



ACADEMIC HANDBOOK

High School Courses
General Education

This document is intended to aid administrators in selecting courses appropriate for students.

All policies, procedures and courses described in this document are subject to change without notice.

As our educational systems continue to grow and evolve in response to the needs of students and expectations for our students as they graduate from school, it is imperative that as an organization we implement quality practices that provide the educational opportunities, services and supports that best equip our students for the futures. NSSEO has embraced the importance of life-long learning by developing organizational goals and measurable objectives that blend required changes with high standards and expectations established for ourselves, our staff and our students.

We believe that the strong partnerships between our schools/programs, families and communities will continue to enhance opportunities that result in greater student success. While we continue to face significant funding challenges, it is equally important that we continue to embrace a philosophy that unites stakeholders around a common purpose reflected in our mission statement – to build a promising future for our students

The NSSEO special education cooperative is a legal district founded over 43 years ago with a commitment to serve students with disabilities and their families. This year we have again set strong, measurable goals for our organization around the following four areas that also reflect the priority areas of our eight member districts:

- *Student achievement – Increase student growth in academics, social-emotional learning and independence*
- *Continuous improvement – Engage in a systemic process to enhance NSSEO programs and services*
- *Collaborative partnerships – Influencing change at the local, state and federal levels through partnerships to improve student outcomes*
- *Fiscal responsibility – Support organizational goals through a fiscally responsible allocation of resources*

This is a critical time in education to rise to the expectations and challenges by answering the question of why we do what we do convincingly. Carol Ann Tomlinson, a strong educational researcher and presenter has said, “*Excellence in education is when we do everything that we can to make sure they become everything that they can.*” We will continue to strive for excellence at NSSEO, reflective of the important role we all play in assisting all students to become everything that they can possibly be.

Judy Hackett, Ed.D.

Superintendent

OVERARCHING GOAL

Provide visionary leadership that focuses on improved outcomes for students with special needs” recognizes the individual needs of each child and the belief that all children can learn and be contributing members of society.

MISSION

NSSEO seeks to build and strengthen home/school/community partnerships to enable students with special needs to become participating members of society.

VISION

“Building a promising future for students” supports the following Board goals and we incorporate them into our program goals:

- **Student Achievement:** Increase student growth/progress in the areas of academics, social/emotional learning and independence
- **Continuous Improvement:** Engage in a systemic process to enhance programs and services
- **Collaborative Partnerships:** Influence change at the local, state, and federal levels through partnerships to improve student outcomes
- **Fiscal Responsibility:** Support organizational goals through a fiscally responsible allocation of resources

WE VALUE

- **Partnerships:** School, family and community focused on continuous improvement
- **Leadership:** Looking beyond what is, to what is possible
- **Collaboration:** Working together to share knowledge
- **Lifelong learning:** Engaged professional learning communities
- **Communication:** Active process

WE BELIEVE

- All students can learn with appropriately defined learning objectives
- Curricula and instructional strategies reflective of best practice research that meet the diversity of individual student needs
- Learning is a shared responsibility among students, families, staff and community
- A positive, safe learning environment encourages and supports student and staff wellness, safety, diversity, creativity, and collaboration
- Clearly defined goals shared by all stakeholders.

TABLE OF CONTENTS

Section I – Academic Policies and Procedures	1
Access to Public Records	2
Annual Asbestos Management Plan Notice	3
Emergencies	4
Food Allergy Plan	4
Grade / Completion Status and Graduation Requirements	5
Harassment of Students Prohibited	5
Health and Dental Examinations, Immunizations, and Exclusion of Students	6
Health Handbook	7
Instruction	7
Internet Safety	9
School Wellness	11
Student Discipline	12
Student and Family Privacy Rights	19
Student Records	21
Section II – Course Catalog	22
English Language Arts and Literature Program	23
Mathematics Program	26
Life and Physical Science Program	29
Social Science and History Program	31
Fine and Performing Arts Program	33
Physical, Health, and Safety Education Program	35
Computer and Information Sciences Program	37
Life Skills Enrichment Program	39
Catalog Index (Alphabetical)	43

SECTION I

ACADEMIC POLICIES AND PROCEDURES

Access to Public Records

Freedom of Information Officer

The Superintendent shall serve as NSSEO's Freedom of Information Officer and is assigned all the duties and powers of that office as provided in FOIA and this policy. The Superintendent may delegate these duties and powers to one or more designees but the delegation shall not relieve the Superintendent of the responsibility for the action that was delegated. The Superintendent or designee(s) shall report any FOIA requests and the status of NSSEO's response to the Board at each regular Board meeting.

Definition

NSSEO's *public records* are defined as records, reports, forms, writings, letters, memoranda, books, papers, maps, photographs, microfilms, cards, tapes, recordings, electronic data processing records, electronic communications, recorded information and all other documentary materials pertaining to the transaction of public business, regardless of physical form or characteristics, having been prepared by or for, or having been or being used by, received by, in the possession of, or under the control of NSSEO.

Requesting Records

A request for inspection and/or copies of public records must be made in writing and may be submitted by personal delivery, mail, telefax, or email directed to NSSEO's Freedom of Information Officer. Individuals making a request are not required to state a reason for the request other than to identify when the request is for a commercial purpose or when requesting a fee waiver. All requests for inspection and copying shall immediately be forwarded to NSSEO's Freedom of Information Officer or designee.

Responding to Requests

The Freedom of Information Officer shall approve all requests for public records unless:

1. The requested material does not exist;
2. The requested material is exempt from inspection and copying by the Freedom of Information Act; or
3. Complying with the request would be unduly burdensome.

Within five business days after receipt of a request for access to a public record, the Freedom of Information Officer shall comply with or deny the request, unless the time for response is extended as specified in Section 3 of FOIA. The Freedom of Information Officer may extend the time for a response for up to five business days from the original due date. If an extension is needed, the Freedom of Information Officer shall:

1. notify the person making the request of the reason for the delay, and
2. either inform the person of the date on which a response will be made or agree with the person in writing on a compliance period.

Notwithstanding the above, the Freedom of Information Officer shall respond to requests for *commercial purposes* and to *recurrent requesters* (as those terms are defined in Section 2 of FOIA) according to Sections 3.1 and 3.2 of FOIA.

When responding to a request for a record containing both exempt and non-exempt material, the Freedom of Information Officer shall redact exempt material from the record before complying with the request.

Copying Fees

Persons making a request for copies of public records must pay any applicable copying fee. The Freedom of Information Officer shall, as needed, recommend a copying fee schedule for the Board's approval. Copying fees, except when fixed by statute, are reasonably calculated to reimburse NSSEO's actual cost for reproducing and certifying public records and for the use, by any person, of its equipment to copy records. No fees shall be charged for the first 50 pages of black and white, letter or legal sized copies. No copying fee shall be charged for electronic copies other than the actual cost of the recording medium.

Fees for Responding to a Request for a Commercial Purpose

In addition to copying fees, persons making a request for a *commercial purpose*, as defined in FOIA, must pay a fee of \$10 for each hour spent by personnel in searching for and retrieving the record. However, no fees shall be charged for the first eight hours spent by personnel in searching for or retrieving a requested record. The District also charges the actual cost of retrieving and transporting public records from an off-site storage facility when the public records are maintained by a third-party storage facility under contract with the district. Whenever the district charges any fees to a requester making a commercial request, the Freedom of Information Officer shall provide the requester with an accounting of all fees, costs, and personnel ours in connection with the request for public records.

Access

The inspection and copying of a public record that is the subject of an approved access request is permitted at NSSEO's administrative office during regular business hours, unless other arrangements are made by the Freedom of Information Officer. Many public records are immediately available from NSSEO's website including, but not limited to, a description of NSSEO and the methods for requesting a public record. Preserving Public Records Public records, including email messages, shall be preserved and cataloged if: (1) they are evidence of NSSEO's organization, function, policies, procedures, or activities, (2) they contain informational data appropriate for preservation, (3) their retention is required by State or federal law, or (4) they are subject to a retention request by the Board Attorney (e.g. a litigation hold), NSSEO auditor, or other individual authorized by the Board or State or federal law to make such a request. Unless its retention is required as described in items numbered 3 or 4 above, a public record, as defined by the Illinois Local Records Act, may be destroyed when authorized by the Local Records Commission.

Annual Asbestos Management Plan Notice

It has been determined by the Illinois Department of Public Health and the Federal Environmental Protection Agency that asbestos is a potential health hazard, and precautions should be taken to avoid disturbing any asbestos containing materials. As required, our building(s) were initially inspected for asbestos and a Management Plan completed on May 30th, 1989. The Asbestos Hazard Emergency Response Act requires that a visual surveillance of asbestos containing areas be completed every six months and a re-inspection conducted every three years. The last three years were done in June of 2013 by Asbestos Inspection Management. Any evidence of disturbance or change in condition is documented in the Management Plan as required. The Management Plan is available for public review at N.S.S.E.O., 799 W. Kensington Road, Mount Prospect, IL. Should you wish to review the plans, please call to make an appointment between 8:00 am and 4:00 pm. Any concerns relative to asbestos containing materials should be directed to Bob Parotto at 847-463-2603.

Emergencies

NSSEO Standardized School Crisis Plan

In the unfortunate event that an emergency or crisis situation occurs in our area during the school day, we want you to know that your child's school is prepared. With the help of the Police and Fire Departments, we have designed a Standardized School Crisis Plan that will assist us in effectively responding to these types of situations.

