

ENROLL TODAY: DETAILS ON 450+ COURSES AND SUMMER OFFERINGS INSIDE!


Spring 2025

A C C E S S

L A U N C H

THE VOICE OF VIRTUAL LEARNING IN MISSOURI

**TEACHERS
TELL ALL**



Launch instructors share how they boost engagement, build connections and provide high-quality learning in the virtual classroom

ELD Program Expansion

Learn how Launch's new sheltered classes can help your district's ELL students

Launch helped 2 students become National Merit Semifinalists-Meet them on p. 10!

Introducing: Launch

From the very beginning, Launch's online courses were designed to stand apart from other online providers.

What is Launch?

Launch is Missouri's virtual school that was created as a solution for our state's course access issues. We understand that all Missouri school districts are not able to offer students equal course offerings, so we made it our goal to create top-notch courses online and make them available to districts statewide. Launch's digital development and curriculum departments partner to create online courses that are aligned to Missouri Learning Standards and delivered to online learners by high-quality Missouri educators. Launch is partnered with schools across the state and serves the needs of thousands of Missouri students.

Where can I learn more?

Our website, fueledbylaunch.com, is the best way to quickly learn more about who we are and what we offer. You'll find a full list of current course offerings and learn course details, and you can even view sample assignments. We can also send a couple of Launch team members to your district to talk to your team and see how we can help your students with course access issues. If you have specific questions you can't find answers to online or would like to set up an appointment, contact our Marketing and Engagement Manager, Savannah Waszczuk, at (417) 523-0417 or savannah@fueledbylaunch.com.

Serving K-12 Learners Statewide

**Recently expanded programming
allows Launch to serve
all Missouri learners.**

Elementary

Launch's elementary programming is available for K-5 students and includes live, synchronous daily lessons with teachers. Students also have access to PE, Music, Art and Gifted services. Classes are instructed by a full-time Missouri educator, and class sizes are limited to meet DESE recommendations.

Middle School

Designed for students in grades 6-8, Launch's middle school catalog includes courses in all core areas as well as multiple world language offerings and exploratories. All class sizes are limited to 33:1 with live classes available, and teachers live and work in Missouri school districts.

High School

Launch offers a complete, comprehensive course catalog for learners in grades 9-12. In addition to traditional courses, AP, Honors, dual credit and credit recovery courses are available. Class sizes are limited to 33:1 with live classes available, and teachers live and work in Missouri school districts.



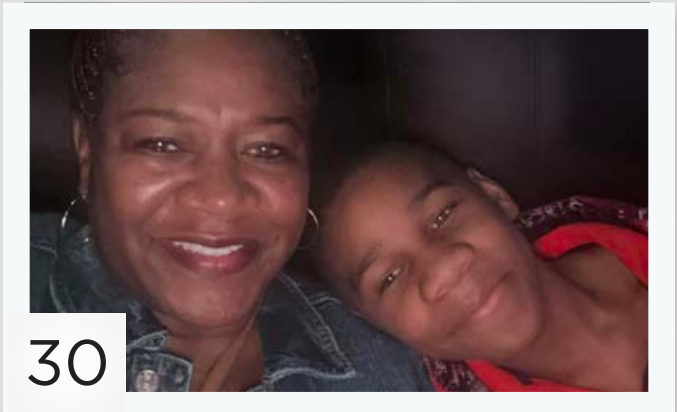
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TEACHERS TELL ALL



WHY I LAUNCH

Launch FFA President AJ Walker excels in school, trains her horses, and competes in rodeo events year-round, thanks to Launch's flexible online schedule.



SUCCESS STORY

Diagnosed with autism before age 2, fifth grader Jordan Whitehead struggled in various school settings before moving online. Learn how Launch has helped him build confidence, learn independence and find his stride.



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Launch instructors share how they boost engagement, build connections and provide high-quality learning in the virtual classroom.

DISTRICT PROFILE: GIDEON

Learn how Launch's flexible scheduling and expanded course opportunities help Gideon High School students meet their future career goals.



DISTRICT PROFILE: PARKWAY

The Parkway School District utilizes Launch courses to help students personalize their educational experience. Learn about the school district, and meet two high-achieving students.



Photos courtesy AJ Walker, Jackie Watson, Gideon School District 37, Parkway C-2 School District

ACCESS

LAUNCH

THE VOICE OF VIRTUAL LEARNING IN MISSOURI

Staff Poll

Who was your all-time favorite teacher, and why?

The Launch Team

Dr. Nichole Lemmon *Director of Virtual Learning & Strategic Planning*

Mrs. Deana Butcher, my Speech and Debate Coach. So much of who I am is because of the confidence she instilled in me.

Student Services

Helen Williams *Assistant Director of Virtual Learning, Academics*

My favorite teacher was Mrs. Menzie, my fourth grade teacher! I used to get in trouble for talking too much, but she was the first teacher I had that saw this as a strength and tried to channel this into leadership 'jobs' for me in the classroom. She had high expectations for us but also knew how to see the whole child and appreciate them.

Hannah Parsley *Launch K-8 Principal*

Ms. Adams at Pershing Middle School was my all-time favorite teacher. She had a great sense of humor, made everyone feel welcome, and genuinely cared about her students both in and out of the classroom.

John Mott *Assistant Principal*

Ruby Berry, my third grade teacher. She read to our class every day after lunch. She brought books to life for me!

Mary Edgerton *Assistant Principal*

Jason Bradley *Assistant Principal*

Kara Boehmer *Assistant Principal*

William Bruner *Assistant Principal*

Claire Ferlita *System Supervisor*

Mrs. Lewis, my third grade teacher. The year was 1999-2000. She was kind and encouraging. I remember her reading *The Lion, the Witch and the Wardrobe* aloud to our class, and that's when I started loving books! She also brought an astronaut to our classroom to speak!

David Schuman *Counselor*

Jen Shepard *Counselor*

Kelsey Valis *Counselor*

Tory Zettl *Counselor*

Dr. Daniel Stelmach. During my second year in his World History class, he saw me upset in the hall one day and invited me to come to his office and visit. After that, we had a standing appointment every Wednesday at 11, through my senior year, to give me a safe place to talk.

Not only was Dr. Stelmach a marvelous, knowledgeable, passionate teacher, he was a safe harbor during my family's storm.

Courtney Creed *Special Education Liaison*

Hillary Suttles *Department Secretary*

My kindergarten teacher, Mrs. Harvey. I loved her because she had brown hair and loved pigs. She also made funny voices when she did story time.

Andrea Rude *SIS Coordinator*

Kaleigh Scott *SIS Coordinator*

Marie Bakker *Department Secretary*

Hannah Brown *Department Secretary*

My favorite teacher was my second/third grade teacher. She had two giant iguanas that she got out every day, and I remember thinking it was the coolest thing ever! She always had the best projects and was so creative!

Nikki Duke *Department Secretary*

Mrs. Pierce. She was my kindergarten teacher, and then I got blessed with her again as a third grade teacher! I still keep in touch with her. She made a lasting impact on my life that I will truly never forget!

Matt Burke *Graduation Advisor*

Jared Dummit *Graduation Advisor*

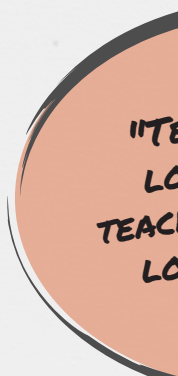
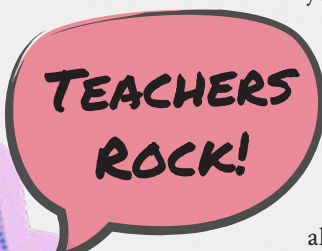
Engagement & Creative Services

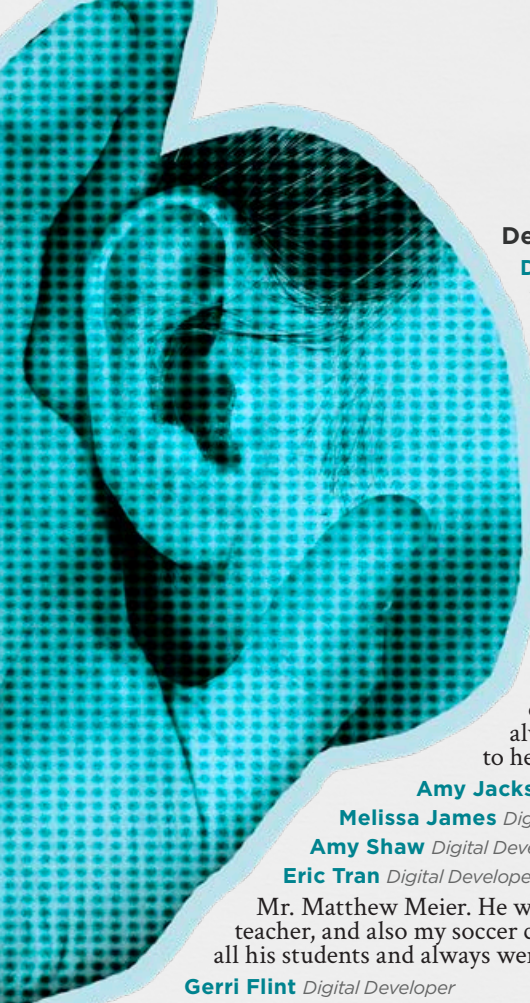
Savannah Waszczuk *Manager, Marketing and Engagement*

My fourth grade teacher, Mrs. Holcomb. We used to earn beans for good behavior, and we got to spend our beans on tons of cool prizes at an annual bean auction!

Jared Chester *Graphic Designer*

Herr Saunders, my high school German teacher. He was fresh out of college and had a lot of fun ways to teach us the language. He also took a group of us to Germany over summer break.





Development

Dr. Meghan Roe
Assistant Director, Operations

My favorite teacher was Dr. Joseph Hughes at Missouri State. He was an amazing storyteller, and I loved his Mythology course so much that I changed my minor so that I could take more classes from him.

Linda Ayres
Quality Assurance Specialist

Nicki Dickson
Digital Developer

My second grade teacher, Mrs. Crawford. The way she interacted with the class made me feel like one of her own children, and she always went over and beyond to help me with my reading.

Amy Jackson *Digital Developer*

Melissa James *Digital Developer*

Amy Shaw *Digital Developer*

Eric Tran *Digital Developer*

Mr. Matthew Meier. He was my Social Studies teacher, and also my soccer coach. He deeply cared for all his students and always went out of his way to help.

Gerri Flint *Digital Developer*

Ashley Horton *Digital Developer*

My second grade teacher, Mrs. Nancy Nolan. She made learning so much fun and really got to know me as an individual. I brought so much of her teaching style into my own classroom when I was an elementary teacher.

Adam Robertson *Digital Developer*

Shannon Mawhiney *Digital Developer*

My 5th grade teacher. He always spoke with care and compassion and taught us it was okay to not always be okay.

Tyler Hill *Digital Developer*

Nicole Herrell *Digital Developer*

IT and Support

Darren Rush *Launch Support Specialist*

Jay Grawe *Application Specialist*

Mark Grant *Software Developer*

Ivy Hamilton *Software Developer*

Curtis Brown *Inventory Clerical*

Angela Miller, my college education teacher. What really makes Ms. Miller stand out to me is how she modeled the expectations she has of her students. Ms. Miller spent a lot of time not only teaching us what we needed to learn, but reflecting on her teaching practices and how she could still improve.

Ben Cook *Project Coordinator*

I took broadcast journalism taught by Mr. Kyle Loudis three times, and I loved it! I started with no video-making experience and little team collaboration experience, but by the end of it all, I was editing the daily news show and coordinating other students' news segments.

