework Requests

Students out of school fewer than two (2) days must contact teachers or students in class on their own. Homework requests for periods of two (2) days or more require that parents call the student's counselor. Parents must verify that a student will be out of school for two (2) days or more before homework gathered. Otherwise, by the time homework is gathered, the student has already returned to school, or has returned prior to the homework being collected. Allow 24 hours for homework to be collected in the event a request made to the student's counselor.

Honor Roll

An academic honor roll published at the end of each semester. To be placed on the "B" honor roll, a student must (1) carry a minimum of 4 classes; (2) earn a 3.0 GPA; and (3) not receive an "I", "D", or "F" grade. To be considered for the "A" honor roll, a student must: (1) carry a minimum of 4 classes; (2) earn a 4.0 GPA; and (3) not receive an "I", "D", or "F" grade.

Horseplay

Students may not run, push, shove, or engage in horseplay or disruptive behavior when in the school building or on the school grounds. This includes, but is not limited to blocking the entrance or exit of any school building, corridor, doorway, or classroom entrance depriving others access; and/or blocking normal pedestrian/vehicular traffic on the school campus. Disciplinary action may result when any of this behavior becomes excessive. Students should also walk on the right side of the corridor. Hallways and doorways should remain clear for easy movement through the building. Students should stand by their lockers and avoid blocking the hallways or doorway areas.

Illness During the Day

Any student who becomes ill during the school day must report to the nurse's office. Except for emergencies, when students visit the nurse's office, they must have a hall pass signed by a teacher. If the nurse is unavailable, the student must report to the Office for assistance. Students may not leave school during the day because of illness without reporting to the nurse or the Principal. Students may not call a parent/guardian directly without first visiting the nurse.

In-School Suspension (ISS)

When students found in violation of school policy, administrators may assign students In-School Suspension (ISS). The students kept in the ISS room for time determined and given coursework from their teachers to complete while out of class. They may remain in the ISS classroom for the duration of the day(s).

ISS Rules

- Student should be prepared with books, paper and pen.
 - No food or drinks (including gum or candy) allowed.
 - Door locked at all times.
 - Student will sit in assigned seat; spaced appropriately.
 - Student is to stay busy and awake.
 - When finished with assigned work, student will do ISS work.
 - Students may remain in ISS the **entire** school day.
 - After 3 verbal warnings for any infraction, student may receive Out of School Suspension (OSS).
-

Internet Use

Limited Internet access is available to students. However, students not permitted to use the Internet without completing the necessary form and orientation. Students violating this policy denied access to Internet use in the future. Penalties for misuse of the Internet or the district's computer systems are enforced. See **Technology** for more information.

Letters of Recommendation

Students (especially seniors) often need recommendations from teachers, counselors and administrators for jobs, colleges and scholarship applications. Students needing such a letter should retrieve a letter of recommendation request form from their College Summit teacher. The form asks students to provide a list of the classes and/or a list of the activities in which they have participated. For instance, if a student is requesting a recommendation from a math teacher, he/she should list all the math classes and grades up to that point. Students should give the Recommendation Letter request form to the teacher, counselor, or administrator in a timely manner in order for adequate turnaround time.

Lockers

Students should go to their locker before school, between classes and if time permits, after School **NOT** during class time. The Assistant Principal will issue locks and lockers at the beginning of the school year. **Students may use school-supplied locks only.** All personal locks cut off. The cost to replace lost locks is \$5.00. Each student will receive an individual locker. **Students not allowed sharing lockers.** The school assumes no responsibility for items missing or stolen from lockers. **Leave valuable items at home.** Money and/or other valuable items not left in lockers. School personnel, for safety and sanitation checks, will open lockers periodically. Any locker "decorations" removed at the end of the school year. Items not cleaned out or removed from a locker at the end of each semester kept in the "lost and found" for two weeks then given to a charity.

Lost and Found

Lost articles turned in to the Main Office. Items not claimed at the end of each quarter donated to charity.

Lunch Detention

Students assigned to lunch detention when they are three or more assignments behind in any class.

Students must complete the assignments or they continue assignment in lunch detention. Students who do not serve the lunch detention assigned to In-School Suspension.