While your natural instinct as a parent in an emergency is to go to your child's school to safe guard him/her, please understand that doing so may significantly impede our response capabilities as well as those of our local emergency responders. It is vital that school officials and the Police and Fire Departments have access to our buildings to manage the situation and give care to students. In addition, it may be necessary to evacuate students to another location if there is immediate danger. In an emergency or crisis situation, we need your cooperation and assistance and ask that you please follow the guidelines below:

- In the event of a crisis that requires an evacuation/relocation of students, contact (847) 463-8100 for information. In all other emergency situations, contact your child's school.
- Tune to major local television and radio stations for information on the situation and instructions on how to reunite with your child. In some emergency or crisis situations, it may be necessary to relocate to another facility for safety reasons. **Your designated reunification site will be sent to you from your child's school at the beginning of the school year.**
- When you travel to the reunification site, please be sure to bring picture identification. We will only release students to their legal guardians, or the authorized individuals as listed on your child's emergency forms.

Parents will receive a quick reference wallet card with the above information for their use. Our ultimate goal is to keep your children safe while they are under our care. Full access to NSSEO's *public records* is available to any person as provided in the Illinois Freedom of Information Act (FOIA), this policy, and implementing procedures.

Food Allergy Plan

With the enactment of changes in the Illinois School Code, school districts are responsible for meeting the needs of students with severe food allergies. Upon notification and confirmation of potentially life-threatening food allergies, NSSEO will gather sufficient information from the food-allergic student, family, and qualified personnel as needed, to determine necessary accommodations. An individualized plan will be developed based on a variety of factors, including the student's food allergies, age, medical history, recommendations from doctors, and facilities in the school.

Following best practice for schools, NSSEO will:

- Address life-threatening allergic reaction prevention in all classrooms, food services/cafeterias, classroom projects, crafts, outdoor activity areas, on school buses, during field trips, before and after school activities and in all instructional areas.
- Develop an Individual Health Care Plan (IHCP) to create strategies for management of the student's food allergy and determine who should be familiar with the student's IHCP.
- Adapt curriculum, awards, rewards or prizes by substituting allergen-free food or non-food item(s) in rooms where students having an Emergency Action Plan (EAP) are or may be present.
- Establish cleaning procedures for common areas (i.e., libraries, computer labs, music, art room and hallways, etc.).

- Develop protocols for appropriate cleaning methods following events held at the school that involve food.
- All foods brought into the building must be store bought, wrapped, and accompanied with an ingredient list.

The NSSEO Food Allergy Plan can be accessed on our website www.nsseo.org Click on *Parent and Group Resources* located under the *Parents & Community* tab. The plan is located under the *Health Information* section.

Grade/Completion Status and Graduation Requirements

Grade/Completion Status

Satisfactory = S

Unsatisfactory = U

Incomplete = I

Withdrew from Course = W

Graduation Requirements

NSSEO follows the Illinois State Board of Education's graduation requirements for high school.

Harassment of Students Prohibited

Bullying, Intimidation, and Harassment Prohibited

No person, including a NSSEO employee or agent, or student, shall harass, intimidate or bully another student on the basis of actual or perceived: race; color; nationality; sex; sexual orientation; gender identity; gender-related identity or expression; ancestry; age; religion; physical or mental disability; order of protection status; status of being homeless; actual or potential marital or parental status, including pregnancy; association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic. NSSEO will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

Sexual Harassment Prohibited

Sexual harassment of students is prohibited. Any person, including a NSSEO employee or agent, or student, engages in sexual harassment whenever he or she makes sexual advances, requests sexual favors, and engages in other verbal or physical conduct of a sexual or sex-based nature, imposed on the basis of sex, that:

1. Denies or limits the provision of educational aid, benefits, services, or treatment; or that makes such conduct a condition of a student's academic status; or
2. Has the purpose or effect of:
 - A. Substantially interfering with a student's educational environment;
 - B. Creating an intimidating, hostile, or offensive educational environment;
 - C. Depriving a student of educational aid, benefits, services, or treatment; or

- D. Making submission to or rejection of such conduct the basis for academic decisions affecting a student.

The terms "intimidating," "hostile," and "offensive" include conduct that has the effect of humiliation, embarrassment, or discomfort. Examples of sexual harassment include touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, and spreading rumors related to a person's alleged sexual activities.

Making a Complaint; Enforcement

Students are encouraged to report claims or incidences of bullying, harassment, sexual harassment, or any other prohibited conduct to the student Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, or a Complaint Manager. Students may choose to report to a person of the student's same sex. Complaints will be kept confidential to the extent possible given the need to investigate. A student who makes good faith complaints will not be disciplined.

An allegation that a student was a victim of any prohibited conduct perpetrated by another student shall be referred to the Building Principal or Assistant Building Principal for appropriate action. The Superintendent shall insert into this policy the names, addresses, and telephone numbers of NSSEO's current Nondiscrimination Coordinator and Complaint Managers. At least one of these individuals will be female, and at least one will be male.

Health and Dental Examinations, Immunizations, and Exclusion of Students

It is the responsibility of NSSEO to ensure that their students enrolled in the NSSEO's programs are in compliance with the state rules and regulations regarding health examinations and immunizations. Unless an exemption or extension applies, failure to comply with the above requirements by October 15 of the current school year will result in the student's exclusion from NSSEO run schools until the required health forms are presented. New students who register after October 15 of the current school year shall have 30 days following registration to comply with the health examination and immunization regulations. If a medical reason prevents a student from receiving a required immunization by October 15, the student must present, by October 15, an immunization schedule and a statement of the medical reasons causing the delay. The schedule and statement of medical reasons must be signed by the physician, advanced practice nurse, physician assistant, or local health department responsible for administering the immunizations.

Until June 30, 2015, a student transferring from out-of-state who does not have the required proof of immunizations by October 15 may attend classes only if he or she has proof that an appointment for the required vaccinations is scheduled with a party authorized to submit proof of the required vaccinations. If the required proof of vaccination is not submitted within 30 days after the student is permitted to attend classes, the student may no longer attend classes until proof of the vaccinations is properly submitted.

Health Handbook

The Parent-Student Health Handbook is now accessible through the NSSEO website.

1. Go to www.nsseo.org
2. Under the *Parents & Community* tab, click on *Parent Groups and Resources*.
3. Click on the *Health Information* box.
4. Click on *Parent/Student Health Handbook*.

The handbook provides valuable information including local area immunization and dental clinics, recommended procedures for reporting student absences, as well as, when it is safe for your student to return to school after an illness. Health forms can be accessed through the links provided in the appendix section.

Instruction

Educational Philosophy and Objectives

NSSEO's educational program will seek to provide each student with a disability with a free appropriate public education in the least restrictive environment, in accordance with the requirements of federal and State law. The program focus for each of the educational programs provided by NSSEO are:

Technology Education Center

To provide appropriate technologies and training for staff and students:

- Access to technology
- Competency in technology utilization
- Instructional opportunities to learn new technologies
- Application and generalization of technological skills

Technical Assistance

Helps teams in the consideration, acquisition, implementation and effective monitoring of assistive technology. This is accomplished through the use of trials of low tech through high tech tools to provide augmentative and /or alternative communication and individualized supports to help students' access curriculum and achieve success in their educational program.

Assistive Technology

Assistive technology is any item, piece of equipment or product system, whether acquired commercially off the shelf, modified, or customized or teacher/therapist made that is used to increase, maintain, or improve functional capabilities of individuals with disabilities.

Diagnostic and Educational Services Center (D.E.S.C.)

- To provide support for member districts and NSSEO programs through:
- Specialized diagnostic evaluations and/or consultation
- Delivery of services (direct and consultative in the following areas: A.P.E., O.T., P.T., A.D.L., Vision, O&M) Specialized support resources

Secondary Transitional Experience Program (S.T.E.P.)

To prepare students with disabilities for employment opportunities by providing vocational experiences and skill training for high school students:

- Eligibility for services with the Division of Rehabilitation Services (D.R.S.)
- Assistance with exploration of post secondary options
- Funding for purchasing of post secondary vocational programs and services (some based on financial eligibility)

Cross Categorical

To address the diverse educational needs of students through a comprehensive program in a school setting that offers opportunities to learn with same-aged peers. This holistic approach integrates academic, social-emotional, communication, coping, and motor skills development for students, including:

- Core academic curricula based upon state standards and adapted and modified to address individual student needs
- Intensive communication and language development instruction including the use of visual support in the environment and augmentative systems
- Instruction in social skills and positive behaviors across educational settings

Autism Support Services

NSSEO Autism Services recognizes that students with Autism Spectrum Disorder (ASD) present unique educational needs that are best met through: comprehensive assessment, the use of evidenced-based practice, established treatment protocols, and a framework for implementing service. Critical to the success of providing students with ASD with positive outcomes is a team approach, with the team comprised of parents and professionals.

Kirk School

Provide an intensive, comprehensive educational program for students with significant needs from pre-kindergarten up to age 22. Multi-sensory instruction is provided in a highly structured environment with intensive supports and resources to address individual student needs. Curricular programs reflect a rigorous academic focus adapted and/or modified based on individual student needs that incorporate Common Core Standards. Transition, vocational, and life skills instruction and services support students as they move from school to community living and work alternatives.

Miner School

Provide a comprehensive educational program for students with a wide range of special needs including autism spectrum disorders, behavioral disorders, cognitive disabilities, physical/health impairments, and multiple disabilities. Intensive supports are provided in a team-based instructional model that addresses the needs of the whole child within a caring and responsive therapeutic environment including:

- Focus on intensive academic support
- Specific instruction in social and independent living skills
- Life skills instruction in a variety of environments that focuses on daily living, social skills, vocational, and leisure/recreation skill development to prepare students for adulthood
- Fostering independence in home, school, and community environments through modeling and coaching

Timber Ridge School

Timber Ridge School is a public, K-8th grade, therapeutic day school that provides educational and emotional experiences to help students “mentally construct” a view of academic and social learning as positive and beneficial despite challenges that may have occurred in the past. As a result of the theoretical orientation, Timber Ridge programming emphasizes individual student outcomes. Principles in behavioral and social cognitive learning theory drive the reinforcement of individualized desired behaviors for success. The end goal is to successfully reintegrate students into their home school district.