Wendy Arendell *Launch Support Specialist*

Michael Hamman *Launch Support Specialist*

Robert Tinney *Launch Support Specialist*

Tosha Stegall *Launch Support Specialist*

TEACHERS WHO
LOVE TEACHING
AND CHILDREN WHO
LOVE LEARNING."
-UNKNOWN

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Students learn how goods move around the globe in this Launch Missouri's Workforce class.

Contact Us

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“Whether it's a global pandemic, shifting technology, or evolving program needs, one thing has remained constant: the dedication of our teaching staff.”

—Dr. Nichole Lemmon

Director's Note

Launch Director Dr. Nichole Lemmon shares how our latest program expansion is making history.

As I reflect on the incredible journey Launch has taken over the years, I'm reminded that our work is far from just providing virtual education—it's about creating meaningful opportunities for students who otherwise might not have them. Whether it's a global pandemic, shifting technology, or evolving program needs, one thing has remained constant: the dedication of our teaching staff. Their unwavering commitment is the foundation of our success, bringing not just knowledge, but creativity and solutions to every challenge.

One of the proudest moments for me came on December 5, 2024, when Launch achieved something truly historic—the chartering of Missouri's first virtual chapter of the Future Farmers of America. This milestone is more than just a program expansion; it's a testament to what we can accomplish when we dream big together. Watching our students collaborate with FFA members from Area 10 and hearing their stories of newfound

opportunities was a reminder of why we do this work. Many of these students would not have had this chance without Launch, and I'm especially proud of the role our outstanding Agriculture teacher, Mrs. Kris Callison, played in making this vision a reality.

This is just the beginning. In the coming months, we'll share more about our FFA chapter and the impact it's having. But for now, take a moment to meet our Chapter President, AJ Walker, on page 32. Together, we're continuing to build a one-of-a-kind virtual school, and I couldn't be more excited about what's to come. Thank you for being part of this transformative journey.

Dr. Nichole Lemmon
Director of Virtual Learning
& Strategic Planning



LAUNCH LETTERS

See notes from a happy parent, a proud mama and a delighted student!



MRS. MCELHINNEY'S MATH MAGIC!

I don't know how often you are appreciated, but this momma sees you! I love math, and I love teaching math. Thanks for making math fun. Bryce has always struggled with math and reading (math more), but you put so much time and effort in your work. Thank you for helping Bryce have more ah-ha moments!

Robin
Launch Parent
Hollister

CONTEXT:

Seventh grade math teacher Christie McElhinney received this note from a parent. We appreciate all the work you do to help your students succeed, Christie! –Editor



PROUD MAMA MOMENT: NATIONAL MERIT SCHOLAR SEMIFINALIST

Allow me a proud mama moment, which I believe is also a proud Launch moment. Springfield Public Schools announced its four National Merit Semifinalists today, and my daughter, Lilly, made the list. Although Lilly has always attended and been very involved in seated SPS school, she has supplemented her course load with 15 Launch classes, dating all the way back to 8th grade. Lilly will graduate in May from Central High School as Valedictorian, and Launch has been a huge part of her journey. She loves the flexibility and the opportunity to work ahead at her own pace. Thank you for building a program that helped my daughter achieve her full potential.

Rebekah Williams
Launch Parent and Teacher
Springfield Public Schools



CONTEXT:

Congrats to Lilly, as well as Gretchen House, two Launch students who were named National Merit Semifinalists this year! (In fact, we actually interviewed both of them for this issue, and you can see the story on p. 10!) Also, this proud mama is a 6th grade Launch teacher, and you can find her story on p. 25. Happy reading! –Editor

STUDENT FAN MAIL

When we had our lunch bunch today it was great. I love doing lunch bunches with you so much, I wish we could have every lunch together. You are the best counselor ever.

Kennedi
Launch student

CONTEXT:

Kennedi, a second grade Launch student, sent this note to Launch elementary principal after enjoying a mid-day lunch bunch meet up. Mrs. Valis hosts social skills "lunch bunch" groups every week to help support students with a variety of skills, including speaking, listening, problem-solving, making friends, and more. Students are identified to be invited to the group by their teachers (and are accepted upon parent request), and parents can also request that their students join the lunch bunch. –Editor



Superintendent's Note

SPS Superintendent Dr. Grenita Lathan knows teachers are the heart of Launch.

Since its inception, Launch Virtual Learning (formerly SPS Online) has understood one critical element for the success of an online school: Teachers. One of our core beliefs is that every student deserves a caring educator who believes in their potential. With over 400 dedicated Missouri educators, we are proud that Launch students learn from teachers, not from a computer.

We recognize that there are more virtual learning options available than ever before. The trust placed in us by our partner districts speaks to the quality of instruction we provide and our mission of keeping funding local, right here in Missouri. Your continued support helped ensure that over \$6 million in retirement-eligible compensation went directly to teachers in your communities last school year.

In the pages that follow, you'll discover tips, strategies, and inspiring stories from Launch educators who make a real difference every day. These teachers go beyond the screen to create meaningful, personalized learning experiences that engage students, support their growth, and help them reach their full potential.

Together, we're building a community of learners and educators committed to excellence, innovation, and success.

Dr. Grenita Lathan
Superintendent, Springfield Public Schools



“These teachers go beyond the screen to create meaningful, personalized learning experiences that engage students, support their growth, and help them reach their full potential.”

—Dr. Grenita Lathan

BY THE NUMBERS

Learn the fascinating figures that consume our current world of online learning.

396 MEMBER DISTRICTS

FALL 2024 DISTRIBUTIONS

CHROMEBOOKS:	1070
GARMINs:	2512
AP STUDIO ART KITS:	33
K-5 SUPPLY KITS:	441
VISUAL ART I KITS:	271
T MOBILE HOTSPOTS:	175

1,122 FALL 2024 MOCAP FULL-TIME VIRTUAL STUDENTS

9,657 UNIQUE STUDENTS

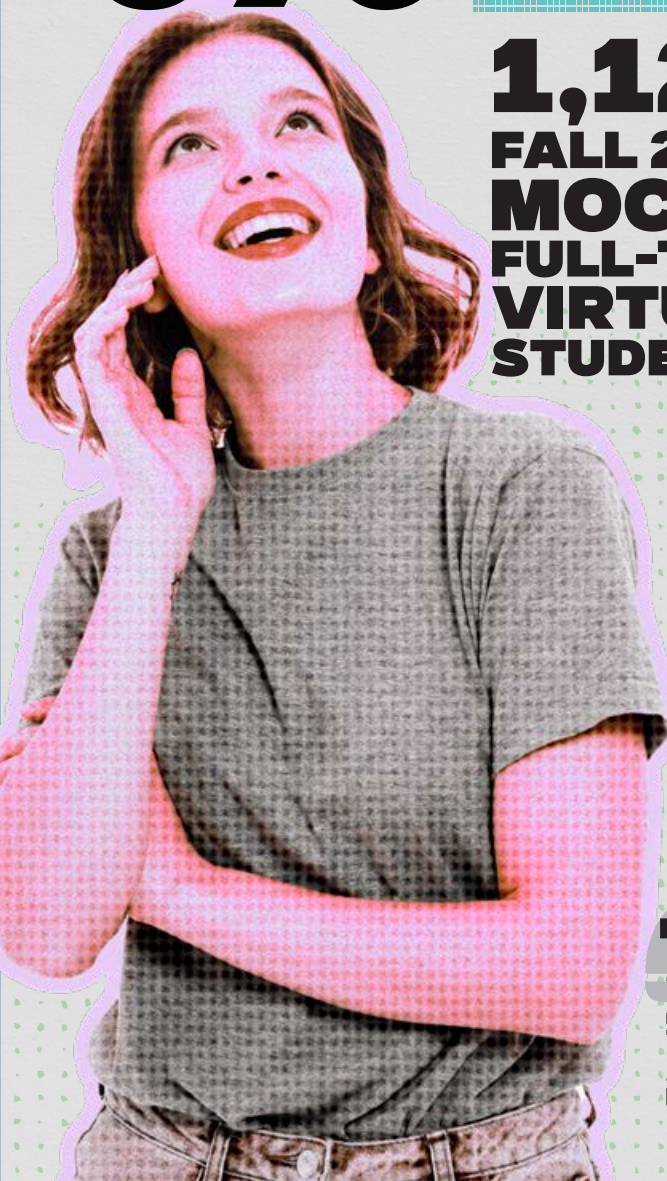
29,628 FALL 2024 COURSE ENROLLMENTS

453 K-12 COURSES

7,529 SUPPORT CALLS ANSWERED IN FALL 2024 SEMESTER

4,543 SUPPORT EMAILS ANSWERED IN FALL 2024 SEMESTER

719 SUPPORT CHATS ANSWERED FOR FALL 2024



COURSE CATALOG

HIGH SCHOOL CATALOG

Electives

- A+ Tutoring ○
- ACT Prep ■●
- Algebra I Math Lab ●
- Algebra II Math Lab ●
- College Ready Math ●
- Driver Education ■●
- Geometry Math Lab ●
- Student Leadership (STAR) ○
- Volunteerism ○

English Language Arts

- AP English Lit. & Comp. ■ AP ●
- Contemporary Literature ■●
- Creative Writing I ■■●
- Creative Writing II ■●
- English I ■■● LIVE ●
- English II ■■● LIVE ●
- English III ■■●
- English IV ■■●
- Film as Literature I ■●
- Film as Literature II ○
- Grammar & Composition I ■■●
- Grammar & Composition II ■■●
- Introduction to Speech ■●
- Strategic Reading & Writing I ■ LIVE ●

English Language Development

- ELD English Acquisition ■ LIVE ●
- Secondary ELD ●
- ELD English I ■ LIVE ●

Fine Arts

- AP Studio Art 2-D Design AP ●
- Art Foundations ●
- Fine Arts Appreciation I: Music ■■●
- Fine Arts Appreciation II: Art ■■●
- Music Theory I ■●
- Music Theory II ●
- Theater I ●

Health & Physical Education

- Health ■●
- Lifetime Fitness ○
- Outdoor Living & Safety ○
- Physical Education I ○
- Physical Fitness ■●

Mathematics

- Algebra 1A ■■●
- Algebra 1B ■■●
- Algebra I ■ LIVE ●
- Algebra II ■■●
- AP Calculus AB ■ AP ●
- AP Calculus BC ■ AP ●
- AP Statistics ■ AP ●
- College Algebra ■●
- Foundations of Algebra ■■●
- Geometry ■■● LIVE ●
- Precalculus ●
- Precalculus with Trigonometry ■●
- Professional Math ■■●
- Statistics AP ●
- Trigonometry ■■●

Practical Arts

- Accounting I ■■●
- Agricultural Sales & Marketing ■●
- Agricultural Science I - Agribusiness ■■●
- AP Computer Science A ■ AP ■ PLTW ●
- AP Computer Science Principles AP ■ PLTW ●
- Computer Applications ■●
- Computer Science Essentials ■ PLTW ●
- Digital Communications ■●
- Employment Internship ○
- Global Distribution & Logistics I ■■●
- Hospitality & Tourism Management I ■■●
- Hospitality & Tourism Management II ■■●
- Human Body Systems ■ PLTW ●
- Human Development I ■●
- Introduction to Business ■■●
- Introduction to Engineering Design ■ PLTW ●
- Marketing I ■■●
- Marketing II ■■●
- Personal Finance ■■●
- Principles of Biomedical Science ■ PLTW ●
- Principles of Engineering ■●
- Teaching as a Profession I ■■●
- Teaching as a Profession II ■■●
- Web Design ○

Science

- AP Physics ■ AP ●
- Astronomy ■■●
- Chemistry ■■●
- Earth Science ■■●
- General Biology ■■● LIVE ●
- Physical Science ■■● LIVE ●