Make-up Tests/Work

Whenever possible, students should get their make-up work prior to an absence. Students should be aware that the make-up work might be different from the work completed in class. It is clearly the student's responsibility to find out what work missed and turn in the work to the teacher. Students with absences falling on the day of a test or on the day an assignment is due treated as follows:

Advance Assignments are those assigned at least ten days in advance. If a student is absent on the day that the assignment is due, the assignment will be due at the time the student returns to school.

Regular Assignments are those normally due the next day or within a few days. Students shall have additional time, equal to the amount time absent, to turn in these assignments. Assignments turned in later than this may have credit reduced or not accepted at all by the teacher.

Tests: If a student misses a major test, made up on the day the student returns to school if the student chooses, or the student may have additional time equal to the time absent to make up the test. However, test dates designated by the teacher prior to the absence with no preparatory work, class discussion, or lecture material missed by the student, the test made up on the day the student returns to school. Assignments equal in point value may be substituted for short, unannounced "pop" tests that were missed during an absence.

Students involved in an approved school activity allowed the opportunity to makeup tests and homework. Students who miss a class due to a school activity should get their assignments ahead

of time. Students will expected to have the make-up work completed and take tests when they return to class the next time that the class meets. An administrator must approve exceptions to these guidelines.

Meals (Free and Reduced Price)

Applications for free and reduced-price meals distributed to all students during registration. Applications forms returned to the main office. **All students are required to complete an application form.** It is critical that all students return the form since the information used for additional funding for the school district.

Media Release

All students of the Central Visual and Performing Arts High School are required to sign waivers indicating their willingness for videotaped for pedagogical study and public relations by both SLPS staff and public media agencies.

Medication at School

The following regulations apply to students who require medication for chronic or short-term illness:

Prescribed and Over-the-Counter Medication: A written request that the student needs medication during school hours delivered to the school nurse. The request, written by the prescriber, must include the following:

- Name of Student
- Dates of Administration
- Name of the Drug and Dosage
- Frequency of Administration
- Route of Administration and Restrictions
- Prescriber's Name
- Diagnosis or Indication for Use of Medication

When possible, the prescriber should state the medication's possible adverse effects and applicable Emergency instructions. In addition, a parent/guardian must provide a written request that the school nurse administer the medication. Parents must personally bring the medication to school and give it to the nurse.

Students may not bring their own medication nor be administered to them. Students in possession of either prescribed or over-the-counter medication are in violation of district policy. State law governs administering of medication at school. Additional questions regarding medication, including the need for inhalers or other asthmatic treatment, directed to the school nurse.

Night School

If offered by the district, students may take high school courses through an accredited night school program. Night school programs offer a limited selection of courses. Check with your counselor for more information.

Parent/Teacher Conferences

If a parent/legal guardian feels the need, it is right and proper to request a conference with a teacher regarding grades, class atmosphere, homework, make-up work, or anything else that will aid a student in becoming more successful. Conferences scheduled at least 24 hours in advance. The proper time for such a conference is before school, after school, or during a teacher's planning period. CVPA will host district scheduled parent conferences during each semester.

Parent Portal

Parents/legal guardians have the ability to check on student grades, attendance, and information through the Parent Portal online. To sign up for a log in please pick up and fill out a form from the Main Office.

Parents Visiting Classrooms

Parents wishing to observe in a classroom must receive prior approval. Arrangements made with the principal and/or assistant principal. Appointments scheduled at least 24 hours in advance.

Personal Property

Personal items not directly related to instruction brought to school will be confiscated and returned to parents. Bringing such items could result in disciplinary action. CVPA staff will not search for lost personal items.

P.D.A.

Public displays of affection have a tendency to create unfavorable impressions and attitudes toward the school and the individuals involved. Students requested to use good judgment and avoid the embarrassment of having school officials notify their parents of any impropriety.

Perfect Attendance

To be eligible for perfect attendance and to receive the perfect attendance award, a student must be in school every day school is in session and miss not more than 6 hours total for the entire school year. Students on field trips or other school-sponsored trips counted as present in school.

