

Geneseo CUSD 228  
2008 Draft Levy Points

	<b>Maximum Rate</b>	<b>2007 Levy</b>	<b>2007 Extended</b>	<b>Actual Rate</b>
Education	<b>2.35000</b>	\$ 6,829,100.00	\$ 6,829,227.00	<b>2.3427</b>
OBM	<b>0.50000</b>	\$ 1,453,000.00	\$ 1,453,182.00	<b>0.4985</b>
Transportation	<b>0.20000</b>	\$ 581,200.00	\$ 581,273.00	<b>0.1994</b>
Working Cash	<b>0.05000</b>	\$ 145,300.00	\$ 145,464.00	<b>0.0499</b>
Special Education	<b>0.04000</b>	\$ 116,240.00	\$ 116,313.00	<b>0.0399</b>
Tort		\$ 400,000.00	\$ 400,245.00	<b>0.1373</b>
Social Security		\$ 285,000.00	\$ 285,098.00	<b>0.0978</b>
IMRF		\$ 240,000.00	\$ 240,205.00	<b>0.0824</b>
Lease	<b>0.05000</b>	\$ 145,300.00	\$ 145,464.00	<b>0.0499</b>
Health/Life Safety	<b>0.05000</b>	\$ 145,300.00	\$ 145,464.00	<b>0.0499</b>
Bond & Interest		\$ 1,560,000.00	\$ 1,568,621.00	<b>0.5381</b>
		\$ 11,900,440.00	\$ 11,910,556.00	<b>4.0858</b>
		Extension w/o Bonds	\$ 10,341,935.00	3.54770017

2007 Rate Setting EAV	\$ 291,510,965.00	
2006 Rate Setting EVA	\$ 274,181,066.00	
Increase 06 to 07	\$17,329,899.00	6.32%

2007 Projected Levy

	<b>Maximum Rate</b>	<b>2008 Levy</b>	<b>Projected Rate</b>	<b>08 Levy to 07 Extended Difference 08 to 07</b>
Education	<b>2.35000</b>	\$ 7,167,500.00	2.3500	338,273.00
OBM	<b>0.50000</b>	\$ 1,525,000.00	0.5000	71,818.00
Transportation	<b>0.20000</b>	\$ 610,000.00	0.2000	28,727.00
Working Cash	<b>0.05000</b>	\$ 152,500.00	0.0500	7,036.00
Special Education	<b>0.04000</b>	\$ 122,000.00	0.0400	5,687.00
Tort		\$ 350,000.00	0.1148	(50,245.00)
Social Security		\$ 265,000.00	0.0869	(20,098.00)
IMRF		\$ 255,000.00	0.0836	14,795.00
Lease	<b>0.05000</b>	\$ 152,500.00	0.0500	7,036.00
Health/Life Safety	<b>0.05000</b>	\$ 152,500.00	0.0500	7,036.00
Bond & Interest		\$ 1,650,000.00	0.5410	81,379.00
		\$ 12,402,000.00	<b>4.0662</b>	491,444.00
		<i>Maximum Rates</i>		
	<b>Levy w/o Bonds</b>	\$ 10,752,000.00		
Assumption EAV	305,000,000		Rate Change	-1.957%
Increase in EAV	104.63%			

Increase 08 Levy to 07 Extended \$ 491,444.00  
**104.1261%**

Tax Rate 2007 Actual **4.0858** Does not require Truth in Taxation Hearing  
Tax Rate 2008 Request **4.0662**

**PRELIMINARY INFORMATION**

RCDT Number	280372280260000		
District Name	GENESEO CUSD 228	Superintendent	SCOTT KUFFEL
District Address	209 S COLLEGE AVE	Telephone	3099450450
City/State/Zip	GENESEO,IL,61254 1405	Extn:	0
Email	skuffel@dist228.org		

**Is this for a Title I District ?** Yes

**Is this for a Title III District that did not meet AMAO ?** No

**Section I-A Data & Analysis - Report Card Data  
Item 1 - 2008 AYP Report**

Is this District making Adequate Yearly Progress (AYP)?	Yes	Has this district been identified for District Improvement according to the AYP specifications of the federal No Child Left Behind Act?	Yes
Is this District making AYP in Reading?	Yes	2007-08 Federal Improvement Status	district improvement year
Is this District making AYP in Mathematics?	Yes	2007-08 State Improvement Status	academic early warning year 1

	Percentage Tested on State Tests				Percent Meeting/Exceeding Standards*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe** Harbor Target	Met AYP	%	Safe** Harbor Target	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		62.5			62.5			90.0		75.0	
All	100.0	Yes	100.0	Yes	85.4		Yes	89.2		Yes	95.6	Yes	91.8	Yes
White	100.0	Yes	100.0	Yes	85.5		Yes	89.6		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	49.5	41.1	Yes	69.2		Yes				
Economically Disadvantaged	100.0	Yes	100.0	Yes	76.9		Yes	80.6		Yes				

**Four Conditions Are Required For Making Adequate Yearly Progress**

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.