Social Studies

- American Baseball History ●
- American Civil War ●
- AP European History AP ●
- AP Psychology ■ AP ●
- AP US Gov. & Politics I ■ AP ●
- AP US Gov. & Politics II ■ AP ●
- AP US History ■ AP ●
- AP World History ■ AP ●
- Black History ○
- Economics ●
- Government ■■● LIVE ●
- Liberty & Law ■●
- Psychology ■■●
- Psychology of the Holocaust ■■●
- Sociology ●
- US History ■■● LIVE ●
- World Geography ■■●
- World History ■■●

World Language

- French I-IV ■■●
- German I-II ●
- Japanese I-II ●
- Spanish I-III ■■●

Special Education Services

- 10-11th Grade Transition ■ LIVE ●
- 9-10th Grade Transition ■ LIVE ●
- Algebra 1A Strategies ■ LIVE ●
- Algebra 1B Strategies ■ LIVE ●
- English I Strategies ■ LIVE ●
- English II Strategies ■ LIVE ●
- English III Strategies ■ LIVE ●
- English IV Strategies ■ LIVE ●
- Foundations of Algebra Strategies ■ LIVE ●

Catalog Key

■ Honors | ■ Credit Acquisition | ■ Credit Recovery | ■ Dual Credit | ■ Launch Missouri's Workforce | PLTW Project Lead the Way
 ● NCAA Approved | AP Advanced Placement | ■ Co-Taught Course | ■ LIVE Launch Live Course | ○ 0.5 Credit Course | ● 1.0 Credit Course

Fueled By

LAUNCH

Fall 2024 - Spring 2025

MIDDLE SCHOOL CATALOG

English Language Arts

- English Language Arts 6th Grade • LIVE
- English Language Arts 7th Grade • LIVE
- English Language Arts 8th Grade • LIVE
- Reading 6th Grade • LIVE
- Reading 7th Grade • LIVE
- Reading 8th Grade • LIVE
- Strategic Reading & Writing 6th Grade • LIVE
- Strategic Reading & Writing 7th Grade • LIVE
- Strategic Reading & Writing 8th Grade • LIVE

English Language Development

- ELD English Acquisition • LIVE
- ELD English I

Exploratories

- App Creators **PLTW**
- Design & Modeling **PLTW**
- Medical Detectives **PLTW**
- Music Journeys I
- Music Journeys II
- Music Journeys III
- Outdoor U
- Visual Arts I
- Visual Arts II
- Visual Arts III

Gifted Education

- Mission to Mars
- TedEd Student Talks

Health & Physical Education

- Health 6th Grade
- Health 7th Grade
- Health 8th Grade
- Physical Education 6th Grade
- Physical Education 7th Grade
- Physical Education 8th Grade

Mathematics

- Accelerated 7th Grade Math
- Algebra I • LIVE
- Geometry • LIVE
- Mathematics 6th Grade • LIVE
- Mathematics 7th Grade • LIVE
- Mathematics 8th Grade • LIVE
- Strategic Math 6th Grade • LIVE
- Strategic Math 7th Grade • LIVE
- Strategic Math 8th Grade • LIVE

Sciences

- Science 6th Grade • LIVE
- Science 7th Grade • LIVE
- Science 8th Grade • LIVE

Social Studies

- Social Studies 6th Grade • LIVE
- Social Studies 7th Grade • LIVE
- Social Studies 8th Grade • LIVE

World Languages

- Spanish I

Special Education

- 6-8th Grade Transition • LIVE
- ELA Strategies 6th Grade • LIVE
- ELA Strategies 7th Grade • LIVE
- ELA Strategies 8th Grade • LIVE
- Math Strategies 6th Grade • LIVE
- Math Strategies 7th Grade • LIVE
- Math Strategies 8th Grade • LIVE

ELEMENTARY SCHOOL CATALOG

Kindergarten - 5th Grade*

Homeroom

- English Language Arts
- Mathematics
- Science
- Social Studies
- Health

Specials

- Physical Education
- Music
- Art

Learning Academies

- Launch into Math
- Launch into Reading

English Language Development

- ELD Elementary

Launch LiftOff

Grades 1-3

Themes may include Paleontology, Superheroes, Wonders of the World, Americana, and more.

Grades 4-5

Themes may include Myths & Legends, Microcosmos, Citizen Scientists, and more.

*Elementary students are required to be enrolled full time.



Gretchen House
Senior, Chadwick High School
in Chadwick, Missouri



Lilly Williams
Senior, Central High School
in Springfield, Missouri



Soaring to the Semifinals

Learn how Launch helped seniors Gretchen House and Lilly Williams become National Merit Semifinalists.

Access Launch: When did you start taking Launch classes?

Gretchen House: I was in public school from pre-K through fourth grade, then fully homeschooled, for gymnastics, from fifth to seventh grade. I've been taking Launch classes since eighth grade; that's when I started taking some classes in person at Chadwick and some classes through Launch. I continued that all throughout high school.

Lilly Williams: I think I started mixing in some Launch classes in eighth grade, and I've taken some every year since that time. Launch allowed me to take some of my required classes early, like P.E. and Health, so that I had more room to take electives of my choice in person, which has been really nice.

Access: How many Launch classes are you taking this year?

Gretchen: This year I have four classes through Launch, and my other three classes fall under a work-to-school program. But all of my classes are virtual.

Lilly: I have four seated classes, and the other three classes are online with Launch. For my seated classes, I'm doing the International Baccalaureate (IB) Program at Central High School, so this is my seventh year at Central.

Access: What is your favorite Launch class that you've taken?

Gretchen: I would say most recently I really like the dual credit and honors classes I've been taking. They've felt very

comprehensive. The dual credit classes have really stuck out to me, too, mainly because the teachers have been so helpful.

Lilly: Oh, there are so many that I've loved! If I had to choose, I'd say all of my AP Computer Science classes. Last year, I got to take the industry-recognized certification exam for Computer Science, so I'm now industry certified to be an IT worker in Java or JavaScript, which is exciting!

Access: How have you been able to build relationships with your Launch teachers?

Gretchen: I would say building a relationship with an online teacher definitely takes more work just because you aren't seeing them face-to-face every day, but it's rewarding. I just engage and communicate with them. They're some of the most supportive, helpful teachers you'll meet.

Lilly: I always shoot my teachers a message, and they've always been quick to respond. I've gotten to know them through that, and their engagement with me, and their comments on my assignments. And of course, if I have questions, I go to their live tutoring sessions.

Access: Do you think Launch helped you become a National Merit Semifinalist?

Gretchen: Absolutely. Chadwick is a small school, and I think they had around 50 classes I could take in high school. Well,



Launch has 120. Chadwick doesn't offer Honors classes, for example. But they were great at helping me get enrolled in Launch classes to meet my needs, and they were great at making sure I had as many opportunities as possible.

Lilly: Absolutely! Launch has allowed me to take lots of classes that aren't offered in person. I've learned so much about subjects that I'm really interested in. The English classes I've taken through Launch definitely helped my essay writing (both for my high school classes, IB exams, standardized testing, and college applications).

Access: What are your plans after high school?

Gretchen: After high school, God willing, I would like to run track and cross country in college. I plan to get a bachelor's degree in Aviation, hopefully to eventually become a helicopter pilot. I feel like that will give me a lot of options; I could be a search and rescue pilot, fly LifeFlight for an EMT, fly a helicopter for missions... I went on a discovery flight, and I loved it.

Lilly: I am beyond excited to attend Princeton University next fall. I can't wait to engage in Princeton's math programs, and hope to join the Quantum Initiative to learn so many new things. My ultimate dream is to work in NASA Mission Control.

Access: What are your hobbies outside of school?

Gretchen: I run track and cross country, and I work as a

lifeguard and teach swim lessons at a local community center. Also, I live in a really rural area, so hiking, kayaking, camping, hunting—I do a lot outdoors.

Lilly: I'm one of the Cross Country team captains at Central, which takes up a lot of my time. Being part of this team has been a high school highlight for me. I enjoy it so much! I'm a member of Cabinet and various clubs at Central. I am an assistant ballet instructor and teach dance classes. I also tutor for math, and give private ballet lessons. For fun, I really like outdoor fitness activities.

Access: Is there anything else you'd like to share about Launch?

Gretchen: I've been extremely grateful for Launch. Like I said, I come from a rural school where opportunities oftentimes seem to be few and far between. Thanks to Launch, my education changed, and it's changing the education for others in rural schools, too. It's opening doors in places where students haven't had doors opened in the past. It's changing the game, and I'm very grateful for it.

Lilly: Launch has been really great for me, especially since it offers so much flexibility. Since I'm really active and involved, I've loved having the flexibility Launch provides in my schedule. It's been so great having the chance to work ahead and get things done at times that fit best with my schedule.



Mark Your Calendars

June Session: June 2 - June 27

July Session: June 30 - July 25 (Off July 4)

LAUNCH YOUR SUMMER

Let Launch help you with your summer programming this June and July!

Picture this: Your district offers every student in grades 1-12 access to more than 450+ summer classes, all without opening a building. Sounds too good to be true, right? Not with the help of Launch!

We're offering two full months of summer programming again in 2025. Students will have the opportunity to take remediation, academics, credit attainment and credit recovery courses.



Elementary

Summer is the perfect time for students in grades 1-5 to brush up on their skills, and our Launch academies were designed to help them do just that! Our Launch Into Math, Launch into Reading and Launch into Coding academies each meet students at their current learning level and provide the necessary knowledge, tutoring and support for advancement. Each academy uses adaptive software for learning and is accompanied by a teacher who provides both small group and one-on-one support.

Bonus: We also have Launch Liftoff courses for those in grades 1-5 who want an extra challenge!



Middle School

Students in grades 6-8 have access to our summer academies (Launch Into Math, Launch Into Reading and Launch Into Coding), as well as Health and PE courses. Reminder: By allowing a middle school student to earn their Health or PE course in the summer, they will have more room for exploratories during their upcoming fall semester!

Want More Information?

Launch will be hosting our annual Launch Your Summer webinars during February. Watch your bi-weekly partner newsletter, or email partners@fueledbylaunch.com, for more information!



High School

Did you know that students in grade 9-12 can earn required credits with Launch over the summer months so they have more room in their schedule next year? This makes our Traditional Virtual Health, PE and Personal Finance courses very popular picks! That's not all we offer high school students in the summer, though—students in rising grades 9-12 can also choose from more than 80 traditional virtual courses. Students who need to make up credits can do so with our full suite of Credit Recovery classes.

New this Summer
Business Finance & Art Foundations
(grades 9-12)

Behind the Scenes

What's it like to work for Launch? We followed Helen Williams, our Assistant Director of Academics, for a day of meetings, problem-solving, and all-around support.

8:10 a.m.

Helen kicks off her day with the Student Services Standup, a daily check-in with a team of counselors, assistant principals, instructional coach, and principal. This quick 10-minute meeting often stretches to 20 as the group works through pressing issues. "It's our chance to brainstorm and set priorities for the day," Helen says. Today the focus is troubleshooting technical challenges for adjunct teachers.

9:00 a.m.

Now back at her desk, Helen reviews data in preparation for an upcoming MAP/EOC Prep work meeting happening later in the day. "We're analyzing scores and data from last year's state testing to identify areas for improvement," Helen says. "This is where course design and delivery come together. We'll use this data to create targeted prep plans that help students succeed."

10:15 a.m.

Helen pops into a Zoom session for a classroom walkthrough. During these walkthroughs, which happen in all courses throughout the year, Helen checks for alignment with Launch and state standards as well as netiquette and student engagement. "I try to visit classrooms daily," Helen says. "It's important for me to stay connected to what's happening with our teachers and students."

12:00 p.m.

Before placing a McAlister's Deli order for herself, Helen runs out the door to drop off her daughter's lunch, which she forgot in the car this morning. "Our snack cabinet came to the rescue with a Cosmic Brownie for her," Helen laughs.

1:30 p.m.

Helen heads to the conference room to meet with the MAP/EOC Prep team. "Testing isn't until next spring, but we like to give ourselves time," Helen says. "We're working to ensure teachers have everything they need to help students perform their best."