Sunrise Lake Outdoor Education Center

Provide participants with a wide range of experiential learning opportunities that reinforce learning goals and objectives, including:

- Experiential lessons designed to align with academic and behavioral goals and objectives
- Teacher consultation and training in experiential education
- Development of social skills aligned with the state Social Emotional Learning Standards - Vocational worksite opportunities - Team Initiative Course (TIC) - Universal Challenge Course (UCC) - Outdoor classrooms
- Application of classroom objectives in the outdoor environment

NSSEO Calendar and Day

The NSSEO shall, as closely as possible, follow the calendars established by member districts. Staff working exclusively in classrooms housed in member districts shall follow that NSSEO’s established calendar. The NSSEO, upon the Superintendent’s recommendation and subject to State regulations, when necessary, will establish the dates for teacher institutes and in-services, the length and dates of vacations, and the days designated as legal school holidays. The school calendar shall have a minimum of 185 days to ensure 176 days of actual student attendance.

Commemorative Holidays

The teachers and students shall devote a portion of the school day on each commemorative holiday designated in The School Code to study and honor the commemorated person or occasion.

School Day

The Governing Board establishes the length of the school day with the recommendation of the Superintendent and subject to State law requirements.

Internet Safety

Access to Electronic Networks

Electronic networks, including the Internet, are a part of the District’s instructional program and serve to promote educational excellence by facilitating resource sharing, innovation, and communication. The Superintendent shall develop an implementation plan for this policy and appoint system administrator(s).

The School District is not responsible for any information that may be lost or damaged, or become unavailable when using the network, or for any information that is retrieved or transmitted via the

Internet. Furthermore, the District will not be responsible for any unauthorized charges or fees resulting from access to the Internet.

Curriculum

The use of the District's electronic networks shall: (1) be consistent with the curriculum adopted by the District as well as the varied instructional needs, learning styles, abilities, and developmental levels of the students, and (2) comply with the selection criteria for instructional materials and library resource center materials. As required by law, students will be educated about appropriate online behavior, including but not limited to: (1) interacting with other individuals on social networking websites and in chat rooms, and (2) cyber-bullying awareness and response. Staff members may, consistent with the Superintendent's implementation plan, use the Internet throughout the curriculum.

The District's electronic network is part of the curriculum and is not a public forum for general use.

Acceptable Use

All use of the District's electronic networks must be: (1) in support of education and/or research, and be in furtherance of the goals stated herein, or (2) for a legitimate school business purpose. Use is a privilege, not a right. Students and staff members have no expectation of privacy in any material that is stored, transmitted, or received via the District's electronic networks or District computers. General rules for behavior and communications apply when using electronic networks. The District's *Authorization for Electronic Network Access* contains the appropriate uses, ethics, and protocol. Electronic communications and downloaded material, including files deleted from a user's account but not erased, may be monitored or read by school officials.

Internet Safety

Each District computer with Internet access shall have a filtering device that blocks entry to visual depictions that are: (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by federal law and as determined by the Superintendent or designee. The Superintendent or designee shall enforce the use of such filtering devices. An administrator, supervisor, or other authorized person may disable the filtering device for bona fide research or other lawful purpose, provided the person receives prior permission from the Superintendent or system administrator. The Superintendent or designee shall include measures in this policy's implementation plan to address the following:

1. Ensure staff supervision of student access to online electronic networks,
2. Restrict student access to inappropriate matter as well as restricting access to harmful materials,
3. Ensure student and staff privacy, safety, and security when using electronic communications,
4. Restrict unauthorized access, including "hacking" and other unlawful activities, and
5. Restrict unauthorized disclosure, use, and dissemination of personal identification information, such as, names and addresses.

Authorization for Electronic Network Access

Each staff member must sign the District's *Authorization for Electronic Network Access* as a condition for using the District's electronic network. Each student and his or her parent(s)/guardian(s) must sign the *Authorization* before being granted unsupervised use. All users of the District's computers to access the Internet shall maintain the confidentiality of student records. Reasonable measures to protect against unreasonable access shall be taken before confidential student information is loaded onto the network. The failure of any student or staff member to follow the terms of the *Authorization for Electronic*

Network Access, or this policy, will result in the loss of privileges, disciplinary action, and/or appropriate legal action.

School Wellness

Belief Statement

The Northwest Suburban Special Education Organization (NSSEO) is committed to providing a learning environment that supports and promotes wellness, good nutrition, and an active lifestyle and recognizes the positive relationship between good nutrition, physical activity and the capacity of students to develop and learn. School staff is encouraged to model healthy eating and physical activity as a valuable part of daily life.

Intent

The purpose of this policy is to ensure a total school environment that promotes and supports student health and wellness, helps to reduce childhood obesity and meets the requirements of the Child Nutrition and WIC Reauthorization Act of 2004 and the Illinois School Code. In order to meet these requirements, standards focus on goals for nutrition education, physical activity and other school based activities. Procedures for implementing this policy shall promote student wellness, adhere to nutrition guidelines for all foods available during the school day, and provide a plan for measuring implementation.

Goals for Nutrition Education

The nutrition education curriculum shall align with the Illinois Learning Standards and shall foster the positive relationship between good nutrition, physical activity and the capacity of students to develop and learn. Nutrition education shall be integrated into the standards-based lessons of several academic areas including math, science, language arts, and physical education, health, family and consumer sciences, as appropriate to the student. Good nutrition for students shall be promoted in the classroom, on field trips, in the lunchroom and during after school events.

Goals for Physical Activity

The NSSEO schools shall promote daily physical activity that is beneficial to students and within each student's level of capability. The physical education curriculum shall be integrated into other academic areas as appropriate including mathematics, science, language arts, social studies, nutrition education and health education. The physical education curriculum shall include health-related fitness concepts, individual activities, and competitive team sports, as students are able to participate, and a variety of student activities that encourage life-long physical activity. School personnel shall not withhold physical education classes or recess for reasons other than a student's health and safety, unless otherwise provided in an individual student's IEP.

Nutrition Guidelines for All Foods and Beverages Available in School During the School Day

Snacks brought in by students, parents, or teachers as well as snacks served during the school day shall make a positive contribution to students' diet and health. Emphasis shall be placed on serving fruits and vegetables as the primary snacks and water as the primary beverage. Foods made available in school shall comply with the current USDA Dietary Guidelines for Americans: vending machines, a la carte, fundraisers, student stores, school parties/celebrations. Parents, teachers, students (as appropriate) and school officials are encouraged to participate in selecting food for their schools. Food service shall restrict the sale of foods of minimal nutritional value as defined by the U.S. Department of Agriculture.

Guidelines for Reimbursable School Meals

School meals served to students shall be consistent with recommendations of the Dietary Guidelines for Americans and the nutrition requirements for the National School Lunch Program. Menus shall be planned using the food-based menu planning approaches based on meal patterns that contain four food components in the specified minimum amounts for various age/grades of students. For lunches, five food items shall be offered in the specified amounts. These are: meat/meat alternate, grains/breads, two servings of vegetables/fruits, and milk.

Implementation and Monitoring

The Superintendent or designee shall provide periodic implementation data and/or reports to the Governing Board concerning the implementation of this policy such that the Board may monitor the policy and make changes as necessary. These reports must include without limitation each of the following:

- An assessment of the District's implementation of the policy
- The extent to which schools in the district are in compliance with the policy
- The extent to which the policy compares to model local school wellness policies
- A description of the progress made in attaining the goals of the policy

Community Input

The Superintendent or designee shall encourage the input of parents, students, and representatives of the school food authority, the Board, school administrators, and the public in the implementation and review of this policy.

Student Discipline

Prohibited Student Conduct

The school administration is authorized to discipline students for gross disobedience or misconduct, including but not limited to:

1. Using, possessing, distributing, purchasing, or selling tobacco materials.
2. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.

3. Using, possessing, distributing, purchasing, or selling:
 - Any illegal drug, controlled substance, or cannabis (including marijuana and hashish).
 - Any anabolic steroid unless being administered in accordance with a physician's or licensed practitioner's prescription.
 - Any performance-enhancing substance on the Illinois High School Association's most current banned substance list unless administered in accordance with a physician's or licensed practitioner's prescription.
 - Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician's or licensed practitioner's instructions.
 - Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student's use of asthma or other legally prescribed inhalant medications.
 - "Look-alike" or counterfeit drugs, including a substance not containing an illegal drug or controlled substance, but one: (a) that a student believes to be, or represents to be, an illegal drug or controlled substance; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug or controlled substance.
 - Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances. Students who are under the influence of any prohibited substance are not permitted to attend school or school functions and are treated as though they had the prohibited substance, as applicable, in their possession.
4. Using, possessing, controlling, or transferring a "weapon" as that term is defined in the *Weapons* section of this policy, or violating the *Weapons* section of this policy.
5. Using or possessing an electronic paging device. Using a cellular telephone, video recording device, personal digital assistant (PDA), or other electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. Prohibited conduct specifically includes, without limitation, creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person through the use of a computer, electronic communication device, or cellular phone. Unless otherwise banned under this policy or by the Building Principal, all electronic devices must be kept powered-off and out-of-sight during the regular school day unless: (a) the supervising teacher grants permission; (b) use of the device is provided in a student's individualized education program (IEP); or (c) it is needed in an emergency that threatens the safety of students, staff, or other individuals.
6. Using or possessing a laser pointer unless under a staff member's direct supervision and in the context of instruction.
7. Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a District staff member's request to stop, present school identification, or submit to a search.

8. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, and wrongfully obtaining test copies or scores.
9. Engaging in hazing or any kind of bullying or aggressive behavior that does physical or psychological harm to a staff person or another student, or urging other students to engage in such conduct. Prohibited conduct includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or a school computer network, or other comparable conduct.
10. Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person's personal property.
11. Being absent without a recognized excuse; State law and Board policy regarding truancy control will be used with chronic and habitual truants.
12. Being involved with any public school fraternity, sorority, or secret society, by: (a) being a member; (b) promising to join; (c) pledging to become a member; or (d) soliciting any other person to join, promise to join, or be pledged to become a member.
13. Being involved in gangs or gang-related activities, including displaying gang symbols or paraphernalia.
14. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, and hazing.
15. Making an explicit threat on an Internet website against a school employee, a student, or any school-related personnel if the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studied within the school grounds at the time the threat was made, and the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a student inside the school.
16. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

For purposes of this policy, the term "possession" includes having control, custody, or care, currently or in the past, of an object or substance, including situations in which the item is: (a) on the student's person; (b) contained in another item belonging to, or under the control of, the student, such as in the student's clothing, backpack, or automobile; (c) in a school's student locker, desk, or other school property; or (d) at any location on school property or at a school-sponsored event.

Efforts, including the use of early intervention and progressive discipline, shall be made to deter students, while at school or a school-related event, from engaging in aggressive behavior that may reasonably produce physical or physiological harm to someone else. The Superintendent or designee shall ensure that the parent/guardian of a student who engages in aggressive behavior is notified of the incident. The failure to provide such notification does not limit the Board's authority to impose discipline, including suspension or expulsion, for such behavior.

No disciplinary action shall be taken against any student that is based totally or in part on the refusal of the student's parent/guardian to administer or consent to the administration of psychotropic or psycho stimulant medication to the student.

The grounds for disciplinary action, including those described more thoroughly later in this policy, apply whenever the student's conduct is reasonably related to school or school activities, including but not limited to:

1. On, or within sight of, school grounds before, during, or after school hours or at any time;
2. Off school grounds at a school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school;
3. Traveling to or from school or a school activity, function, or event; or
4. Anywhere, if the conduct interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

Disciplinary Measures

Disciplinary measures may include:

1. Disciplinary conference.
2. Withholding of privileges.
3. Seizure of contraband.
4. Suspension from school and all school activities for up to 10 days, provided that appropriate procedures are followed. A suspended student is prohibited from being on school grounds.
5. Suspension of bus riding privileges, provided that appropriate procedures are followed.
6. Expulsion from school and all school-sponsored activities and events for a definite time period not to exceed two calendar years, provided that the appropriate procedures are followed. An expelled student is prohibited from being on school grounds.
7. Notifying juvenile authorities or other law enforcement whenever the conduct involves illegal drugs (controlled substances), "look-alikes," alcohol, or weapons.
8. Notifying parents/guardians.
9. Temporary removal from the classroom.
10. In-school suspension for a period not to exceed five school days. The Building Principal or designee shall ensure that the student is properly supervised.
11. After-school study or Saturday study, provided the student's parent/guardian has been notified. If transportation arrangements cannot be agreed upon, an alternative disciplinary measure must be used. The student must be supervised by the detaining teacher or the Building Principal or designee.
12. Community service with local public and nonprofit agencies that enhances community efforts to meet human, educational, environmental, or public safety needs. NSSEO will not provide transportation. School administration shall use this option only as an alternative to another disciplinary measure giving the student and/or parent/guardian the choice.

A student who is subject to suspension or expulsion may be eligible for transfer to an alternative school program in the manner provided in Article 13A or 13B of the School Code.

Corporal punishment is prohibited. Corporal punishment is defined as slapping, paddling, or prolonged maintenance of students in physically painful positions, or intentional infliction of bodily harm. Corporal punishment does not include reasonable force as needed to maintain safety for students, staff, or other persons, or for the purpose of self-defense or defense of property.

School District staff members shall not use isolated time out and physical restraint other than as permitted in Section 10-20.33 of the School Code, State board of Education rules, and procedures

developed by the Superintendent. Neither isolated time out nor physical restraint shall be used in administering discipline to individual students, i.e., as a form of punishment.

Weapons

A student who is determined to have brought one of the following objects to school, any school sponsored activity or event, or any activity or event that bears a reasonable relationship to school shall be expelled for a period of at least one calendar year but not more than two calendar years:

1. A firearm, meaning any gun, rifle, shotgun, or weapon as defined by Section 921 of Title 18 of the United States Code (18 U.S.C. § 921), firearm as defined in Section 1.1 of the Firearm Owners Identification Card Act (430 ILCS 65/), or firearm as defined in Section 24-1 of the Criminal Code of 1961 (720 ILCS 5/24-1).
2. A knife, brass knuckles, or other knuckle weapon regardless of its composition, a billy club, or any other object if used or attempted to be used to cause bodily harm, including "look a-likes" of any fire-arm as defined above.

The expulsion requirement under either paragraph one or two above may be modified by the Superintendent, and the Superintendent's determination may be modified by the Board on a case-by-case-basis.

Search and Seizure

In order to maintain order and security in the schools, school authorities are authorized to conduct reasonable searches of school property and equipment, as well as of students and their personal effects. "School authorities" includes school liaison police officers.

School Property and Equipment as well as Personal Effects Left There by Students

School authorities may inspect and search school property and equipment owned or controlled by the school (such as, lockers, desks, and parking lots), as well as personal effects left there by a student, without notice to or the consent of the student. Students have no reasonable expectation of privacy in these places or areas or in their personal effects left there.

The Superintendent may request the assistance of law enforcement officials to conduct inspections and searches of lockers, desks, parking lots, and other school property and equipment for illegal drugs, weapons, or other illegal or dangerous substances or materials, including searches conducted through the use of specially trained dogs.

Students

School authorities may search a student and/or the student's personal effects in the student's possession (such as, purses, wallets, knapsacks, book bags, lunch boxes, etc.) when there is a reasonable ground for suspecting that the search will produce evidence the particular student has violated or is violating either the law or NSSEO's student conduct rules. The search itself must be conducted in a manner that is reasonably related to its objective and not excessively intrusive in light of the student's age and sex, and nature of the infraction. When feasible, the search should be conducted as follows:

1. Outside the view of others, including students,
2. In the presence of a school administrator or adult witness, and
3. By a certified employee or liaison police officer of the same sex as the student.

Immediately following a search, a written report shall be made by the school authority who conducted the search, and given to the Superintendent.

Seizure of Property

If a search produces evidence that the student has violated or is violating either the law or NSSEO's policies or rules, such evidence may be seized and impounded by school authorities, and disciplinary action may be taken. When appropriate, such evidence may be transferred to law enforcement authorities.

Notification Regarding Student Accounts or Profiles on Social Networking Websites

State law requires the District to notify students and their parents/guardians that school officials may request or require a student or his or her parent/guardian to provide a password or other related account information to gain access to the student's account or profile on a social networking website. This request may be made only if there is reasonable cause to believe that the student's account contains evidence that he or she violated a school disciplinary rule of Board policy.

Required Notices

A school staff member shall immediately notify the office of the Building Principal in the event that he or she:

1. observes any person in possession of a firearm on or around school grounds; however, such action may be delayed if immediate notice would endanger students under his or her supervision,
2. observes or has reason to suspect that any person on school grounds is or was involved in a drug-related incident, or
3. observes a battery committed against any staff member.

Upon receiving such a report, the Building Principal or designee shall immediately notify the local law enforcement agency, State Police, and any involved student's parent/guardian. "School grounds" includes modes of transportation to school activities and any public way within 1000 feet of the school, as well as school property itself.

Delegation of Authority

Each teacher, and any other school personnel when students are under his or her charge, is authorized to impose any disciplinary measure, other than suspension, expulsion, corporal punishment or in-school suspension, that is appropriate and in accordance with the policies and rules on student discipline. Teachers, other certificated educational employees, and other persons providing a related service for or with respect to a student, may use reasonable force as needed to maintain safety for other students, school personnel, or other persons, or for the purpose of self-defense or defense of property. Teachers may temporarily remove students from a classroom for disruptive behavior.

The Superintendent, Building Principal, or Assistant Building Principal is authorized to impose the same disciplinary measures as teachers and may suspend students guilty of gross disobedience or misconduct from school (including all school functions) and from riding the school bus, up to 10 consecutive school days, provided the appropriate procedures are followed. The Board may suspend a student from riding the bus in excess of 10 school days for safety reasons.

Positive Behavior Interventions & Supports (PBIS)

NSSEO's dedication to providing students with access to the most effective and precisely implemented instructional and behavioral practices and interventions available is reflected in NSSEO's participation in the Illinois PBIS network. This network is the Positive Behavior Interventions & Supports component of the Illinois Technical Assistance Center – an Illinois State Board of Education funded initiative promoting effective practices to benefit all children. The core components of the program focus upon: prevention

based school-wide systems of positive behavior supports; data based decision making for instruction of behavior and academics; wraparound planning for students with complex emotional and behavioral needs and their families; and community based supports for families, youths and schools. In general there are four integrated elements to planning School Wide Positive Behavioral Interventions & Supports. These include: data for decision making, measurable outcomes supported and evaluated by data, practices with evidence that these outcomes are achievable and systems that efficiently and effectively support implementation of these practices. NSSEO schools are dedicated to supporting teaching and learning environments that are effective, efficient and relevant; focused on outcome based, data guided decision making; employing evidence based practices; and maintaining a systems support for accurate and sustained implementation of these practices. NSSEO staff applies a wealth of expertise and knowledge to their work with children. The partnership with PBIS provides a framework to collaborate and maximize efforts as staff formalize and refine the supports that are in place to teach, monitor and acknowledge pro social behaviors.