Physical Education Uniform

Students are required to dress out every day for physical education class. The required CVPA Physical Education uniforms are available for purchase at the school. Not dressing out could result in failing the class.

Phones

Students not excused from class to make personal telephone calls. Important messages from parents relayed to students via main office. Only in cases of emergency students' allowed use of telephone during a class period.

PLAN/EXPLORE Tests

The PLAN and EXPLORE tests are pre-ACT assessments coupled with an interest survey that is given to all 9th and 10th grade students. The test results used to help students make decisions regarding high school educational and career plans. These tests used to determine student placement in AP and Honors classes. There is no fee for these tests.

Play Fighting

Play fighting inside the school or on the school grounds **strictly prohibited** at all times. Violators dealt with in accordance with the district's code of conduct.

Posters/Signs/Banners

Only items approved and signed by the principal displayed. The administrator's initials must be Signed on poster. Students who put posters up are responsible for taking them down immediately following the event. Bulletin Boards provided for this purpose, staples never used on the walls. Students may not write on the lockers.

Profanity

As a matter of respect for themselves and the school, students should refrain from using profanity at all times while in the Classrooms and the *Halls of Central*. Violators will be subject to disciplinary action.

Report Cards

Report cards issued two times each semester, or four times a year. The report cards usually issued one week after the end of the term. Progress report cards issued directly to the students indicating effort in the first five (5) weeks of every term.

Respect

Students and teachers expected to treat each other with respect. Students expected to treat all teachers and staff members (including school librarians, secretaries, custodians, teachers' assistants, cooks, and security officers) with respect. Students may not challenge the authority of school employees, nor may they raise their voices or use profanity in addressing school personnel. To demonstrate proper respect toward adults, students expected to use a conversational tone at all times. Failure to show proper respect will result in disciplinary action. Such action will include suspension from school.

Senior Dues

Senior Dues are a requirement for participation in **ALL** Senior Activities *including* Graduation Exercises. Senior Dues paid in full regardless of participation in every activity, **NO EXCEPTIONS**. Failure to pay Senior Dues *will* result in exclusion from Senior Activities, including the graduation ceremony.

Schedule Changes

Under certain circumstances, (lack of prerequisite, schedule error, summer school adjustment, or graduation requirement deficiency) students may wish to change schedules. A student needing such a schedule change should make an appointment with his/her counselor. Done by completing a Schedule change request form. Once counselors receive this form, they will meet with students. The parent must sign this form. Schedule changes made only under the following circumstances:

- Lack of Prerequisite
- Scheduling Error
- Summer School Adjustment
- Graduation Requirement Deficiency
- The student option to transfer out of a teacher's class if he/she assigned to that particular teacher for the third time, providing the master schedule permits such a change.
- The student option to transfer from any teacher's class if he/she has previously taken class from that particular teacher and failed, providing the master schedule permits such a change.
- Class cancelled due to insufficient enrollment.

Schedule changes related to students' art majors will be made under exceptional circumstances. Students must seek approval from the Dean of Arts.

NO SCHEDULE CHANGES MADE AFTER THE SECOND WEEK OF A SEMESTER.

Scholarships

Scholarship opportunities read during the morning announcements each day. Students may pick up a hard copy on the table in the Counseling suite. Students should also make an appointment with their Counselor to get additional scholarship information and tips.

School Closings

In case of inclement weather, the following radio and television stations will carry official information

concerning the closing of school. Listen for Saint Louis Public Schools. Please do not call the school.

RADIO

KMOX – 1120 AM

KWRE – 730 AM

KFAV – 99.9 FM

TELEVISION

KTVI – Channel 2

KMOV – Channel 4

KSDK – Channel 5

KDNL – Channel 30

INTERNET<http://www.slps.org>**School Dances**

The following guidelines will help you plan for school dances:

- Appropriate dress can range from casual to formal; however, no tennis shoes, athletic shoes, or jeans never be worn to these events.
- All CVPA dances end at 11:00 p.m.
- No refunds given after tickets purchased.
- No students allowed from outside the Central student body without specific approval from the administration. Forms must be completed and turned into the office after purchase of tickets.
- No middle school students allowed admittance.
- No one over the age of twenty (20) may attend.
- Once a student leaves the event, he/she cannot return.
- Students attend for at least **4 hours** on the day of the dance to attend.
- Students must have a 93% ADA to be eligible to attend.