2. At least 62.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 62.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. \*\*\*

3. For schools not making AYP solely because the IEP group fails to have 62.5% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.

4. At least 90% attendance rate for non-high schools and at least 75% graduation rate for high schools.

\* Includes only students enrolled as of 5/01/2007. \*\* Safe Harbor Targets of 62.5% or above are not printed. \*\*\* Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

**Section I-A Data & Analysis - Report Card Data  
Item 2 - 2008 AMAO Report**

**Section I-A Data & Analysis - Report Card Data  
Item 3 - District Information**

<b>District Information</b>								
	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
Attendance Rate (%)	96.0	96.2	96.2	96.4	96.3	95.6	95.5	95.6
Truancy Rate (%)	0.4	0.3	0.1	0.5	0.0	0.0	0.0	0.1
Mobility Rate (%)	8.3	7.0	6.2	6.2	6.7	9.2	8.0	6.4
HS Graduation Rate, if applicable (%)	93.2	90.6	93.7	100.0	100.0	94.9	90.9	91.8
HS Dropout Rate, if applicable (%)	2.8	2.7	2.1	3.2	1.8	2.6	3.5	2.7
District Population (#)	2997.0	2903.0	2891.0	2852.0	2791.0	2808.0	2788.0	2754.0
Economically Disadvantaged (%)	11.9	12.5	12.9	14.4	15.2	16.6	17.2	15.7
Limited English Proficient (LEP) (%)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Students with Disabilities (%)								
White, non-Hispanic (%)	97.2	97.1	97.0	97.0	97.1	96.4	96.0	96.1
Black, non-Hispanic (%)	0.7	0.6	0.7	0.5	0.3	0.5	0.5	0.3
Hispanic (%)	1.5	1.6	1.8	1.9	1.7	2.1	2.0	1.8
Asian/Pacific Islander (%)	0.6	0.6	0.5	0.6	0.5	0.6	0.9	1.1
Native American or Alaskan Native(%)	0.0	0.0	0.0	0.1	0.1	0.0	0.0	0.1
Multiracial/Ethnic (%)	-	-	-	-	0.3	0.4	0.6	0.6

Note: Hyphens in the table indicate that data is not relevant for your plan.

**Section I-A Data & Analysis - Report Card Data  
Item 4 - Student Race/Ethnicity**

	Year	White(%)	Black(%)	Hispanic(%)	Asian/Pacific Islander(%)	Native American(%)	Multiracial/Ethnic(%)
<b>D I S T R I C T</b>	1999	97.5	0.4	1.4	0.5	0.1	-
	2000	97.2	0.6	1.7	0.5	0.0	-
	2001	97.2	0.7	1.5	0.6	0.0	-
	2002	97.1	0.6	1.6	0.6	0.0	-
	2003	97.0	0.7	1.8	0.5	0.0	-
	2004	97.0	0.5	1.9	0.6	0.1	-
	2005	97.1	0.3	1.7	0.5	0.1	0.3
	2006	96.4	0.5	2.1	0.6	0.0	0.4
	2007	96.0	0.5	2.0	0.9	0.0	0.6
	2008	96.1	0.3	1.8	1.1	0.1	0.6
<b>S T A T E</b>	1999	62.0	20.8	13.9	3.2	0.2	-
	2000	61.1	20.9	14.6	3.3	0.2	-
	2001	60.1	20.9	15.4	3.4	0.2	-
	2002	59.3	20.8	16.2	3.5	0.2	-
	2003	58.6	20.7	17.0	3.6	0.2	-
	2004	57.7	20.8	17.7	3.6	0.2	-
	2005	56.7	20.3	18.3	3.7	0.2	0.7
	2006	55.7	19.9	18.7	3.8	0.2	1.8
	2007	54.9	19.6	19.3	3.8	0.2	2.2
2008	54.0	19.2	19.9	3.9	0.2	2.7	

Note: Hyphens in the table indicate that data is not relevant for your plan.