Bus Conduct

All students must follow NSSEO's school bus safety guidelines. The Superintendent, or any designee as permitted in The School Code, is authorized to suspend a student from riding the school bus for up to 10 consecutive school days for engaging in gross disobedience or misconduct, including but not limited to, the following:

1. Prohibited student conduct as defined in Board policy, 7:190, *Student Discipline*.
2. Willful injury or threat of injury to a bus driver or to another rider.
3. Willful and/or repeated defacement of the bus.
4. Repeated use of profanity.
5. Repeated willful disobedience of a directive from a bus driver or other supervisor.
6. Such other behavior as the Superintendent or designee deems to threaten the safe operation of the bus and/or its occupants.

If a student is suspended from riding the bus for gross disobedience or misconduct on a bus, the Board may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons. NSSEO's regular suspension procedures shall be used to suspend a student's privilege to ride a school bus.

Electronic Recordings on School Buses

Electronic visual and audio recordings may be used on school buses to monitor conduct and to promote and maintain a safe environment for students and employees when transportation is provided for any school related activity. Notice of electronic recordings shall be displayed on the exterior of the vehicle's entrance door and front interior bulkhead in compliance with State law and the rules of the Illinois Department of Transportation, Division of Traffic Safety.

Students are prohibited from tampering with electronic recording devices. Students who violate this policy shall be disciplined in accordance with the Board's discipline policy and shall reimburse the NSSEO for any necessary repairs or replacement.

The content of the electronic recordings are student records and are subject to NSSEO policy and procedure concerning school student records; such recordings are exempt from the Eavesdropping Act. Only those people with a legitimate educational or administrative purpose may view and/or listen to the electronic video and/or audio recordings. If the content of an electronic recording becomes the subject of a student disciplinary hearing, it will be treated like other evidence in the proceeding.

Student and Family Privacy Rights

Surveys

All surveys requesting personal information from students, as well as any other instrument used to collect personal information from students, must advance or relate to NSSEO's educational objectives as identified in Board policy 6:10, *Educational Philosophy and Objectives*, or assist students' career choices. This applies to all surveys, regardless of whether the student answering the questions can be identified and regardless of who created the survey.

Surveys Created by a Third Party

Before a school official or staff member administers or distributes a survey or evaluation created by a third party to a student, the student's parent(s)/guardian(s) may inspect the survey or evaluation, upon their request and within a reasonable time of their request. This section applies to every survey: (1) that is created by a person or entity other than a NSSEO official, staff member, or student, (2) regardless of whether the student answering the questions can be identified, and (3) regardless of the subject matter of the questions.

Survey Requesting Personal Information

School officials and staff members shall not request, nor disclose, the identity of any student who completes any survey or evaluation (created by any person or entity, including NSSEO) containing one or more of the following items:

1. Political affiliations or beliefs of the student or the student's parent/guardian.
2. Mental or psychological problems of the student or the student's family.
3. Behavior or attitudes about sex.
4. Illegal, anti-social, self-incriminating, or demeaning behavior.
5. Critical appraisals of other individuals with whom students have close family relationships.
6. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers.
7. Religious practices, affiliations, or beliefs of the student or the student's parent/guardian.
8. Income other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.

The student's parent(s)/guardian(s) may:

1. Inspect the survey or evaluation upon, and within a reasonable time of, their request, and/ or
2. Refuse to allow their child or ward to participate in the activity described above. The school shall not penalize any student whose parent(s)/guardian(s) exercised this option.

Instructional Material

A student's parent(s)/guardian(s) may inspect, upon their request, any instructional material used as part of their child/ward's educational curriculum within a reasonable time of their request. The term "instructional material" means instructional content that is provided to a student, regardless of its format, printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Inter-net). The term does not include academic tests or academic assessments.

Physical Exams or Screenings

No school official or staff member shall subject a student to a non-emergency, invasive physical examination or screening as a condition of school attendance. The term “invasive physical examination” means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening. The above paragraph does not apply to any physical examination or screening that:

1. Is permitted or required by an applicable State law, including physical examinations or screenings that are permitted without parental notification.
2. Is administered to a student in accordance with the Individuals with Disabilities Education Act (20 U.S.C. §1400 et seq.).
3. Is otherwise authorized by Board policy.

Selling or Marketing Students’ Personal Information Is Prohibited

No school official or staff member shall market or sell personal information concerning students (or otherwise provide that information to others for that purpose). The term “personal information” means individually identifiable information including: (1) a student or parent’s first and last name, (2) a home or other physical address (including street name and the name of the city or town), (3) a telephone number, (4) a Social Security identification number or (5) driver’s license number or State identification card.

The above paragraph does not apply: (1) if the student’s parent(s)/guardian(s) have consented; or (2) to the collection, disclosure or, use of personal information collected from students for the exclusive purpose of developing, evaluating or providing educational products or services for, or to, students or educational institutions, such as the following:

1. College or other postsecondary education recruitment, or military recruitment.
2. Book clubs, magazines, and programs providing access to low-cost literary products.
3. Curriculum and instructional materials used by elementary schools and secondary schools.
4. Tests and assessments to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments.
5. The sale by students of products or services to raise funds for school-related or education related activities.
6. Student recognition programs.

Under no circumstances may a school official or staff member provide a student’s “personal information” to a business organization or financial institution that issues credit or debit cards.

Notification of Rights and Procedures

The Superintendent or designee shall notify students’ parents/guardians of:

1. This policy as well as its availability upon request from the general administration office.
2. How to opt their child or ward out of participation in activities as provided in this policy.
3. The approximate dates during the school year when a survey requesting personal information, as de-scribed above, is scheduled or expected to be scheduled.
4. How to request access to any survey or other material described in this policy.

This notification shall be given parents/guardians at least annually, at the beginning of the school year, and within a reasonable period after any substantive change in this policy.

The rights provided to parents/guardians in this policy transfer to the student when the student turns 18 years old, or is an emancipated minor.

Student Records

Student records are confidential and information from them shall not be released other than as provided by law. Any record that contains personally identifiable information or other information that would link the document to an individual student is a school student record if maintained by NSSEO, except: (1) records kept in a staff member's sole possession, (2) records maintained by law enforcement officers working in the school, (3) video and other electronic recordings (including without limitation, electronic recordings made on school buses) that are created in part for law enforcement, security, or safety reasons. The content of these recordings may become part of a school student record to the extent school officials create, use, and maintain this content, or it becomes available to them by law enforcement officials, for disciplinary or special education purposes regarding a particular student, and (4) any information, either written or oral, received from law enforcement officials concerning a student less than the age of 17 years who has been arrested or taken into custody.

State and federal law grants students and parents/guardians certain rights, including the right to inspect, copy, and challenge school records. The information contained in school student records shall be kept current, accurate, clear, and relevant. All information maintained concerning a student receiving special education services shall be directly related to the provision of services to that child. NSSEO may release directory information as permitted by law, but a parent/guardian shall have the right to object to the release of information regarding his or her child. However, NSSEO will comply with an *ex parte* court order requiring it to permit the U.S. Attorney General or designee to have access to a student's school records without notice to, or the consent of, the student's parent/guardian. The Superintendent shall implement this policy and designate an *official records custodian* for each school who shall maintain and protect the confidentiality of school student records, inform staff members of this policy, and inform students and their parents/guardians regarding student school records.

SECTION II

COURSE CATALOG

ENGLISH LANGUAGE ARTS AND LITERATURE PROGRAM



ENGLISH LANGUAGE ARTS AND LITERATURE PROGRAMS
High School – General Education

NSSEO Course Number	ISBE Course Code	NSSEO Course Description / ISBE Title	Grade Level
Language Arts			
01010	01001A000	<u>Basic English I / English/Language Arts I</u> English/Language Arts I (9th grade) courses build upon students' prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing and usually include the four aspects of language use: reading, writing, speaking, and listening. Typically, these courses introduce and define various genres of literature, with writing exercises often linked to reading selections.	9
01020	01002A000	<u>Basic English II / English/Language Arts II</u> English/Language Arts II (10th grade) courses usually offer a balanced focus on composition and literature. Typically, students learn about the alternate aims and audiences of written compositions by writing persuasive, critical, and creative multi-paragraph essays and compositions. Through the study of various genres of literature, students can improve their reading rate and comprehension and develop the skills to determine the author's intent and theme and to recognize the techniques used by the author to deliver his or her message.	10
01030	01003A000	<u>Basic English III / English/Language Arts III</u> English/Language Arts III (11th grade) courses continue to develop students writing skills, emphasizing clear, logical writing patterns, word choice, and usage, as students write essays and begin to learn the techniques of writing research papers. Students continue to read works of literature, which often form the backbone of the writing assignments. Literary conventions and stylistic devices may receive greater emphasis than in previous courses.	11
01040	01004A000	<u>Basic English IV / English/Language Arts IV</u> English/Language Arts IV (12th grade) courses blend composition and literature into a cohesive whole as students write critical and comparative analyses of selected literature, continuing to develop their language arts skills. Typically, students primarily write multi-paragraph essays, but they may also write one or more major research papers.	12
01140	01009A000	<u>Language Arts Laboratory/Language Arts Laboratory</u> Language Arts Laboratory courses provide instruction in basic language skills, integrating reading, writing, speaking and listening, while placing great emphasis on the progress of individual students. Course content depends upon students' abilities and may include vocabulary building, improving spelling and grammar, developing writing and composition skills, reading silently or aloud, and improving listening and comprehension abilities.	9 - 12