NOTE: NO REPORT CARDS, TICKETS FOR SPECIAL EVENTS (HOMECOMING, PROM), DIPLOMAS, OR TRANSCRIPTS ISSUED UNTIL ALL STUDENT DEBTS CLEARED.

Senior Lunch Privileges

When weather permits, seniors who choose to eat lunch outside in the courtyard must meet the following criteria:

- Making regular payments towards Senior dues
- 93% Average Daily Attendance

Smoking

Central Visual and Performing Arts High School is a **smoke-free campus**.

Social Worker

The school social worker is available for regular conferences with students and parents in case the student is having difficulty adjusting to the school and/or if there are attendance problems. Such problems may originate from a family crisis, physical or mental difficulties, or learning disabilities. The social worker also coordinates and refers child abuse cases, refers students and parents to appropriate resources in the community for long-term family counseling, and makes juvenile court referrals in case of parental neglect and/or serious attendance issues.

Special Services

A variety of special education and related services provided to qualified students enrolled at CVPA. Questions regarding these services directed to the student's counselor or Ms. Kristal Riehn Special Education Department Chair, located in the Annex.

Student Activities List

- Poetry Out Loud
- GSA
- Thespians
- National Honor Society
- Saint Louis Urban Debate League
- Student Council
- Yearbook
- Spirit Squad
- Kings of Distinction
- Tuff Leadership Program
- Math Team
- Verb Quake

Standards/Discipline Procedures

The classroom teacher is the person in charge at all times during school. Students expected to do the following:

- show respect, cooperation, and courtesy to their teacher
- carry out all requests made by their teacher
- follow all rules set up by the teacher
- be on time and have appropriate class materials
- respect the rights of others: any disruptive behavior will not be tolerated
- be attentive and participate in class; work on their assignments when given time to do so

Failure to comply with the above-mentioned guidelines considered a disciplinary infraction dealt with by one or more of the following, but not necessarily in this sequence:

- teacher-student conference
- student-counselor conference
- student-teacher-counselor conference
- student-teacher-principal conference
- parent contact by letter or phone
- parent conference
- student-principal conference
- student-principal-parent-counselor conference
- suspension from school
- any other action deemed necessary by the principal to correct the problem
- suspension until parent conference

The SLPS Student Code of Conduct Handbook provides detailed information regarding Disciplinary policies & procedures.

Substitute Teachers

Substitute teachers are an important part of our school system. They are part of the school staff when assigned to Central Visual and Performing Arts High School. Student conduct in their presence should be as good as student conduct when the regular teacher is present. Student cooperation, behavior, and consideration reflect on the student, the school, and our school image.

Summer School

An announcement made to the students when summer school forms are available from District Office. A parent and counselor must sign forms. Counselors are available only through the last day of school.

Tardiness

Once the bell rings for each class (including the first class of each day), teachers shut and lock their doors. Absolutely no students should be admitted once the class begins. Students are required to report immediately to detention where they will remain until the end of the period. **Students allowed make up the work they missed at the discretion of teacher.** More than one tardy (detention) in a day will result in the assignment to In School Suspension (ISS). Every 5 tardies (detentions) will result in assignment of ISS.

Technology

The Student Acceptable Use Policy and Regulation governs the use of computers in any SLPS building. All students using computers must abide by district/school policy and regulation. Using school computers for any non-academic purpose, such as playing games of any sort, checking email, and engaging in recreational activities, prohibited. Any manipulation, or attempted manipulation, of school computers, printers, network equipment, or school software programs that would alter the normal operation of the equipment or programs in any way is prohibited. It is the district's policy monitoring use of disk space assigned to each student. Random searches made for documents that contain inappropriate language or material. **Violation of preceding rules may result in a loss of computer privileges, suspension, expulsion, and/ or criminal or civil penalties.**

Textbooks

Students are responsible for any lost or damaged books. If a book is lost, a new one not issued to the student until the lost book is paid. Students should write their names and dates of issue in ink on the inside front cover of each of their books. Books issued and collected according to a scanned identification number in each book.