3:00 p.m.

Next up is a one-on-one with Jan McClellan, Launch's English Language Development teacher. "I meet with our five APs and principal, as well as six other team members I oversee, for a one-on-one every week," Helen says. "These meetings last about 30 minutes and allow me to work with each person on specific projects and priorities."

3:30 p.m.

After meeting with Jan, Helen has a one-on-one meeting with Assistant Principal Mary Edgerton. The two are discussing details about dual credit enrollment. "It's all about problem solving and finding ways to streamline the process," Helen says. "We want to make all aspects of our courses user friendly for students."

4:30 p.m.

Helen sends out one final email to teachers before heading home—This time, she's reminding them of a few need-to-knows before their curriculum meeting tomorrow. "My job is about ensuring that learning happens," she says. "And that takes a lot of teamwork."





Expanding ELD Services Online

With two new Sheltered ELD courses and three more in development, Launch is helping districts statewide serve ELL students.

In recent years, Launch has seen a growing demand to serve English Language Learners (ELL) statewide. And while our English Language Development (ELD) program and Language Acquisition courses were well received when they were introduced in Fall 2022, our partner districts have continually requested more.

Enter the development of our English Language Development (ELD) Sheltered courses. Sheltered courses are specialized classes taught by educators certified in both English language instruction and the course subject area. They're designed to support English Language Learners and are particularly helpful for Students with Limited or Interrupted Formal Education (SLIFE), providing them extra support as they work toward high school graduation and beyond.

Available Now: Sheltered English Language Acquisition and Sheltered English I

In Fall 2024, Launch began offering 2 sheltered ELD classes: Sheltered English Language Acquisition and Sheltered English I. These courses were created to help ELL students further develop their English language, and they also allow ELL students to earn their required English credits. "If they take Language Acquisition and still aren't ready for English I, they can take it for another half semester," says Jan McClellan, Launch's English Language Development Specialist. "We see this a lot when students come in during the middle of the year."

From the course writing side of things, developing sheltered courses looks similar to writing traditional courses. "For example, to write our English I sheltered course, we used the curriculum from our traditional English I class, but broke it down to focus on priority standards, and adapted it for students who require extra language support," Jan says.

Coming Fall 2025: Sheltered Personal Finance, Government, and Health

Launch is planning to add three additional sheltered courses this fall: Personal Finance, Government and Health. "The goal is that these courses will help our ELL students meet graduation requirements while building their English language skills in a supportive, language-rich environment," Jan says. "For many students, these classes are a lifeline. Refugee students and others with disrupted education often enter the school system at 17 years old, struggling to navigate both academic content and the English language. By focusing on priority standards and tailoring content delivery, our sheltered courses ensure these students receive a high-quality education that bridges the gap between their current abilities and future goals."

ELD Program Goals

Launch's ultimate goal is to provide EL students with a minimum of three years of courses to develop communicative and academic English proficiency. These foundational skills are not only essential for high school success, but also critical for post-graduation opportunities, whether in higher education or the workforce.

"We plan to eventually create sheltered offerings for End-of-Course (EOC)-tested subjects like Algebra and Biology," says Helen Williams, Launch's Assistant Director of Academics. "Every district in Missouri with ELL students is looking for these services."

Jan agrees, and adds that expanding sheltered offerings isn't only necessary—it's also extremely satisfying. "Helping newcomers is fulfilling, because we're setting them up for lifelong success," Jan says. "By focusing on accessible, meaningful instruction, these courses are not only helping students graduate, but they're also empowering them to be able to work and care for their families, or even become leaders in their communities."

Learning Goes Global

Peek inside Launch's Global Distribution & Logistics course, which gives students a deep dive into how goods move around the globe.

We've all seen tags that say "Made in China" or "Proudly Made in the USA," but have you ever wondered how these products travel from the factory to the shelves in your local stores? Launch's Global Distribution & Logistics course helps students understand the process behind the complex

world of supply chains, transportation, and data management. "This course is really interesting in the fact that it teaches students where a variety of products come from," says Digital Developer Ashley Horton. "They learn that a lot of times, it takes more than just an airplane."

Unit 1: Logistics & Supply Chain Management

This is where it all begins! The first unit in this course introduces students to the foundational concepts of logistics and supply chain management. Students learn the critical role logistics plays in businesses, both locally and globally, and explore how companies manage the flow of products.

Unit 2: Transportation & Logistics

Planes, trains, and automobiles! This unit shares how transportation provides a constant heartbeat for logistics and introduces students to the different types of transportation used to transport goods.

Unit 3: Operational Management

Ever wondered what happens behind the scenes of a warehouse or how companies keep their operations running smoothly? Unit 3 focuses on Operational Management and the strategies companies use to manage their supply chain needs effectively.

Unit 4: Data and Analysis

Data and real-time analysis increasingly drive the world of logistics—in Unit 4, students explore how technology, live data, and performance metrics help businesses make faster, smarter decisions.

Unit 5: Supply Chain Design and Improvement

Let's go back to the future! In this course's final unit, students dive into the exciting future of logistics with a focus on sustainability and how it is reshaping supply chains. Students interested in doing good for the environment will love the last few topics!

Assignment Highlights

Sandwich Standout

One of this course's lessons includes an infographic about Big Macs and their value in every country. This lesson investigates fast food value meals and why they've gotten more expensive over the years. Ba da ba ba... We're lovin' it!

Website Creators

Another lesson in this course teaches students about Amazon's warehousing strategy and innovations in warehousing in general. And the best part? Students are then invited to put their new knowledge to use as they create their own Google site!

Making it Relevant

This course works to make assignments relevant by tying in modern technologies that students are familiar with. For example, it teaches students about Domino's self-driving cars, Walmart's drone delivery, and many modern-day food delivery services. "We worked to connect assignments to a real-world event or report in every unit," Ashley says.

Launch Missouri's Workforce Pathway Course

Global Distribution & Logistics is a required course for the Launch Missouri's Workforce Logistics pathway—by completing all the courses in this pathway, students are able to receive Industry-Recognized Credentials in Distribution & Logistics and graduate career ready!



Bridging Gaps in Gideon

Learn how Launch's flexible scheduling and expanded course opportunities help Gideon High School students meet future career goals.

When senior Allisa Rogers (pictured, right) starts her day, she doesn't head straight to the halls of Gideon High School. Instead, she drives 30 minutes east to New Madrid County Technical Skills Center, where she is currently taking Phlebotomy. After wrapping up her coursework, she hops back in her car and heads to Gideon High School to complete the rest of her school day.

"Since I'm at trade school in the morning, I miss out on some of the classes offered here," says Allisa, who is currently taking Personal Finance and Creative Writing online with Launch. "Launch lets me take the courses I need at times that work for me. The flexibility is great—I can catch up on weekends if I need to."

"Allisa is one of a few students—seniors—who go to New Madrid in the morning," says Gideon School Counselor Cassy St. Cin. "Launch helps those students who are attending trade school earn credits in those classes that they're missing."



Expanding Opportunities for All

Providing flexible scheduling options for students like Allisa is just one way Gideon benefits from its partnership with Launch. With just a handful more than 200 students in grades K-12, Gideon is a small district with limited staff and course

“One thing that has been really great is that Launch allows us to offer upper-level and specialized classes that we wouldn’t otherwise be able to.”

—Cassy St. Cin, Counselor

offerings. Launch helps bridge the gap by expanding course options and accommodating a variety of student needs.

“We use Launch in several ways,” says Cassy. “One thing that has been really great is that Launch allows us to offer upper-level and specialized classes that we wouldn’t otherwise be able to.” When Gideon first partnered with Launch in Spring 2019, the district began offering Chemistry to expand upper-level course opportunities. Since that time, they’ve promoted several additional upper-level offerings, including Professional Math and Intro to Business. “There are a lot of great options for students who want to challenge themselves or explore new interests,” Cassy says.

Launch is also a valuable tool for students who need to recover credits in courses they’ve previously failed. “Summer is especially big for that,” Cassy says. “Students who fall behind can take a Launch course to catch up and get back on track. It’s an important resource for us.”

The Student Experience

Launch’s flexible, self-paced format resonates well with Gideon students. “Our students like that Launch gives them options,” Cassy says. “They’re not stuck in the same seven classes with the same classmates—they can explore subjects that they find interesting.”

Most Gideon students start taking Launch courses during their junior or senior year. And while the district doesn’t practice a formal onboarding process, students can receive support as needed. “We monitor students during the day, and I’m always available to help if they’re



Allisa Rogers (pictured opposite) is one of many Gideon High School students who takes Launch classes. The district primarily uses Launch to expand its high school course catalog.

stuck,” Cassy says. “For the most part, though, they do well on their own.”

Building a Bright Future

Whether it’s by helping students earn required credits, explore potential careers, or develop online learning skills, Launch has been equipping Gideon students with the tools they need to achieve their goals since 2019. “It’s been a really great partnership for us,” Cassy says. “It’s been really

helpful in the fact that we’ve been able to expand the opportunities we can offer our students here.”

For Allisa, these expanded opportunities have given her a jumpstart in meeting her future goals. “After I graduate, I plan on becoming a paramedic, and eventually pursuing a career as an ER physician,” she says. “I’m grateful that we have Launch here—it’s a really good program. It’s especially helpful for a small school, like ours, because it gives us so many more options.”

GIDEON AT A GLANCE

K-12 Enrollment: 215

MASA District: Southeast

School Colors: Black & Gold

Mascot: Bulldogs

Fun Fact: Gideon was established in 1900 as a lumber company town and is named after Frank Gideon, a lumber industry businessman.





Paving the Path in Parkway

The Parkway School District utilizes Launch courses to help students personalize their educational experience.

While Parkway Schools is home to more than 17,000 students, the district's administrators work hard to ensure that each individual's personal academic needs are met. "When a student or family presents a need to us, our goal is to provide that family a variety of options and allow them to make an informed choice," says Lindsey Perkins, the district's Director of Choice Programs.

Lindsey is well-versed on finding flexible learning options for students, whether they are experiential learning opportunities through Spark! or a variety of required, upper-level or elective courses through Launch. "What we look for are programs that help us ensure students will have a good learning experience, provide support, and provide challenging curriculum," Lindsey says. "We always want to be sure that we're confident in what we're offering students. And Launch allows us to feel confident."

Serving a Growing Population

In 2024, 11.9 percent of high school students in the Parkway school district were enrolled in at least one virtual course. "That number has naturally increased over the last few years," Lindsey says. "In 2021, we were at 3.8 percent. It climbed to 4.8, then 7.3, and now 11.9." The district fully supports this growth, both to help better prepare students for post-graduation learning and also to provide students expanded opportunities. "Families are really appreciative of the flexibility that virtual courses provide," Lindsey says.

Once a Parkway student becomes interested



in virtual learning, their needs are first considered at the building level. “Their school team—which typically includes a principal, an AP, counselors, and sometimes case managers—determines how we may implement a virtual course or virtual courses with their schedule,” Lindsey says. “We think through how the student will be supported, and when they’ll work on their classes. We work to make sure they have the chance to be successful.”

The Student Experience

Rylee Brawner (pictured opposite, below), a junior, enrolled in three Launch classes for the Fall 2024 semester. “I asked my counselor about options, partially for my mental health, and partially so I could build some independence,” says Rylee, who hopes to attend Missouri Baptist University after high school and plans to become a teacher one day. Rylee is currently taking Physical Science, English III and Algebra II with Launch, and she



Home to more than 17,000 students, the Parkway School District uses Launch to meet a variety of student needs. Rylee Brawner (opposite) and Grace Fu (below) both say their favorite thing about Launch is the flexibility it provides.