Literature / Reading

01050	01066A000	<u>Reading Skills / Strategic Reading</u> Strategic Reading courses are intended to improve a student's vocabulary, critical-thinking and analysis skills, or reading rate and comprehension level. Although these courses typically emphasize works of fiction, they may also include works of nonfiction (including textbooks). Strategic Reading courses often have a time-management focus, offering strategies for note-taking or for understanding and evaluating the important points of a text.	9 – 12
01060	01067A000	<u>Modified Reading / Assisted Reading</u> Assisted Reading courses offer students the opportunity to focus on their reading skills. Assistance is targeted to students' particular weaknesses and is designed to bring students' reading comprehension up to the desired level or to develop strategies to read more efficiently.	9 – 12

ENGLISH LANGUAGE ARTS AND LITERATURE PROGRAMS
High School – General Education

NSSEO Course Number	ISBE Course Code	NSSEO Course Description / ISBE Title	Grade Level
01070	01068A000	<p><u>Adapted Reading / Corrective Reading</u> Corrective Reading courses offer diagnostic and remedial activities designed to correct reading difficulties and habits that interfere with students' progress in developing reading skills and understandings. Activities are chosen to increase or improve students' reading comprehension, reading technique, and general literacy skills.</p>	9 - 12
01090	01155A000	<p><u>Communications / Communications</u> Communications courses focus on the application of written and oral communication skills through a variety of formal and informal experiences. The courses are performance-based and emphasize effective interpersonal and team-building skills. Communications courses may also involve the study of how interpersonal communications are affected by stereotypes, nonverbal cues, vocabulary, and stylistic choices</p>	9 – 12
01100	01054A000	<p><u>American Literature / American Literature</u> American Literature courses focus upon commonly known American authors and their work. Students improve their critical-thinking skills as they determine the underlying assumptions and values within the selected works and as they understand how the literature reflects the society of the time. Oral discussion is an integral part of literature courses, and written compositions are often required.</p>	9 – 12
01110	01058A000	<p><u>World Literature / World Literature</u> World Literature courses use representative literature selections from ancient and / or modern times from countries around the world. Students improve their critical-thinking skills as they comprehend the diversity of literary traditions and the influences of those traditions. Oral discussion is an integral part of literature courses, and written compositions are often required.</p>	9 – 12
01120	01099A000	<p><u>Independent Reading / Literature (Other)</u> Independent reading may serve as an opportunity for students to expand their interests in a particular genre, to explore a topic in greater detail and to develop more advanced skills.</p>	9 – 12

MATHEMATICS PROGRAM



MATHEMATICS PROGRAMS
High School – General Education

NSSEO Course Number	ISBE Course Code	NSSEO Course Description / ISBE Title	Grade Level
02010	02002A000	<u>Basic Math / General Math</u> General Math courses reinforce and expand students' foundational math skills, such as arithmetic operations using rational numbers; area, perimeter, and volume of geometric figures, congruence and similarity, angle relationships, the Pythagorean theorem, the rectangular coordinate system, sets and logic, ratio and proportion, estimation, formulas, solving and graphing simple equations and inequalities.	9 - 12
02012	02001A000	<u>Informal Mathematics / Informal Mathematics</u> Informal Mathematics courses emphasize the teaching of mathematics as problem solving, communication, and reasoning, and highlight the connections among mathematical topics and between mathematics and other disciplines. These courses approach the teaching of general math, pre-algebra, and pre-geometry topics by applying numbers, and algebraic and geometric concepts and relationships to real world problems.	9 – 12
02020	02051A000	<u>Pre-Algebra / Pre-Algebra</u> Pre-Algebra courses increase students' foundational math skills and prepare them for Algebra I by covering a variety of topics, such as properties of rational numbers (i.e., number theory), ratio, proportion, estimation, exponents and radicals, the rectangular coordinate system, sets and logic, formulas, and solving first-degree equations and inequalities.	9 – 12
02030	02061A000	<u>Adapted Math / Integrated Math—Multi-Year Equivalent</u> Integrated Math courses emphasize the teaching of mathematics as problem solving, communication, and reasoning, and emphasize the connections among mathematical topics and between mathematics and other disciplines. The multi-period sequence of Integrated Math replaces the traditional Algebra I, Geometry, Algebra II sequence of courses, and usually covers the following topics during a three- or four-year sequence: algebra, functions, geometry from both a synthetic and an algebraic perspective, trigonometry, statistics and probability, discrete mathematics, the conceptual underpinnings of calculus, and mathematical structure.	9 – 12
02040	02071A000	<u>Basic Geometry / Informal Geometry</u> Informal Geometry courses emphasize a practical approach to the study of geometry and deemphasize an abstract, formal approach. Topics typically include properties of and work with plane and solid figures; inductive methods of reasoning and use of logic; concepts of congruence, similarity, parallelism, perpendicularity, and proportion; and rules of angle measurement in triangles.	9 – 12
02050	02151A000	<u>General Math / General Applied Math</u> General Applied Math courses reinforce general math skills, extend these skills to include some pre-algebra and algebra topics, and use these skills in a variety of practical, consumer, business, and occupational applications. Course topics typically include rational numbers, measurement, basic statistics, ratio and proportion, basic geometry, formulas, and simple equations.	9 – 12
02060	02152A000	<u>Vocational Math / Occupationally Applied Math</u> Occupationally Applied Math courses reinforce general math skills, extend these skills to include some pre-algebra and algebra topics, and use these skills primarily in occupational applications. Course topics typically include rational numbers, measurement, basic statistics, ratio and proportion, basic geometry, formulas, and simple equations.	9 – 12

MATHEMATICS PROGRAMS
High School – General Education

NSSEO Course Number	ISBE Course Code	NSSEO Course Description / ISBE Title	Grade Level
02070	02157A000	<u>Consumer Math / Consumer Math</u> Consumer Math courses reinforce general math topics (such as arithmetic using rational numbers, measurement, ratio and proportion, and basic statistics) and apply these skills to consumer problems and situations. Applications typically include budgeting, taxation, credit, banking services, insurance, buying and selling products and services, home and/or car ownership and rental, managing personal income, and investment.	9 - 12
02080	02072A000	<u>Geometry / Geometry</u> Geometry courses, emphasizing an abstract, formal approach to the study of geometry, typically include topics such as properties of plane and solid figures; deductive methods of reasoning and use of logic; geometry as an axiomatic system including the study of postulates, theorems, and formal proofs; concepts of congruence, similarity, parallelism, perpendicularity, and proportion; and rules of angle measurement in triangles.	9 – 12
02091	02053A000	<u>Algebra I – Part 1 / Algebra I – Part 1</u> The first part in a multi-part sequence of Algebra I. This course generally covers the same topics as the first semester of Algebra I, including the study of properties of rational numbers (i.e., number theory), ratio, proportion, and estimation, exponents and radicals, the rectangular coordinate system, sets and logic, formulas, and solving first degree equations and inequalities.	9 – 12
02092	02054A000	<u>Algebra – Part 2 / Algebra I – Part 2</u> The second part in a multi-part sequence of Algebra I. This course generally covers the same topics as the second semester of Algebra I, including the study of properties of the real number system and operations, evaluating rational algebraic expressions, solving and graphing first degree equations and inequalities, translating word problems into equations, operations with and factoring of polynomials, and solving simple quadratics.	9 – 12
02100	02056A000	<u>Algebra II / Algebra II</u> Algebra II course topics typically include field properties and theorems; set theory; operations with rational and irrational expressions; factoring of rational expressions; in-depth study of linear equations and inequalities; quadratic equations; solving systems of linear and quadratic equations; graphing of constant, linear, and quadratic equations; properties of higher degree equations; and operations with rational and irrational exponents.	9 – 12
02110	02052A000	<u>Algebra I / Algebra I</u> Algebra I courses include the study of properties and operations of the real number system; evaluating rational algebraic expressions; solving and graphing first degree equations and inequalities; translating word problems into equations; operations with and factoring of polynomials; and solving simple quadratic equations.	9 - 12

LIFE AND PHYSICAL SCIENCES PROGRAM



LIFE AND PHYSICAL SCIENCES PROGRAMS
High School – General Education

NSSEO Course Number	ISBE Course Code	NSSEO Course Description / ISBE Title	Grade Level
03010	03201A000	<p><u>General Science / Integrated Science</u> The specific content of Integrated Science courses varies, but they draw upon the principles of several scientific specialties—earth science, physical science, biology, chemistry, and physics—and organize the material around thematic units. Common themes covered include systems, models, energy, patterns, change, and constancy. These courses use appropriate aspects from each specialty to investigate applications of the theme.</p>	9 – 12
03020	03202A000	<p><u>Basic Science / Unified Science</u> Unified Science courses combine more than one branch of science into a cohesive study or may integrate science with another discipline. General scientific concepts are explored, as are the principles underlying the scientific method and experimentation techniques.</p>	9 – 12
03030	03062A000	<p><u>Basic Biology / Conceptual Biology</u> These courses provide students with a basic understanding of living things. Topics covered may include ecology and environmental problems such as overpopulation and pollution as well as cells, types of organisms, evolutionary behavior, and inheritance.</p>	9 – 12
03040	03105A000	<p><u>Basic Chemistry / Conceptual Chemistry</u> Conceptual Chemistry courses are practical, non-quantitative chemistry courses designed for students who desire an understanding of chemical concepts and applications.</p>	9 – 12
03050	03161A000	<p><u>Basic Physics / Conceptual Physics</u> Conceptual Physics courses introduce students to the use of chemicals, characteristic properties of materials, and simple mechanics to better describe the world and nonliving matter. The courses emphasize precise measurements and descriptive analysis of experimental results. Topics covered may include energy and motion, electricity, magnetism, heat, the structure of matter, and how matter reacts to materials and forces.</p>	9 – 12
03080	03101A000	<p><u>Chemistry / Chemistry</u> Chemistry courses involve studying the composition, properties, and reactions of substances. These courses typically explore such concepts as the behaviors of solids, liquids, and gases; acid/base and oxidation/reduction reactions; and atomic structure. Chemical formulas and equations and nuclear reactions are also studied.</p>	9 - 12
03090	03051A000	<p><u>Biology / Biology</u> Biology courses are designed to provide information regarding the fundamental concepts of life and life processes. These courses include (but are not restricted to) such topics as cell structure and function, general plant and animal physiology, genetics, and taxonomy.</p>	9 - 12