NOTE: All fines and debts paid before a student permitted to graduate. Students are encouraged to pay all fines due at the end of each year to avoid an accumulation of charges that may be excessively high.

Transcripts

Whenever an employer, college, or other agency requests a record of schoolwork, the Data Processor, Ms. Antoinette Kennedy contacted. A copy of school records forwarded to the individual agency according to district policy and as dictated by the Family Education Rights and Privacy Act (FERPA); however, school records not sent without a request in writing. Record release forms are available in the Main Office. School procedure is to mail the records directly to the college, employer, or agency requesting the information, after receiving written permission to do so. The first transcript is free. Additional transcripts cost \$3.00.

Vending Machines

Vending machines are located near the cafeteria. Students may use them during breakfast, during lunch and after school. Students use these machines at their own risk. Refunds not provided for any reason.

Video and Other Monitoring on School Campus

SLPS Board of Education authorizes the use of video cameras, monitoring equipment, and other recording devices on school property. The specific purposes for the use of such equipment include the following

1. Promoting the well-being of students, staff, and guests by taking proactive measures to create a safe learning environment and strengthen school security.
2. Providing a deterrent to students and others so that they are less likely to commit acts of misbehavior, violence or vandalism with the knowledge that their actions recorded.
3. Establishing a visual record of a violation of a school rule or participation in a criminal act. Video surveillance used in locations including classrooms, hallways, cafeteria, gymnasiums, parking lots, offices, exits and entrances, vehicles, and school buses, or in other locations where there should be no reasonable expectation of privacy.

Video cameras not used for monitoring purposes in restrooms, swimming pools, locker rooms, changing areas, or showers. Video recording will be created and maintained by the Security Department and will be considered law enforcement records. As such, they are not "education records" under the Family Education Rights and Privacy Act (FERPA), even though students' images may appear on such recordings. Such records released to third parties only with the approval of the Superintendent or his/her designee.

Visitors

Central Visual and Performing Arts High School is a school with high academic standards. Therefore, visitors on campus are strongly discouraged. Any student who desires to bring a visitor to school must obtain permission from the principal. Once approved, all visitors must undergo a screening by school safety officers and check in with the main office to obtain a visitor's pass.

Students not permitted to bring visitors to the high school for purpose of attending classes. Such requests denied by the administration. Suspended students and other unauthorized visitors will be subject to arrest and trespassing charges if found on the Central Visual and Performing Arts High School property. No visitors allowed during lunch.

To maintain confidentiality, only legal guardians will be allowed to attend school meetings with their Children.

Withdrawing From School

If it becomes necessary for a student to be withdrawn from Central Visual and Performing Arts High School, parental approval is required. The parent/guardian and the student must appear in person to apply for withdrawal. Withdrawals approved by Principal or Designee. After the withdrawal approved, all issued books turned in. All accounts cleared.

AFFIDAVIT FORM

Dear Parents:

The Saint Louis City Board of Education implemented a uniform code governing student conduct throughout the district. This document, entitled *Students Rights and Responsibilities related to Conduct*, supports the right of each student to an education in a calm, safe, and secure environment.

Students expected to follow the rules and respect those persons responsible for their implementation. School personnel need the support of parents in promoting acceptable student behavior. Each student must learn to be responsible for his/her own actions. Consequences for students who do not follow the Uniform Code of Conduct will be consistent with Board policy and with each individual school's discipline plan. Well-behaved students recognized by the classroom teacher with group and individual awards. Positive reinforcement and recognition of students demonstrating appropriate school behaviors significantly contribute to the goal of elimination discipline problems within the school.

Please read and discuss ***Students Rights and Responsibilities Related to Conduct*** with your Children. Sign and return the affidavit form sent home with that publication. If you have any questions, contact the school, 771-2772. With your continued cooperation and support, the school year will be a positive and motivating experience. Let us work together for the benefit of the children for whom we are responsible.

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