Launch has definitely been a major benefit for me,” says Grace, who also works, volunteers, participates in student council and holds six President positions in a handful of clubs and CTSOs. “I was able to work ahead in my AP Lit class earlier this fall, which was super helpful, because I had to work on my college applications when November 1st came around,” Grace says. Grace, who is also involved in experiential learning opportunities through Spark!, hopes to attend University of Southern California, Stanford or UC Berkeley after she graduates next spring. “I also really like my Launch teacher, Dr. Kerri Cox,” Grace says. “She’s great about communicating deadlines and other important information.”

takes two classes seated at her home high school. In addition, she reports to Highcroft Ridge Elementary a few days a week as a part of the Spark! program. “I also teach gymnastics for six hours every week,” Rylee says. “Launch has helped me keep up with my coursework, mostly because it is so flexible.”

Grace Fu (pictured below), an uber-involved senior who is enrolled in Launch’s AP English Literature & Composition course, agrees. “The flexibility with

Continued Growth Ahead

Lindsey also mentions Launch teachers as she discusses the district’s partnership. “We’ve been really happy with the responsiveness of the teachers,” she says. “Really, your entire team is always responsive, which is a huge benefit to us.” And as student demand for virtual courses continues to increase, she is confident that the district’s Launch partnership will continue to strengthen. “We know that we’ll continue to see growth in the virtual environment,” Lindsey says. “We will always allow our students the chance to personalize their learning, and Launch is one of the ways they can do that.”



PARKWAY AT A GLANCE

K-12 Enrollment: 17,289

MASA District: Greater St. Louis

Schools: 8 elementary schools; 1 intermediate school; 5 middle schools; 5 high schools

District Mission: The mission of Parkway schools is to ensure all students are capable, curious, caring and confident learners who understand and respond to the challenges of an ever-changing world.

Fun Fact: 87% of teachers in the Parkway school district have a master’s degree or above (which is 25% higher than the state average)!



TEACH TELL



Bethany Laws
Business

Julie Wienberg
Kindergarten

Rebekah Williams
Sixth Grade Math and Science

At Launch, we know that the power behind every lesson we deliver is a teacher who has found creative ways to make virtual learning come alive. Our instructors are engaging, innovative and constantly pushing the boundaries of what's possible in the virtual classroom, all to better serve our tens of thousands of students statewide... And now they're sharing their secrets with you. Read on to discover how Launch's teachers boost engagement, build connections, and turn virtual lessons into memorable learning experiences that set our students up for lifelong success.

TEACHERS ALL



Megan Colton
Third Grade



Carrie Aho
Sixth Grade English & Social Studies



Josh Douglas
Social Studies

JOSH DOUGLAS

Launch Start Date: August 2019

Teaches: Social Studies (and lots of it!)

The first time a student in one of Josh Douglas' Social Studies classes reaches out to "Mr. Douglas," they will likely be corrected. "It's 'Just Josh,'" Josh says. "From the very first announcement I make in any class, my students get to know me. I tell them I go by Josh, I tell them I'm old, and I tell them my classroom is the laptop... Really, I don't stop telling them things about myself until the end of class."

This method of getting to know students by sharing information about himself works well for Josh, as he finds that his students quickly start to open up about themselves, too. "It's like the old adage, 'Sharing is Caring,'"

Josh says. "They get into the swing of things pretty quickly, and they'll start to share all about what's happening in their lives."

While building strong relationships with his students plays a key role in helping them be successful in the online classroom, Josh's work certainly doesn't stop there. He also uses the tool of repetition, consistently reminding his students of a few crucial tips. "Check announcements when they're posted!" is something Josh regularly says (or types) in both his live and asynchronous classes. "Also, I'm always reminding my students to read directions, and to use their Canvas Inbox to communicate."

Last but certainly not least, Josh is always sure to educate students on managing their time. "I tell them that time is the hardest part, so they need to learn how to manage it," Josh says.

FIVE FAST FACTS ON JUST JOSH:

Decided he wanted to be a teacher: his first year out of college. "I was working to support my wife, who was in grad school at the time, and took a job in education," Josh says. "The original plan was to be a lawyer. The plan changed!"

Gets to know his students by: "Sharing and caring," Josh says.

Enjoys live instruction because: real-time conversations help students come at ideas and facts from different angles. "Reading an article on your own is a lot different than reading an article with a class," Josh says.

If he could only offer his students one tip, he would tell them to: "Be sure to connect with their teacher the first month," Josh says.

Loves Launch because: "I love Launch because Launch students love Launch!," Josh says.

NAILED IT "I'll never forget the first time a parent contacted me with a 'Thanks,'" Josh says. "Any time you hear from a parent unprompted, you know you've done okay."

FAILED IT "Broken links!," Josh says. "It's always a broken link!"



"FROM THE VERY FIRST ANNOUNCEMENT I MAKE IN ANY CLASS, MY STUDENTS GET TO KNOW ME. I TELL THEM I GO BY JOSH, I TELL THEM I'M OLD, AND I TELL THEM MY CLASSROOM IS THE LAPTOP... REALLY, I DON'T STOP TELLING THEM THINGS ABOUT MYSELF UNTIL THE END OF CLASS."

BETHANY LAWS

Launch Start Date: August 2018

Teaches: Personal Finance, Accounting I and Intro to Business

Rewind to her high school days, and Bethany's life looked much different than it does today. "I am from the tiny town of Wellsville, Ohio," Bethany says. "I came to Missouri to go to college, and I've stuck around ever since."

There were less than 500 students at Bethany's alma mater, Beaver Local, Home of the Fighting Beavers. In the Fall 2024 semester, Bethany taught more than half of that number—255—Launch students. "I love that part of Launch—that I'm able to work with so many students," Bethany says. "Working with students statewide is one of my favorite parts of my job."

Last year, Bethany added another feather to her cap of Launch accomplishments by becoming the advisor of Launch's virtual chapter of Future Business Leaders of America (FBLA). "I've had to learn how to organize a virtual student organization," Bethany says. "We've participated in some regional and state competitions, and the students are engaged. It's going well so far."

When it comes to helping students be successful, Bethany shares a core piece of advice. "Create a schedule,"

she says. "I tell my students to act as if they were in a seated building with a bell schedule. With this frame of mind, they allocate the time that they'll work on each course." And it doesn't stop there. "I also warn students that their schedules could, or even should, change from week to week, based on other obligations. The key for them is scheduling time to work on each course. This helps tremendously."

"I TELL MY STUDENTS TO ACT AS IF THEY WERE IN A SEATED BUILDING WITH A BELL SCHEDULE. WITH THIS FRAME OF MIND, THEY ALLOCATE THE TIME THAT THEY'LL WORK ON EACH COURSE."

FIVE FAST FACTS ON MRS. LAWS:

Decided she wanted to be a teacher: in high school. "I always loved the classroom," Bethany says. "After college I worked in a few other industries and completed a masters degree, but I quickly realized I missed the classroom environment."

Gets to know her students by: Carefully crafting her Launch Liftoff* assignments. "They're a great way to review content for the week, but also a great tool to get to know students better," Bethany says.

Consistently reminds her students that: "their teachers are here to help," Bethany says.

If she could only offer her students one tip, she would tell them to: "Stay on track with assignment due dates," Bethany says.

"I tell students that even if they aren't able to complete their assignments every day, they should try to have the week's assignments completed by the end of that week."

Loves Launch because: "I'm able to work with students all over Missouri," Bethany says.

*Note: Launch Liftoff assignments are short "assignments" that teachers share with each of their class announcement videos.

"AI HAS POSED A HUGE CHALLENGE IN THE ONLINE AND SEATED LANDSCAPE OF EDUCATION. I LIKE TO KEEP THINGS POSITIVE AND ASSUME THE BEST INTENTIONS OF MY STUDENTS. IF I HAVE A HUNCH THAT A STUDENT HAS BEEN DISHONEST WITH THEIR WORK, I ALWAYS START FROM A PLACE OF EMPATHY."

—Rachel Price
High School English

NAILED IT "I'm proud that I have been able to be the advisor for a virtual chapter of FBLA," Bethany says.

FAILED IT "Forgetting to unmute during Zoom meetings," Bethany says.



CARRIE AHO

Launch Start Date: August 2024

Teaches: 6th Grade English and Social Studies

Carrie Aho is quick to discuss her upbringing as a “life-long learner.” “When my older sister was in first grade, she brought home extra worksheets to teach me what she learned,” Carrie says. “She later taught me to serve a volleyball, and my brother taught me to play the saxophone.”

Carrie’s dad taught her lessons in conjunction with family pastimes—whether it be skiing, camping, fishing, splitting wood, SCUBA diving, or driving with a manual transmission—and her mom was a classroom teacher for 31 years. “I had amazing teachers from the start,” Carrie says. “It didn’t take me long to catch the bug.”

When it comes to helping her sixth graders find success, Carrie offers key advice. “I tell my students to have a growth mindset, because learning takes hard work, patience and practice,” Carrie says. “I also tell them to engage in class, share ideas and contribute to our learning community.”

Carrie’s lessons continue when it comes to group work. “I tell students not to be ‘Hogs,’ or ‘Logs,’” she says. “They should be confident and share ideas, but not take up the entire space.”

As she discusses her love for Launch, Carrie refers to the connections she makes in the virtual space. “We meet their pets, see their artwork, hear them play the piano, and get a glimpse of the world through their windows—both literally and figuratively,” Carrie says. “In my 22 years as an educator, my ‘Why’ has always been the students. Their curiosities, their struggles, their wins—it’s what keeps me motivated to make a difference.”

FIVE FAST FACTS ON MRS. AHO:

Decided she wanted to be a teacher: in early childhood. “My mom was an educator for 31 years, and her passion and care for students inspired me to follow in her footsteps,” Carrie says.

Gets to know her students by: various daily interactions. “We greet each other, answer serious and silly hypothetical questions, and share how we’re feeling according to fun scales, like the Scale of Cat,” Carrie says.

Is frequently told by students that: they’re appreciative. “Students who come to tutoring always thank me for the extra help,” Carrie says.

If she could only offer his students one tip, she would tell them to: remember that hard things are hard. “Slow down, and ask yourself, ‘What am I missing,’ or ‘How can I look at this in a different way?’” Carrie says.

Loves Launch because: “of the incredible support and dedication of the brilliant teachers I’m fortunate enough to work with,” Carrie says.

NAILED IT “Earlier this semester, I was juggling curriculum writing and had 252 assignments waiting to be graded,” Carrie says. “Eventually getting that backlog to zero felt like a huge win!”

FAILED IT “More than once, I’ve started a detailed explanation in a lesson and then been interrupted by a student saying, ‘Um, Mrs. Aho, I don’t think you’re screen sharing,’” Carrie says.

“IN MY 22 YEARS AS AN EDUCATOR, MY ‘WHY’ HAS ALWAYS BEEN THE STUDENTS. THEIR CURIOSITIES, THEIR STRUGGLES, THEIR WINS—IT’S WHAT KEEPS ME MOTIVATED TO MAKE A DIFFERENCE.”

“I ENCOURAGE STUDENTS TO SET DAILY ‘POWER HOURS’ FOR FOCUSED WORK. I ALSO ENCOURAGE THEM TO TACKLE THE MOST STRESS-INDUCING TASK FIRST SO THEY CAN TAKE IT OFF THEIR PLATE!”

—Julia Banfield,
8th Grade Social Studies

REBEKAH WILLIAMS

Launch Start Date: August 2021

Teaches: 6th Grade Math and Science

After spending 15 years in a traditional classroom, Rebekah Williams describes her pivot to Launch as “a refreshing new adventure.” “I believe this is the future of education, and Launch is at the forefront of redefining what’s possible,” Rebekah says. “Embracing new apps, websites, and online tools has often pushed me outside my comfort zone, but these challenges have fueled my growth as an educator. There’s no time for moss to grow under my feet—I’m always learning and adapting.”