SOCIAL SCIENCE AND HISTORY PROGRAM



SOCIAL SCIENCES AND HISTORY PROGRAMS
High School – General Education

NSSEO Course Number	ISBE Course Code	NSSEO Course Description / ISBE Title	Grade Level
04010	04001A000	<u>Basic World Geography / World Geography</u> World Geography courses provide students with an overview of world geography, but may vary widely in the topics they cover. Topics typically include the physical environment; the political landscape; the relationship between people and the land; economic production and development; and the movement of people, goods, and ideas.	9 – 12
04020	04109A000	<u>Basic U. S. History / Particular Topics in U.S. History</u> These courses examine a particular topic in U.S. History, such as particular time periods in the history of the United States, or they may focus on the history of particular U.S. regions rather than provide an overview of the subject.	9 – 12
04030	04305A000	<u>Basic Social Studies / Social Studies</u> Social Studies courses enable students to study a group of related subjects addressing the elements and structures of human society that may include economics, geography, history, citizenship, and other social studies-related disciplines.	9 – 12
04060	04052A000	<u>World History / World History and Geography</u> In addition to covering the objectives of World History—Overview courses, World History and Geography courses provide an overview of world geography. These courses are often developed in response to increased national concern regarding the importance of geography, and they explore geographical concepts.	9 - 12
04070	04101A000	<u>U.S. History / U.S. History - Comprehensive</u> U.S. History—Comprehensive courses provide students with an overview of the history of the United States, examining time periods from discovery or colonialism through World War II or after. These courses typically include a historical overview of political, military, scientific, and social developments. Course content may include a history of the North American peoples before European settlement.	9 – 12
04080	04260A000	<u>Social Science / Social Science</u> Social Science courses provide students with an introduction to the various disciplines in the social sciences, including anthropology, economics, geography, history, political science, psychology, and sociology. Typically, these courses emphasize the methodologies of the social sciences and the differences among the various disciplines.	9 - 12
04090	04002A000	<u>Human Geography / Particular Topics in Geography</u> Particular Topics in Geography courses examine a particular topic in geography, such as physical or cultural geography, or the geography of a particular area or region, rather than provide an overview of the field.	9 – 12

FINE AND PERFORMING ARTS PROGRAM



FINE AND PERFORMING ARTS PROGRAMS
High School – General Education

NSSEO Course Number	ISBE Course Code	NSSEO Course Description / ISBE Title	Grade Level
05010	05201A000	<p><u>Fine Arts / Integrated Fine Arts</u> Integrated Fine Arts courses explore self-expression across the fine arts: any subset or all of the visual arts, music, drama, theater, and literature may be included in the curriculum for these courses. Students both study and critique the works of others and participate in or produce art themselves. These courses often include comparative study of various art forms over time (i.e., the interrelationship of literature, music, and the performing arts of a particular time period and culture).</p>	9 - 12
05020	05154A000	<p><u>Creative Arts – Comprehensive / Creative Arts – Comprehensive</u> Creative Art—Comprehensive courses provide students with the knowledge and opportunity to explore an art form and to create individual works of art. These courses may also provide a discussion and exploration of career opportunities in the art world. Initial courses cover the language, materials, and processes of a particular art form and the design elements and principles supporting a work of art. As students advance and become more adept, the instruction regarding the creative process becomes more refined, and students are encouraged to develop their own artistic styles. Although Creative Art courses focus on creation, they may also include the study of major artists, art movements, and styles.</p>	9 - 12
05030	05155A000	<p><u>Creative Arts – Drawing/Painting / Creative Arts – Drawing/Painting</u> Creative Art—Drawing/Painting courses cover the same topics as Creative Art—Comprehensive courses, but focus on drawing and painting. In keeping with this attention on two-dimensional work, students typically work with several media (such as pen-and-ink, pencil, chalk, watercolor, tempera, oils, acrylics, and so on), but some courses may focus on only one medium.</p>	9 - 12
05050	05165A000	<p><u>Creative Arts – Crafts / Crafts</u> Crafts courses teach the same lessons as Creative Art—Comprehensive courses, but do so with a focus on crafts. These courses may survey a wide range of crafts, or they may focus on only one type of craft; possibilities include calligraphy, quilting, silk-screening, cake-decorating, tole-painting, mask-making, knitting, crocheting, paper-making, and so on.</p>	9 - 12
05060	05199A000	<p><u>Creative Arts – Visual Arts / Visual Arts</u> These courses may include classroom activities as well, involving further study of the field or discussion regarding experiences that students encounter in the workplace</p>	9 - 12

PHYSICAL, HEALTH, AND SAFETY EDUCATION PROGRAM



PHYSICAL / HEALTH / SAFETY EDUCATION PROGRAMS
High School – General Education

NSSEO Course Number	ISBE Course Code	NSSEO Course Description / ISBE Title	Grade Level
08010	08005A000	<u>Basic Fitness / Fitness/Conditioning Activities</u> Fitness/Conditioning Activities courses emphasize conditioning activities that help develop muscular strength, flexibility, and cardiovascular fitness.	9 - 12
08020	08007A000	<u>Adapted P. E. / Adapted Physical Education</u> These courses provide physical education activities (sports, fitness, and conditioning) adapted for students with special needs.	9 - 12
08030	08009A000	<u>Weight Training / Weight Training</u> Weight Training courses help students develop knowledge and skills with free weights and universal stations while emphasizing safety and proper body positioning; they may include other components such as anatomy and conditioning.	9 - 12
08040	08016A000	<u>Adventure P. E. / Lifetime Fitness Education</u> These courses emphasize acquiring knowledge and skills regarding lifetime physical fitness; content may include related topics such as nutrition, stress management, and consumer issues. Students may develop and implement a personal fitness plan.	9 – 12
08050	08051A000	<u>Health / Health Education</u> Topics covered within Health Education courses may vary widely, but typically include personal health (nutrition, mental health and stress management, drug/alcohol abuse prevention, disease prevention, and first aid) and consumer health issues. The courses may also include brief studies of environmental health, personal development, and/or community resources.	9 - 12
08060	08151A000	<u>Pedestrian Safety / Drivers' Education—Classroom Only</u> Drivers' Education—Classroom Only courses provide students with the knowledge to become safe drivers on America's roadways. Topics in these courses include legal obligations and responsibility, rules of the road and traffic procedures, safe driving strategies and practices, and the physical and mental factors affecting the driver's capability (including alcohol and other drugs).	10 - 12
08070	08152A000	<u>Driver's Ed BTW / Drivers' Education—Classroom and Laboratory</u> Drivers' Education—Classroom and Laboratory courses provide students with the knowledge and experience to become safe drivers on America's roadways. Topics in these courses cover legal obligations and responsibility, rules of the road and traffic procedures, safe driving strategies and practices, and the physical and mental factors affecting the driver's capability (including alcohol and other drugs). Experience in driving a vehicle is an essential component of these courses.	10 - 12

COMPUTER AND INFORMATION SCIENCES PROGRAM



COMPUTER AND INFORMATION SCIENCES PROGRAMS
High School – General Education

NSSEO Course Number	ISBE Course Code	NSSEO Course Description / ISBE Title	Grade Level
10010	10998A000	<p><u>General Computer Science / Computer and Information Sciences—Workplace Experience</u> Computer and Information Sciences—Workplace Experience courses provide students with work experience in fields related to computer and/or information sciences. Goals are typically set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses may include classroom activities as well, involving further study of the field or discussion regarding experiences that students encounter in the workplace.</p>	9 - 12
10020	10003A000	<p><u>Basic Computers / Computer and Information Technology</u> Computer and information technology courses teach students to operate and use computer and information technology emphasizing their role as tools to communicate more effectively, conduct research more efficiently, and increase productivity. Course content includes the legal and ethical issues involved in computer technology use.</p>	9 - 12
10030	10005A001	<p><u>Information Processing I / Information Processing I</u> Information Processing I is a skill-level course that includes the concepts and terminology related to the people, equipment, and procedures of information processing as well as skill development in the use of information processing equipment. Students will operate computer equipment to prepare memos, letters, reports, and forms. Students will create rough drafts, correct copy, process incoming and outgoing telephone calls and mail, and transmit and receive messages electronically. Students will create, input, and update databases and spreadsheets. Students will create data directories; copy, rename, move, and delete files, and perform backup procedures. In addition, students will prepare files to merge, as well as create mailing labels and envelopes from merge files. Students will learn to locate and retrieve information from hard copy and electronic sources, and prepare masters for a presentations using presentation software. Students will apply proper grammar, punctuation, spelling and proofreading practices. Accuracy will be emphasized. Workplace skills as well as communication skills (thinking, listening, composing, revising, editing, and speaking) will be taught and integrated throughout this course.</p>	9 – 12
10040	10002A000	<p><u>STEM I / Computing Systems</u> Computing Systems courses offer a broad exploration of the use of computers in a variety of fields. These courses have a considerable range of content, but typically include the introduction of robotics and control systems, computer-assisted design, computer-aided manufacturing systems, and other computer technologies as they relate to industry applications.</p>	9 - 12