**Section I-A Data & Analysis - Report Card Data  
Item 5 - Educational Environment**

	Year	LEP(%)	Low Income(%)	Parental Involvement(%)	Attendance(%)	Mobility(%)	Chronic Truants(N)	Chronic Truancy(%)	HS Dropout Rate(%)	HS Graduation Rate(%)
<b>D I S T R I C T</b>	1999	0.0	12.6	97.6	96.0	9.1	11	0.4	2.7	91.6
	2000	0.0	12.0	97.5	96.4	6.4	12	0.4	2.0	93.9
	2001	0.0	11.9	97.3	96.0	8.3	11	0.4	2.8	93.2
	2002	0.0	12.5	97.3	96.2	7.0	8	0.3	2.7	90.6
	2003	0.0	12.9	96.8	96.2	6.2	2	0.1	2.1	93.7
	2004	0.0	14.4	97.2	96.4	6.2	13	0.5	3.2	100.0
	2005	0.0	15.2	97.7	96.3	6.7	1	0.0	1.8	100.0
	2006	0.0	16.6	96.1	95.6	9.2	1	0.0	2.6	94.9
	2007	0.0	17.2	96.5	95.5	8.0	0.0	0.0	3.5	90.9
	2008	0.0	15.7	98.0	95.6	6.4	2	0.1	2.7	91.8
<b>S T A T E</b>	1999	6.4	36.1	96.1	93.6	18.1	43332	2.3	5.9	81.9
	2000	6.1	36.7	97.2	93.9	17.5	45109	2.4	5.8	82.6
	2001	6.3	36.9	94.5	93.7	17.2	42813	2.2	5.7	83.2
	2002	6.7	37.5	95.0	94.0	16.5	39225	2.0	5.1	85.2
	2003	6.3	37.9	95.9	94.0	16.4	37525	1.9	4.9	86.0
	2004	6.7	39.0	96.3	94.2	16.8	40764	2.1	4.6	86.5
	2005	6.6	40.0	95.7	93.9	16.1	43152	2.2	4.0	87.4
	2006	6.6	40.0	96.6	94.0	16.0	44836	2.2	3.5	87.8
	2007	7.2	40.9	96.1	93.7	15.2	49056	2.5	3.5	85.9
	2008	7.5	41.1	96.8	93.3	14.9	49858	2.5	4.1	86.5

Note: Hyphens in the table indicate that data is not relevant for your plan.



**Section I-A Data & Analysis - Report Card Data  
Item 6 - Enrollment Trends**

	Year	School(N)	Grade 3(N)	Grade 4(N)	Grade 5(N)	Grade 7(N)	Grade 8(N)	Grade 11(N)
<b>D I S T R I C T</b>	1999	3056	-	-	-	-	-	-
	2000	3024	-	-	-	-	-	-
	2001	2997	194	225	224	237	238	239
	2002	2903	193	189	220	249	238	263
	2003	2891	189	190	192	251	250	247
	2004	2852	192	190	195	251	256	241
	2005	2791	204	192	192	218	235	233
	2006	2808	174	205	197	230	224	239
	2007	2788	188	178	207	218	226	252
	2008	2754	-	-	-	-	-	-
<b>S T A T E</b>	1999	1962026	-	-	-	-	-	-
	2000	1983991	-	-	-	-	-	-
	2001	2007170	164791	161546	162001	151270	148194	123816
	2002	2029821	-	-	-	-	-	-
	2003	2044539	-	-	-	-	-	-
	2004	2060048	-	-	-	-	-	-
	2005	2062912	-	-	-	-	-	-
	2006	2075277	136123	139619	146935	153566	154856	-
	2007	2077856	-	-	-	-	-	-
2008	2074167	-	-	-	-	-	-	

Note: Hyphens in the table indicate that data is not relevant for your plan.