Rebekah leads dozens of middle school students in becoming successful online learners in a variety of ways. “Daily morning meetings are essential!” Rebekah says. “Whether we’re answering a fun question of the day, selecting the picture that best reflects our mood, or spending a few minutes building community through meaningful conversations, these moments set the tone for the day’s live lessons.”

When it comes to offering virtual students advice, Rebekah invites them to take advantage of their open tutoring sessions. “I host open Zoom times daily where students can join for one-on-one or small group support,” Rebekah says. “It’s a great way to get personalized help. It also provides additional time for questions and immediate feedback.”

As she discusses the ways she builds relationships with her online students, Rebekah says being present is key. “I listen,” Rebekah says. “I know grandparents’ names, the stories behind family pets, and what students eat for breakfast. These interactions create bonds that are just as strong, if not stronger, than those formed in a traditional setting.”

FIVE FAST FACTS ON MRS. WILLIAMS:

Decided she wanted to be a teacher: “In my second year of college,” Rebekah says. “I switched from Pre-med pediatrics to Elementary education.”

Gets to know her students by: “Smiling a lot, acknowledging when they raise hands or send a chat, and frequently calling them by name during live classes,” Rebekah says.

Is frequently told by students that: “I’m on mute!,” Rebekah says.

If she could only offer her students one tip, he would tell them to: “attend every live Zoom class!,” Rebekah says.

Loves Launch because: “of the awesome and diverse students, and our amazing team of teachers,” Rebekah says.

"I LISTEN. I KNOW GRANDPARENTS' NAMES, THE STORIES BEHIND FAMILY PETS, AND WHAT STUDENTS EAT FOR BREAKFAST. THESE INTERACTIONS CREATE BONDS THAT ARE JUST AS STRONG, IF NOT STRONGER, THAN THOSE FORMED IN A TRADITIONAL SETTING!"

NAILED IT “I would describe a ‘Nailed it’ moment as those beautiful moments in class when I ask a math question and I see many hands go up, as well as the chat light up,” Rebekah says. “That tells me they understand the concepts, they hear me, and they’re comfortable and confident.”

FAILED IT “It’s never good when I spend a lot of time planning a lesson, only to find that it’s blocked on all student devices when I push the link out in the chat!,” Rebekah says.

JULIE WIENBERG

Launch Start Date: August 2020

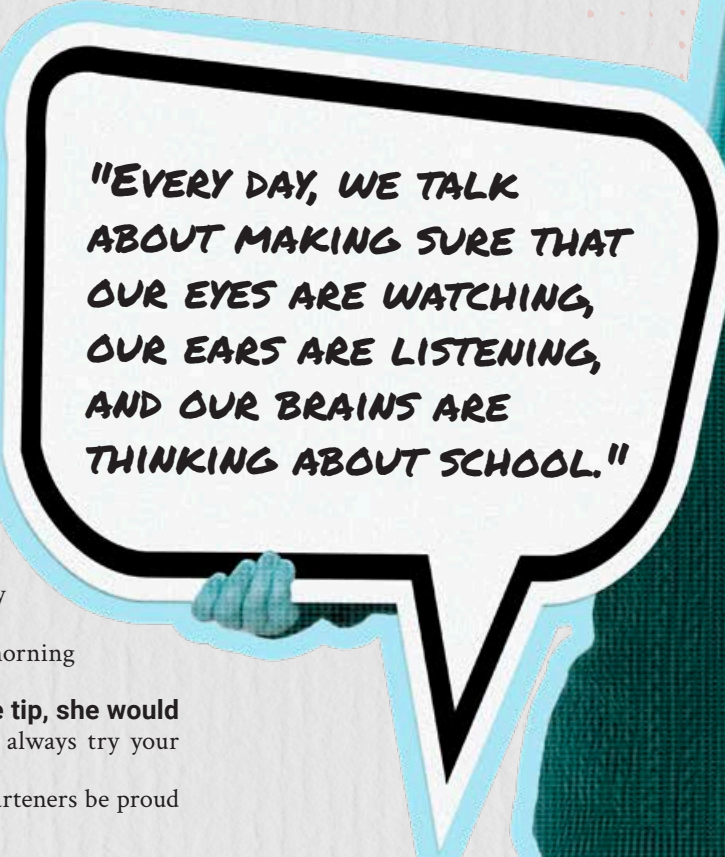
Teaches: Kindergarten

While most people would agree that teaching a group of 20+ Kindergarten students in a virtual setting is far from easy, Launch teacher Julie Wienberg has it down to a science. "Every day, we talk about making sure that our eyes are watching, our ears are listening, and our brains are thinking about school," Julie says. "I explain to my students that this needs to happen so they can do their best learning, and that this focus and attention is what helps their brain grow."

While live instruction is optional in Launch classes at the secondary level, Julie explains why it is absolutely vital for her littlest learners. "It's important that I'm able to see students as they are working so that I can provide immediate feedback to encourage their successes and support them if they are struggling," Julie says. She also notes that parent and guardian support are a significant factor in the virtual Kindergarten setting. "I think it's a plus that the adults can hear exactly what we are learning about and how questions are being asked," Julie says. "They're actually

hearing how they can support their student's learning without just telling them the answers."

As she discusses her favorite things about her job, Julie says she appreciates the chance to create an environment where any student can succeed, regardless of where they live. "Doing Kindergarten virtually is usually a very intentional choice for families," Julie says. "I love that I get to create an environment that helps students build a solid foundation for learning and get excited about school. Plus, Kindergarteners are the most fun and have the best personalities!"



"EVERY DAY, WE TALK ABOUT MAKING SURE THAT OUR EYES ARE WATCHING, OUR EARS ARE LISTENING, AND OUR BRAINS ARE THINKING ABOUT SCHOOL."

FIVE FAST FACTS ON MS. WIENBERG:

Decided she wanted to be a teacher:

Around middle school. "In elementary school, I thought I wanted to be a pediatrician, so I still would have been working with kids!" Julie says.

Gets to know her students by: "Letting them share, and remembering what they say," Julie says.

Is frequently told by students: "Good morning and I love you!"

If she could only offer her students one tip, she would tell them: "To believe in yourself, and always try your best," Julie says.

Loves Launch because: "Seeing Kindergarteners be proud of their learning is the best," Julie says.

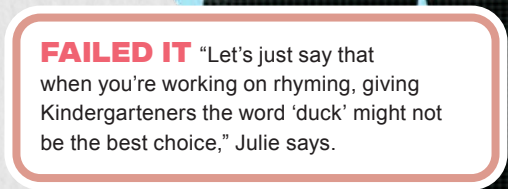


"I BUILD EACH OF MY STUDENTS A SCHEDULE THAT THEY CAN EDIT/ REVISE AS NEEDED. THIS HELPS THEM KNOW WHEN AND WHERE THEY NEED TO BE IN A LIVE COURSE AS WELL AS WHAT TO DO WITH THEIR 'EXTRA' TIME WHEN THEY AREN'T IN LIVE SESSIONS."

-Melissa Mott,
Special Education Teacher



NAILED IT "I love seeing how much my Kindergarteners learn and grow over the year," Julie says. "Seeing them master something they have been working on for a long time is always a high point."



FAILED IT "Let's just say that when you're working on rhyming, giving Kindergarteners the word 'duck' might not be the best choice," Julie says.

MEGAN COLTON

Launch Start Date: August 2020

Teaches: 3rd Grade

Although Megan Colton knew that she wanted to be a teacher at age 5, she didn't discover her passion for becoming a virtual teacher until after 2020. "After teaching Launch during COVID, I sent a Google form out to my fifth graders asking them about my strengths, ways to improve, and if I were given the opportunity, should I continue teaching online," Megan says. "Their answers brought me to tears and clarified I wanted to continue teaching for Launch."

As Megan works to lead her third graders in becoming successful online learners, she stresses the importance of communication. "Growing up, I was the shy little girl who was afraid of 'Asking silly questions,'" Megan says. "I always tell my students this, and I encourage them to use the chat box."

Megan also finds ways for her students to express themselves, which helps build relationships and classroom camaraderie. "At the end of our morning meeting, I have the students tell me how they're feeling with themed GIFs," Megan says. "They love this part! Some of the GIFs are funny, some are sad, and some are happy. Regardless, the students make connections and, throughout the year, grow more comfortable in telling me how they feel."

And while Megan could carry on and on with a list of tips for success—things like checking daily announcements, making To Do lists, and attending live lessons—she says building relationships always reigns supreme. "I want my students to feel like they are a family," Megan says. "Sometimes the only love a student may receive is from another trusted adult, and I aim to be one of those people for them."

"I WANT MY STUDENTS TO FEEL LIKE THEY ARE FAMILY. SOMETIMES THE ONLY LOVE A STUDENT MAY RECEIVE IS FROM ANOTHER TRUSTED ADULT, AND I AIM TO BE ONE OF THOSE PEOPLE FOR THEM."

FIVE FAST FACTS ON MRS. COLTON:

Decided she wanted to be a teacher: "When I was 5 years old," Megan says. "I remember always 'playing school' with the neighbor kids... Guess who was the teacher!"

Gets to know her students by: "Building a relationship based on trust, respect, empathy and support," Megan says.

Is frequently told by students that: "You are so nice," and "I like being in your class!"

If she could only offer her students one tip, she would tell them: "Your 100% may not look like someone else's 100%, but give your 100% best work, always!," Megan says.

Loves Launch because: "I get to teach students from across the state of Missouri!," Megan says.

NAILED IT "I remember a day earlier this year when it seemed as if everything was going wrong—tech and internet issues, my words coming out jumbled," Megan says. "I kept apologizing to my students. One student raised her hand and said, 'Mrs. Colton, you don't need to apologize. You are a wonderful teacher and we've got you!'"

FAILED IT "Earlier this year, I had a day where I kept having students get kicked off of Zoom," Megan says. "I was in the middle of my lesson when I realized I only had 10 kids left. I accidentally pressed the 'Lock Meeting' button!"

PROGRAMMING SPOTLIGHTS

In addition to our Traditional Virtual classes, Launch offers a variety of course types to better serve our thousands of learners statewide. Learn about them from some of our most-seasoned instructors.

Credit Acquisition

Highlight Teacher: Ryan Jones

Teaches: Credit Acquisition Courses

How are Credit Acquisition courses structured?

Credit Acquisition courses are designed to allow students to earn first-time credit in a much more flexible setting. Students work at their own pace through modules filled with course content that includes reading assignments, simulations, at-home labs, and quizzes/tests.

How do you keep students organized and on track?

I stay in constant communication. If I notice a kid is falling behind, I contact them. At first I just start a conversation. If I get them to respond, I let them know that I care that they succeed and am here to help.

How do you ensure every student feels engaged and supported?

By forming relationships. If a student doesn't think you have a relationship with them, then they look at course work as a punishment. Students will succeed at a higher rate when they know the teacher cares about their success.



Gifted Education

Highlight Teacher: Elicia Ligon

Teaches: Launch Gifted and Liftoff Courses

How are Gifted courses structured?

The younger grades are structured with new topics each quarter, and the middle school topics change at semester. They're designed to cater to the interests of gifted learners and incorporate affective education specifically targeted to gifted learners.

How do Launch Gifted course benefit students statewide?

Many smaller districts are still adjusting on how to offer gifted courses, or they may lack a certified Gifted Educator. They can turn to Launch to provide gifted education. In addition, we have students who are full-time virtual enroll to receive gifted services.

How do you build relationships with students?

Through messaging, sharing engaging videos, and asking thought-provoking questions.



Credit Recovery

Highlight Teacher: Dustin Shaw

Teaches: Math Credit Recovery courses

How are Launch Credit Recovery courses structured?

The courses have four to five units with five to 10 assignments in each unit. Students must complete each assignment with at least an 80% in order to complete the course. Students can show mastery and move forward in units if they get an 80% or higher on the Unit Pretest.

How do you keep your students organized and on track?