LIFE SKILLS ENRICHMENT PROGRAM



LIFE SKILLS ENRICHMENT PROGRAMS
High School – General Education

NSSEO Course Number	ISBE Course Code	NSSEO Course Description / ISBE Title	Grade Level
22010	22004A000	<u>Work Experience & Career Exploration / Work Experience & Career Exploration Program</u> Dropout Prevention Program courses vary widely, but typically are targeted at students who have been identified as being at risk of dropping out of or failing in school. Course content may include study skills and individual tutorials; job preparation, readiness, application, or interview skills; communication skills; personal assessment and awareness activities; speaker presentations; and small group seminars.	9 – 12
22020	22151A000	<u>Basic Career Skills / Career Exploration</u> Career Exploration courses help students identify and evaluate personal goals, priorities, aptitudes, and interests with the goal of helping them make informed decisions about their careers. These courses expose students to various sources of information on career and training options and may also assist them in developing job search and employability skills.	9 – 12
22030	22152A000	<u>Employability Skills / Employability Skills</u> Employability Skills courses help students match their interests and aptitudes to career options with a focus on using employment information effectively, acquiring and improving job-seeking and interview skills, composing job applications and resumes, and learning the skills needed to remain in and advance within the workplace. Course content may also include consumer education and personal money management topics.	9 – 12
22040	22206A000	<u>Functional Life Skills / Life Skills</u> Life Skills courses provide students with information about a wide range of subjects to assist them in becoming wise consumers and productive adults. These courses often emphasize such topics as goal-setting, decision-making, and setting priorities; money and time management; relationships; and the development of the self. Practical exercises regarding selecting and furnishing houses, meeting transportation needs, preparing food, selecting clothing, and building a wardrobe are often integral to these classes. In addition, specific topics such as insurance, taxation, and consumer protection may also be covered.	9 – 12
22050	22207A000	<u>Self-Development / Self Management</u> Self-Management courses introduce students to the skills and strategies helpful in becoming more focused, productive individuals. These courses typically emphasize goal-setting; decision-making; managing time, energy, and stress; and identifying alternatives and coping strategies. They may also allow students to explore various career and lifestyle choices.	9 – 12
22060	22209A000	<u>Self-Care / Personal Development</u> Similar to Family Living courses, but more focused on the individual, Personal Development courses emphasize strengthening self-esteem, recognizing and resisting negative peer pressure, and developing coping skills for dealing with changes within one's self and within others. These courses may also have a substance-abuse prevention component.	9 – 12
22070	22210A000	<u>Basic Consumer Education / Consumer Economics/Personal Finance</u> Consumer Economics/Personal Finance courses provide students with an understanding of the concepts and principles involved in managing one's personal finances. Topics may include savings and investing, credit, insurance, taxes and social security, spending patterns and budget planning, contracts, and consumer protection. These courses may also provide an overview of the American economy.	9 – 12
22080	22251A000	<u>Daily Living Skills / Community Living</u> Community Living courses place a special emphasis on the student's relationship to the surrounding community. Instruction varies with the students and their needs; however, these courses provide the skills necessary for independent functioning within the surrounding environment. Course topics may also include available community resources and how to access them, emergency skills, and independent living strategies.	9 – 12

LIFE SKILLS ENRICHMENT PROGRAMS
High School – General Education

NSSEO Course Number	ISBE Course Code	NSSEO Course Description / ISBE Title	Grade Level
22090	22253A000	<p><u>Social Development / Social Development Instruction</u></p> <p>Social Development Instruction courses teach students the social skills needed for independent functioning within the community. Topics may include self-control, self-expression, obeying rules, decision-making, appropriate situational behavior, interacting with others, and maintaining relationships. Students may develop independence, self-confidence, and self-reliance.</p>	9 – 12
22110	22202A000	<p><u>Nutrition and Food Preparation / Food and Nutrition</u></p> <p>Food and Nutrition courses provide students with an understanding of food’s role in society, instruction in how to plan and prepare meals, experience in the proper use of equipment and utensils, and background on the nutritional needs and requirements for healthy living. Some classes place a heavier emphasis on the nutritional components of a balanced diet, while others concentrate on specific types of food preparation. Although these courses may present career opportunities in the food service industry, their emphasis is not career-related.</p>	9 – 12
22120	22153A001	<p><u>Cooperative Education / Cooperative Education</u></p> <p>Cooperative Education is a capstone course designed to assist students in the development of effective skills and attitudes through practical, advanced instruction in school and on the job through cooperative education. Students are released from school for their paid cooperative education work experience and participate in 200 minutes per week of related classroom instruction. Classroom instruction focuses on providing students with job survival skills and career exploration skills related to the job and improving students' abilities to interact positively with others. For skills related to the job, refer to the skill development course sequences, the task list or related occupational skill standards of the desired occupational program. The course content includes the following broad areas of emphasis: further career education opportunities, planning for the future, job-seeking skills, personal development, human relationships, legal protection and responsibilities, economics and the job, organizations, and job termination. A qualified career and technical education coordinator is responsible for supervision. Written training agreements and individual student training plans are developed and agreed upon by the employer, student and coordinator. The coordinator, student, and employer assume compliance with federal, state, and local laws and regulations.</p>	9 - 12
22121	22153A000	<p><u>Diversified Occupations / Diversified Occupations</u></p> <p>Diversified Occupations courses help students enter the workforce through career exploration, job search and application, and the development of positive work attitudes and work-related skills. These courses typically cover such topics as career planning and selection, money management, communication skills, interpersonal business relationships and behaviors, and personal responsibility. Employment may be a required component of these courses, or students may be required to enroll concurrently in a work experience course.</p>	9 - 12
22130	22003A000	<p><u>Study Skills / Study Skills</u></p> <p>Study Skills courses prepare students for success in high school and/or for postsecondary education. Course topics may vary according to the students involved, but typically include reading improvement skills, such as scanning, note-taking, and outlining; library and research skills; listening and note-taking; vocabulary skills; and test-taking skills. The courses may also include exercises designed to generate organized, logical thinking and writing.</p>	9 – 12

LIFE SKILLS ENRICHMENT PROGRAMS
High School – General Education

22140

22207A001

Family and Career Relationships

9 - 12

This course is designed to focus on the knowledge, attitudes, and behaviors needed to participate in positive, caring, and respectful relationships in the family, community, and workplace. This project-based course uses communication, leadership and management methods to develop knowledge and behaviors necessary for individuals to become independent, contributing, and responsible participants in family, community, and career settings. Emphasis is placed on the development of techniques and strategies to assist individuals in responding to situations presented in family relationships and the workplace. The course content includes: managing responsibilities, satisfactions and stresses of work and family life; analyzing personal standards, needs, aptitudes and goals; roles and responsibilities of living independently and as a family member; demonstrating goal-setting and decision-making skills; identifying and utilizing community resources; and developing effective relationships to promote communication with others. The course provides students content to identify resources that will assist them in managing life situations.

INDEX – High School Courses – General Education

A

Academic Policies and Procedures / Section I 1
Access to Public Records 2
Annual Asbestos Management Plan Notice 3

C

Computer and Information Sciences Course Offerings 37
Course Catalog / Section II 22

E

Emergencies (School Crisis Plan) 4
English Language Arts and Literature Course Offerings 23

F

Fine and Performing Arts Course Offerings 33
Food Allergy Plan 4

G

Grade / Completion Status and Graduation Requirements 5

H

Harassment of Students Prohibited
 Bullying, Intimidation, and Harassment 5
 Making a Complaint; Enforcement 6
 Sexual Harassment Prohibited 5
Health and Dental Examinations, Immunizations, and Exclusion of Students 6
Health Handbook 7

I

Instruction
 Assistive Technology 7
 Autism Support Services 8
 Cross Categorical 8
 Diagnostic and Educational Services Center (DESC) 7
 Educational Philosophy and Objectives 7
 Kirk School 8
 Miner School 8
 NSSEO Calendar and Day 9
 Secondary Transitional Experience Programs (STEP) 8
 Sunrise Lake Outdoor Education Center (SLOEC) 9
 Technical Assistance 7
 Technology Education Center 7
 Timber Ridge School 9

INDEX – High School Courses – General Education

Internet Safety	
Acceptable Use	10
Access to Electronic Networks	9
Authorization for Electronic Network Access	10
Curriculum.....	10
Internet Safety.....	10
L	
Life and Physical Sciences Course Offerings	29
Life Skills Enrichment Course Offerings	39
M	
Mathematics Course Offerings	26
Mission / Vision Statement	ii
P	
Physical, Health, and Safety Education Course Offerings	35
S	
School Wellness	
Belief Statement	11
Community Input	12
Goals for Nutrition Education	11
Goals for Physical Activity	11
Guidelines for Reimbursable School Meals	12
Implementation and Monitoring	12
Intent	11
Nutrition Guidelines for All Foods and Beverages Available in School	12
Social Science and History Course Offerings	31
Student and Family Privacy Rights	
Instructional Material	19
Notification of Rights and Procedures	20
Physical Exams or Screenings	20
Selling or Marketing Students' Personal Information	20
Surveys	19
Surveys Created by a Third Party	19
Surveys Requesting Personal Information	19
Student Discipline	
Bus Conduct	18
Delegation of Authority	17
Disciplinary Measures	15
Electronic Recordings on School Buses	18
Positive Behavior Interventions & Supports (PBIS)	17
Prohibited Student Conduct	12
Required Notices	17
Search and Seizure	16
Weapons	16

INDEX – High School Courses – General Education

Student Records	21
Superintendent's Letter	i
T	
Table of Contents	iii