**Section I-A Data & Analysis - Report Card Data**  
**Item 7 - Educator Data, Staff Capacity and Professional Development**

	Year	Total Teacher FTE(N)	Average Teacher Experience (Years)	Average Teacher Salary(\$)	Teachers with Bachelor's Degree(%)	Teachers with Master's Degree(%)	Pupil-Teacher Ratio (Elementary)	Pupil-Teacher Ratio (HighSchool)	Teachers w/ Emergency/ Provisional Credentials(%)	Classes not taught by Highly Qualified Teachers(%)
<b>D I S T R I C T</b>	1999	175	17	41878	44	56	20	18	-	-
	2000	181	17	42750	41	59	19	18	-	-
	2001	183	17	44183	42	58	19	18	-	-
	2002	187	17	46189	41	60	18	17	1	0.0
	2003	176	18	50776	36	64	19	18	0.0	0.0
	2004	165	19	53564	35	65	20	18	0.0	1
	2005	160	18	53499	37	63	19	19	0.0	0
	2006	155	18	55278	32	68	21	18	1	0.0
	2007	159	17	55794	34	66	20	18	3	0.0
	2008	163	15	51627	43	57	19	18	1	0.0
<b>S T A T E</b>	1999	119718	15	45337	53	47	20	18	-	-
	2000	122671	15	45766	53	47	19	18	-	-
	2001	125735	15	47929	54	46	19	18	-	-
	2002	126544	14	49702	54	46	19	18	2	2
	2003	129068	14	51672	54	46	18	18	3	2
	2004	125702	14	54446	51	49	19	19	2	2
	2005	128079	14	55558	50	49	19	18	2	2
	2006	127010	13	56685	49	51	19	19	2	1
	2007	127010	13	58275	48	52	19	19	2	3
	2008	131488	12	60871	47	53	18	18	1	1

Note: Hyphens in the table indicate that data is not relevant for your plan.

**Section I-A Data & Analysis - Report Card Data  
Item 8a - Assessment Data (Reading)**

ISAT - % Meets + Exceeds for Reading for Grades 3-8, 2003-2008																		
	Grade 3						Grade 4						Grade 5					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
AYP Benchmark   % Meets + Exceeds	40.0	40.0	47.5	47.5	55.0	62.5	-	-	-	47.5	55.0	62.5	40.0	40.0	47.5	47.5	55.0	62.5
All	86.8	84.8	79.2	86.9	88.0	89.2	-	-	-	84.8	85.0	89.5	79.4	84.8	78.3	88.0	83.0	90.0
White	86.4	85.0	79.6	86.4	88.1	88.7	-	-	-	84.2	85.0	89.8	79.3	86.1	77.6	88.2	82.6	89.6
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	60.0	69.6	25.9	47.7	56.3	64.2	-	-	-	29.6	36.8	57.1	46.7	47.8	39.1	44.5	27.3	54.6
Economically Disadvantaged	69.3	83.3	59.4	88.0	70.7	82.7	-	-	-	68.6	75.0	72.5	74.3	73.7	61.3	85.3	74.2	81.3
	Grade 6						Grade 7						Grade 8					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
AYP Benchmark   % Meets + Exceeds	-	-	-	47.5	55.0	62.5	-	-	-	47.5	55.0	62.5	40.0	40.0	47.5	47.5	55.0	62.5
All	-	-	-	88.9	86.6	88.2	-	-	-	85.0	86.3	86.1	72.8	79.6	88.6	84.1	89.3	89.3
White	-	-	-	88.9	87.5	88.0	-	-	-	85.1	86.1	86.4	73.0	80.3	88.7	84.6	90.2	89.1
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Geneseo CUSD 228

Students with Disabilities	-	-	-	52.1	33.3	38.5	-	-	-	26.9	15.0	43.5	11.1	28.6	27.2	45.5	33.3	38.1
Economically Disadvantaged	-	-	-	80.5	79.5	73.3	-	-	-	71.5	76.5	88.9	48.5	66.7	86.2	66.7	76.8	82.7
PSAE - % Meets + Exceeds for Reading for Grade 11																		
Groups	2003	2004	2005	2006	2007	2008												
AYP Benchmark   % Meets + Exceeds	40.0	40.0	47.5	47.5	55.0	62.5												
All	64.0	63.8	65.7	62.4	62.3	66.8												
White	63.3	64.9	64.6	63.2	61.4	67.1												
Black	-	-	-	-	-	-												
Hispanic	-	-	-	-	-	-												
Asian/Pacific Islander	-	-	-	-	-	-												
Native American	-	-	-	-	-	-												
Multiracial/Ethnic	-	-	-	-	-	-												
LEP	-	-	-	-	-	-												
Students with Disabilities	5.6	3.2	4.5	8.7	23.8	-												
Economically Disadvantaged	52.9	43.5	36.8	34.6	50.0	51.6												