I always advise students to pick a time of day or a day of the week to complete their assignments. Then, they need to be consistent about minimizing their distractions and really engage with their work.

How do you ensure every student feels engaged and supported?

I reach out to students who are struggling or who haven't completed work in a while. I also make videos going through tests and assignments so students know how to complete them and send them to students who have struggled or haven't started.



Project Lead the Way

Highlight Teacher: Scott Neeman

Teaches: Launch PLTW Courses

How are Launch PLTW courses structured?

Launch PLTW courses consist of "Activities," which lead to "Projects." In the Activities for a unit, students learn the skills and concepts needed to complete a more open-ended project. For example, in Computer Science courses students might complete several activities where they learn how to create apps that use buttons, labels, and textboxes. These activities have detailed instructions and a specific end product.

How do Launch PLTW courses benefit students statewide?

PLTW courses are offered in the areas of Biomedical Science, Engineering, and Computer Science. These disciplines not only promise a bright professional future but also allow students to make meaningful contributions to society through innovation and problem-solving.

What is the most rewarding part of your job?

I feel very fortunate to work with students who are interested in these careers, and it is rewarding to be part of their educational journey and growth.



Advanced Placement

Highlight Teacher: Megan Walcher

Teaches: Launch Science courses, AP Physics

Finish this sentence: Launch's Advanced Placement courses...

"...offer students the opportunity to engage with college-level content in a supportive environment. They're designed using the AP College Board expectations and are built to challenge students, build critical thinking skills and deepen knowledge."

How do you ensure every student feels engaged and supported?

I make it a priority to be available, responsive and approachable. I also strive to create an environment where students are excited to engage. My goal is for students to participate, challenge themselves, and feel comfortable reaching out.

How do you work to build relationships with your students?

Cats! Really, who doesn't love a cat picture—bonus points if it relates to science! Building relationships starts by letting my students see who I am. My students know I love science, mythology, anime, fantasy novels, Guy Fieri, and CATS. I encourage them to share their interests too, and I love finding common ground.



Special Education

Highlight Teacher: Amanda Johnson

Teaches: Launch Special Education Courses

How are Launch Special Education courses structured?

Special education classes are adapted to provide specially designed instruction to our exceptional learners. These courses are provided as live, direct instruction classes (strategies) and/or co-taught asynchronous courses with specially designed tutoring. Both types of course offerings are tailored to fit a small group environment while meeting individual student needs.

How do you ensure students feel supported?

Building connections is the most important part of my job! If students do not feel comfortable in their learning environment, their engagement in class decreases..

How do you build relationships with students?

Building relationships includes getting to know your students both academically and socially. Sometimes, it's as simple as spending extra one-on-one time tutoring. Other times, it's singing "Happy Birthday" to make them feel special, or having students go to breakout rooms so you can connect and conference with each individual.



English Language Development (ELD)

Highlight Teacher: Jan McClellan

Teaches: Launch ELD courses

How are Launch ELD courses structured?

These courses are built to support all students designated as English Language Learners. All students are immersed in English reading, writing, listening and speaking.

How do you ensure every student feels supported?

I make sure to learn to pronounce their name correctly. Sometimes, the sounds don't exist in English, so I focus on learning simple sayings in their native language to help them see that I may "sound funny to them" when trying them out and also to let them know that I'm not afraid to make mistakes.

How do you build relationships with your students?

Making sure that my students feel seen and heard is a really important part in building relationships. Focusing on more than just course content for the first couple minutes of class helps the students settle in.



Dual Credit

Highlight Teacher: Bud Donnell

Teaches: Launch Dual Credit Personal Finance

How are Launch Dual Credit courses structured?

Dual credit courses are the same as traditional Launch courses, with the exception of the final. Dual credit students take a second final for dual credit, and the dual credit grade is factored by taking 80% from the Launch grade and 20% from the dual credit final.

How do you keep your students on track?

I call parents at the beginning of the course to introduce myself and go over the basics. Once the course begins, I check in with my students, send positive Canvas messages, and invite them to join live Zoom sessions for help.

How do you build relationships with students?

Sending positive Canvas messages is a great way to build relationships. I also leave personalized feedback on every assignment.



JORDAN'S JOURNEY

Diagnosed with autism before age 2, fifth grader Jordan Whitehead struggled in various school settings before moving online. Learn how Launch has helped him build confidence, learn independence and find his stride.



When Jordan Whitehead was a year and a half old, his pediatrician mentioned he wasn't walking or talking quite as much as other kids his age. "I didn't think much of it at first," says Jordan's mother, Jackie Watson. But as months went by, doctors expressed additional concerns. "They said that I should have him tested," Jackie says. "He was diagnosed with autism in 2016."

Always her son's number one advocate, Jackie immediately began researching programs and opportunities that could help her son succeed. "I've always been a fan of meeting kids where they're at in their learning," Jackie says. "I wanted to find the school or program that could best meet Jordan's needs."

Early Education

Jordan started his educational journey at a specialized preschool program in the Parkway School District. "This specific program was designed specifically for children with autism," Jackie says. "They did a really great job at helping him learn, and he was really happy there." But not long after this specialized preschool—which provided Jordan structure and individual attention—it was time to start kindergarten.

Joining dozens of other students in one classroom made kindergarten a whole new ballgame. "I had several meetings with the administrators and teachers before school, and we discussed Jordan's individualized needs," Jackie says. "But it was just so different for him. He wasn't getting the one-on-one attention he was used to at the time. I remember a teacher calling me to say, 'Jordan got lost in class today.' And I knew at that moment that this just couldn't happen."

This led Jackie to explore other options, including specialized schools and programs. "I ended up getting Jordan enrolled in Autism & Behavioral Spectrum – ABA Therapy for Autism in Chesterfield, which was great for him," Jackie says. New at the time, the institution caters to students with Autism by creating a supportive and enriching educational environment. "In addition to learning, he did several therapies there," Jackie says. "We had speech therapy, occupational therapy—everything Jordan was needing in addition to school."

Moving to Public School

When it was time for Jordan to begin first grade, Jackie had just bought a home in St. Louis County. "He started school at Jamestown Elementary in the Hazelwood School District, and they worked with the Special School District," Jackie says. "Things were good for him there for a while." But as time went on, things became almost "too good." "Jordan had a para with him at scheduled times throughout the week," Jackie says. "And while that was really good and what he needed for a while, he was continually receiving a lot of help. But he was also growing up, and I wanted to see what Jordan could do on his own."

The desire to see Jordan develop independence led Jackie to make a bold decision. After years of helping navigate Jordan's success in the traditional school setting, she turned to virtual learning. "I knew he could do it," Jackie says. "I knew that we just needed to remove the classroom distractions and give him a chance to show what he was capable of." After a bit of research and a few phone calls, Jackie decided Jordan would take a chance with Launch Virtual Learning.



Getting Online with Launch

During his first couple of weeks with Launch, Jordan had guidance from his older brother, Jamil, who was home from college. "Jamil helped him get down his routine and adjust to the new format," Jackie says. "But after those first two weeks, Jordan was pretty independent, and he was pretty much doing everything on his own."

Jordan has a morning routine that includes making breakfast, getting dressed, and getting ready for class. "He sets himself timers with Alexa throughout the day to stay on track," Jackie says. And while he's always attended his live lessons, Jackie says he is continuing to interact with his teachers and classmates more and more. "He's not afraid to speak up in class anymore," Jackie says. "He's involved now, and he participates. Since starting Launch, his confidence has gone through the roof."

Jordan's teachers agree. "I saw him grow so much," says Lori Blake, who was Jordan's fourth grade teacher. "I saw him gain confidence in himself, and that was also reflected in his work." Melissa Mott, who worked with Jordan on his Reading, Writing, Math, Science and Social Studies, witnessed the same. "Jordan is an amazing student," Melissa says. "He's sweet, and also hardworking. He was always on time, did his submissions with his camera on, and was ready to respond to classroom discussions. He's an outstanding human with a terrific future in front of him."

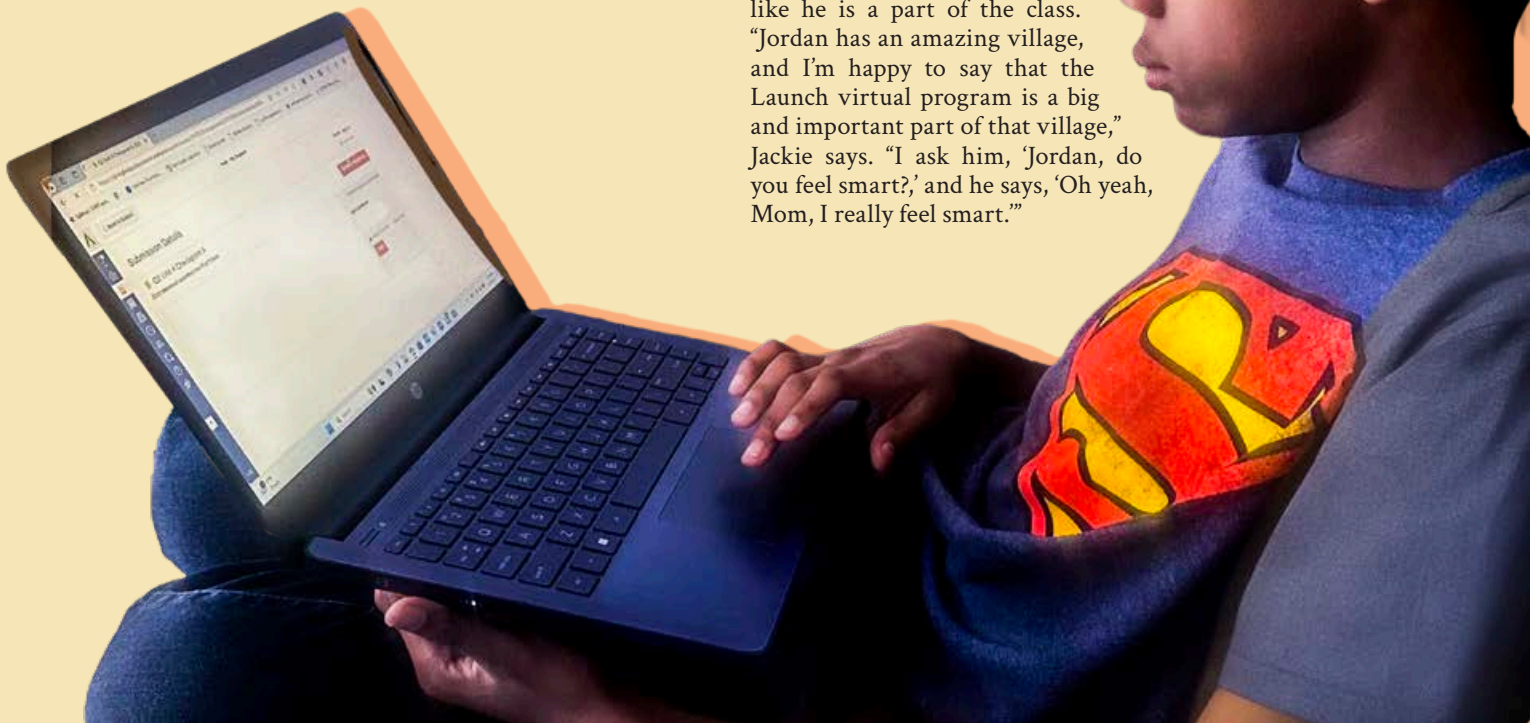
Jackie credits Jordan's virtual learning success to Launch, and particularly, these very teachers. "His teachers are all in tune and present," Jackie says. "They listen, and they care. But they also hold the students accountable for being present in class. They do an amazing job."

Life Outside of Launch

Jackie makes sure Jordan's social needs are met with a variety of local program involvement. "He joined the YMCA inclusive program to participate in sports," Jackie says. "He has done bowling, basketball and baseball with the Y for the last three years." He also recently enrolled in an in-person coding class with CodeNinjas where he will learn to create and build his own video game and learn how to debug code. "Jordan loves computers, so I think it will be great for him," Jackie says.

When it comes to life after high school, Jackie's confident that Jordan will continue to thrive. "I see Jordan definitely continuing his education towards college and anything he desires, especially since he enjoys learning," Jackie says. But for now, he is happy to continue learning online with Launch. "I asked him if he wanted to go back to public school next year, and he said no, he wants to say with Launch," Jackie says.

Since starting Launch, Jordan says school makes sense to him, and he understands what is expected. In addition, he feels like he is a part of the class. "Jordan has an amazing village, and I'm happy to say that the Launch virtual program is a big and important part of that village," Jackie says. "I ask him, 'Jordan, do you feel smart?,' and he says, 'Oh yeah, Mom, I really feel smart.'"





Riding to Success

Thanks to her flexible online schedule, Launch FFA President AJ Walker has found the perfect rhythm to excel in school, train her horses, and compete in rodeo events all year long.

While most high schoolers spend their lunch hours chatting it up in the cafeteria, Launch freshman AJ Walker uses the midday break to tend to her horses. “I usually wake up, work on my Launch classes, and then go to the stable around noon,” AJ says. “I’ll get picked up at 3, then I come home and do the rest of my school work.”

This routine has proven successful for AJ, who started a full-time schedule with Launch at the beginning of her freshman year. “When I went to school in person every day, I couldn’t get to the stables until around 3, and I’d still have to do my homework after,” AJ says. “Launch just works out a lot better for me.”

AJ has two horses, Khalil and Rebel. She currently rides Khalil in her rodeo competitions, which include barrel racing and pole

bending, and Rebel will take his place after Khalil retires. “I work with both of them every day,” AJ says. “But the amount of work I do with Khalil depends on if I have any competitions coming up. I have light days, medium days and heavy training days.”

Rodeo competitions happen all year for AJ, with an average of one competition per month in the winter and two per month in the summer. “The fact that I can work ahead in Launch, and get my work done without distractions, has really been helpful to me,” says AJ, who is also the president of Launch’s virtual FFA Chapter. “I’ve enjoyed everything about Launch so far. Also, I’m grateful I was asked to be president of Launch FFA. I get along with the other officers really well—they’ve really become my Launch community.”

Fueled By

LAUNCH

Member District Directory

Below are the Missouri school districts who are partnered with Launch to help give all Missouri students equal course access.

Academie Lafayette • Adair Co. R-II • Adrian R-III • Advance R-IV • Affton 101 • Al Salam Day School • Albany R-III • Allen Village • Alton R-IV • Appleton City R-II • Arcadia Valley R-II • Archie R-V • Ash Grove R-IV • Aurora R-VIII • Ava R-I • Awaken360 Academy • Bakersfield R-IV • Belton 124 • Bevier C-4 • Billings R-IV • Blair Oaks • Bloomfield R-XIV • Blue Eye R-V • Bolivar R-I • Bowling Green R-I • Branson R-IV • Braymer C-4 • Breckenridge R-I • Brentwood • Bronaugh R-VII • Brunswick R-II • Buchanan Co. R-IV • Bunker R-III • Butler R-V • Cabool R-IV • Calhoun R-VIII • Camdenton R-III • Cameron R-I • Campbell R-II • Cape Girardeau 63 • Carl Junction R-I • Carrollton R-VII • Carthage R-IX • Caruthersville 18 • Cassville R-IV • Center 58 • Centerville R-I • Central R-III • Centralia R-IV • Chadwick R-I • Chilhowee R-IV • Chillicothe R-II • Christian Brothers College High School • Clarkton C-4 • Clayton • Clever R-V • Clinton Co. R-III • Clinton School District • Cole Camp R-I • Cole Co. R-I • Cole Co. R-V • Columbia 93 • Community R-VI • Concordia R-II • Confluence Academies • Cooper Co. R-IV • Couch R-I • Craig R-III • Crane R-III • Crawford Co. R-II • Crocker R-II • Dadeville R-II • Delta C-7 • Delta R-V • Desoto 73 • Dexter R-XI • Diamond R-IV • Dixon R-I • Doniphan R-I • Dora R-III • Drexel R-IV • Dunklin R-V • East Carter Co. R-II • East Newton Co. R-VI • El Dorado Springs R-II • Elsberry R-II • Eminence R-I • Everton R-III • Excelsior Springs 40 • Exeter R-VI • EYC Academy • Fair Grove R-X • Fair Play R-II • Fairfax R-III • Fairview R-XI • Fayette R-III • Ferguson-Florissant R-II • Festus R-VI • Fordland R-III • Forsyth R-III • Fort Osage R-I • Fox C-6 • Francis Howell R-III • Ft. Zumwalt R-II • Fulton 58 • Gainesville R-V • Gallatin R-V • Gasconade C-4 • Gasconade Co. R-II • Gideon 37 • Gilman City • Glasgow • Glenwood R-VIII • Golden City R-III • Grain Valley R-V • Grandview C-4 • Green City R-I • Green Forest R-II • Green Ridge R-VIII • Greenfield R-IV • Greenville R-II • Greenwood Laboratory School • Grundy Co. R-V • Guadalupe Centers Schools • Halfway R-III • Hallsville R-IV • Hamilton R-II • Hardeman R-X • Hardin-Central C-2 • Harrisonville R-IX • Hartville R-II • Hawthorn Leadership School for Girls • Hayti R-II • Hazelwood • Henry Co. R-I • Hickory Co. R-I • Higbee R-VIII • High Point R-III • Hillsboro R-III • Holden R-III • Holliday C-2 • Hollister R-V • Houston R-I • Howell Valley R-I • Hudson R-IX • Humansville R-IV • Hume R-VIII • Hurley R-I • Iberia R-V • Independence 30 • Iron County C4 • Jackson R-II • Jefferson C-123 • Jefferson City • Johnson Co. R-VII • Joplin Schools • Junction Hill C-12 • Kansas City 33 • Kearney R-I • King City R-I • Kingsville R-I • Kipp Endeavor Academy • Kipp St. Louis Public Schools • Kirbyville R-VI • Kirkwood R-VII • La Monte R-IV • Laclede Co. C-5 • Laclede County R-I • Ladue • Lafayette Co. C-1 • Lakeland Behavioral Health System • Lamar R-I • Laquey R-V • Lathrop R-II • Lawson R-XIV • Lebanon R-III • Leeton R-X • Leopold R-III • Lexington R-V • Liberal R-II • Liberty 53 • Licking R-VIII • Lift for Life Academy • Lincoln R-II • Lindbergh Schools • Logan-Rogersville R-VIII • Lone Jack C-6 • Lonedell R-XIV • Louisiana R-II • Macks Creek R-V • Macon Co. R-I • Macon Co. R-IV • Madison C-3 • Malta Bend R-V • Mansfield R-IV • Maplewood Richmond Heights • Maries Co. R-I • Marion C. Early R-V • Marion Co. R-II • Mark Twain R-VIII • Marquand-Zion R-VI • Marshall • Marshfield R-I • Maryville R-II • Maysville R-I • McDonald Co. R-I • Meadow Heights R-II • Mehlville R-IX • Meramec Valley R-III • Miami R-I • Mid-Buchanan Co. R-V • Midway R-I • Milan C-2 • Miller Co. R-III • Miller R-II • Missouri City 56 • Moberly • Momentum Academy STL • Monett R-I • Moniteau Co. R-I • Montgomery Co. R-II • Montrose R-XIV • Morgan Co. R-I • Morgan Co. R-II • Mound City R-II • Mountain Grove R-III • Mountain View-Birch Tree R-III • Mt. Vernon R-V • Naylor R-II • Neelyville R-IV • Neosho School District • Nevada R-V • New Bloomfield R-III • New Franklin R-I • New Haven School District • New Madrid Co. R-I • Newburg R-II • Newtown-Harris R-III • Niangua R-V • Nixa • Nodaway-Holt R-VII • Norborne R-VIII • Normandy Schools Collaborative • North Andrew Co. R-VI • North Davies R-III • North Harrison R-III • North Kansas City 74 • North Mercer Co. R-III • North Nodaway Co. R-VI • North Pemiscot Co. R-I • North Platte Co. R-I • North Shelby • North St. Francois Co. R-I • Northeast Nodaway Co. R-V • Northeast Randolph Co. R-IV • Northeast Vernon Co. R-I • Northwest R-I • Northwestern R-I • Oak Grove R-VI • Oak Hill R-I • Odessa R-VII • Orchard Farm R-V • Oregon-Howell R-III • Orrick R-XI • Osage Co. R-II • Osborn R-0 • Osceola • Otterville R-VI • Ozark R-VI • Palmyra R-I • Park Hill • Parkway C-2 • Pattonville R-III • Pettis Co. R-V • Pierce City R-VI • Pike Co. R-III • Pilot Grove C-4 • Plato R-V • Platte Co. R-III • Pleasant Hill R-III • Pleasant Hope R-VI • Poplar Bluff R-I • Portageville • Potosi R-III • Premier Charter School • Princeton R-V • Purdy R-II • Puxico R-VIII • Ralls Co. R-II • Raymondville R-VII • Raymore-Peculiar • Raytown C-2 • Reeds Spring R-IV • Renick R-V • Republic R-III • Rich Hill R-IV • Richards R-V • Richland R-I • Richland R-IV • Richmond R-XVI • Ridgeway R-V • Risco R-II • Ritenour • Riverview Gardens • Rock Port R-II • Rockwood R-VI • Rolla 31 • Salisbury R-IV • Savannah R-III • Saxony Lutheran High School • School of the Osage • Scott Co. Central • Scott Co. R-IV • Sedalia 200 • Seneca R-VII • Seymour R-II • Shawnee R-III • Shelby Co. R-IV • Shell Knob 78 • Sherwood Cass R-VIII • Silex R-I • Smithton R-VI • Smithville R-II • South Callaway Co. R-II • South Holt Co. R-I • South Iron Co. R-I • South Nodaway Co. R-IV • Southern Boone Co. R-I • Southern Reynolds R-II • Southland C-9 • Southwest Livingston Co. R-I • Southwest R-V • Sparta R-III • Spokane R-VII • Springfield Catholic Schools • Springfield Private Schools • Springfield R-XII • St. Charles R-VI • St. James R-I • St. John Vianney High School • St. Joseph • Stanberry R-II • Ste. Genevieve Co. R-II • Steelville R-III • Stewartsville C-2 • Stockton R-I • Strafford R-VI • Strasburg C-3 • Sturgeon R-V • Success R-VI • Sullivan • Summersville R-II • Sunrise R-IX • Swedeberg R-III • Sweet Springs R-VII • Tarkio R-I • Thayer R-II • The Arch Community School • The Biome • The Goodwill Excel Centers • Tipton R-VI • Troy R-III • Union R-XI • University Academy • University City • Valley Park • Van Buren R-I • Van-Far R-I • Verona R-VII • Victory Academy • Walnut Grove R-V • Warren Co. R-III • Warrensburg R-VI • Warsaw R-IX • Waynesville R-VI • Webb City R-VII • Webster Groves School District • Wellington-Napoleon R-IX • Wellsville-Middletown R-1 • Wentzville R-IV • West Nodaway Co. R-I • West Plains R-VII • West Platte Co. R-II • West St. Francois Co. R-IV • Westview C-6 • Wheatland R-II • Wheaton R-III • Willard R-II • Willow Springs R-IV • Windsor C-1 • Winfield R-IV • Winona R-I • Winston R-VI • Woodland R-IV • Worth Co. R-III • Wright City R-II Of Warren Co.

Disclaimer: Listed member districts are accurate as of press time (December 13, 2024)

**THANKS FOR
READING!**