**Section I-A Data & Analysis - Report Card Data  
Item 8b - Assessment Data (Mathematics)**

ISAT - % Meets + Exceeds for Mathematics for Grades 3-8, 2003-2008																		
	Grade 3						Grade 4						Grade 5					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
AYP Benchmark   % Meets + Exceeds	40.0	40.0	47.5	47.5	55.0	62.5	-	-	-	47.5	55.0	62.5	40.0	40.0	47.5	47.5	55.0	62.5
All	93.2	93.2	88.8	95.4	96.1	97.7	-	-	-	94.6	92.7	97.4	89.1	93.0	92.2	95.3	95.2	93.1
White	92.9	94.1	88.5	95.3	96.6	97.6	-	-	-	94.4	93.0	97.3	89.4	93.4	92.0	95.2	95.0	94.0
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	70.0	91.3	48.1	76.1	81.3	100.0	-	-	-	66.7	79.0	92.9	56.6	56.5	73.9	94.5	72.7	63.6
Economically Disadvantaged	80.8	86.7	71.0	96.0	87.8	93.1	-	-	-	85.7	79.2	95.0	74.3	86.9	77.5	91.2	87.1	90.6
	Grade 6						Grade 7						Grade 8					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
AYP Benchmark   % Meets + Exceeds	-	-	-	47.5	55.0	62.5	-	-	-	47.5	55.0	62.5	40.0	40.0	47.5	47.5	55.0	62.5
All	-	-	-	92.5	92.3	90.1	-	-	-	88.4	91.4	91.0	66.0	77.1	82.3	87.8	91.0	92.5
White	-	-	-	93.7	93.5	90.0	-	-	-	88.9	91.4	91.6	67.1	77.4	83.2	88.5	92.4	93.1
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Students with Disabilities	-	-	-	60.8	57.1	38.5	-	-	-	40.7	40.0	69.6	10.8	28.6	27.3	54.6	45.9	47.7
Economically Disadvantaged	-	-	-	80.5	84.6	80.0	-	-	-	75.6	85.3	85.7	41.2	61.9	65.5	81.5	76.7	86.2
PSAE - % Meets + Exceeds for Mathematics for Grade 11																		
Groups	2003		2004		2005		2006		2007		2008							
AYP Benchmark   % Meets + Exceeds	40.0		40.0		47.5		47.5		55.0		62.5							
All	67.3		65.1		61.2		61.0		63.5		64.2							
White	66.8		64.8		60.5		61.7		63.7		65.3							
Black	-		-		-		-		-		-							
Hispanic	-		-		-		-		-		-							
Asian/Pacific Islander	-		-		-		-		-		-							
Native American	-		-		-		-		-		-							
Multiracial/Ethnic	-		-		-		-		-		-							
LEP	-		-		-		-		-		-							
Students with Disabilities	0.0		22.6		4.5		13.0		19.0		-							
Economically Disadvantaged	41.2		39.1		26.3		26.9		50.0		29.0							

### Section I-A Data & Analysis - Report Card Data

**Data** - What do the District Report Card data tell you about student performance in your district? What areas of weakness, if any, are indicated by these data? What areas of strength are indicated?

Overall the District demonstrates high percentages of students who Meet and Exceed in ISAT and PSAE. Despite a 4% increase in Free and Reduced students, that demographic seems to continue to score at above standard levels.

However, the trend for students with disabilities still creates some concern, though the Math performance is slightly higher than the Reading scores. Students with disabilities at the elementary level continue to score at a greater rate (Meets + Exceeds) compared to their secondary counterparts.

The trend for students with disabilities in grade 11 from 2002-2004 in reading saw a decrease in percentages of students who met or exceeded. From 2005-2008, the percentage of students with disabilities who met or exceeded has been on an upward slope.

**Factors** - *What factors are likely to have contributed to these results? Consider both external and internal factors to the district.*

One factor may be that the overall number (N) of our population of students with disabilities is both small in number and fairly mobile. Another factor may be that though our differentiated curriculum and instruction for students with IEPs is more rigorous than some schools in our area, it is probably not at grade level and may not fully prepare students for an 8th grade ISAT or 11th grade PSAE exam.

**Conclusions** - *What do these factors imply for next steps in improvement planning? These conclusions will be carried forward to Part D (Key Factors).*

The District may need to evaluate the special education curriculum and alternate course syllabi at the MS and HS levels.

The District may need to evaluate the need for further professional development in the area of differentiated instructional strategies for all classrooms.

### Section I-B Data & Analysis - Local Assessment Data

**Data** - *Briefly describe the relevant local assessment data used in this plan. What do these data tell you? What areas of weakness are indicated by these data? What areas of strength are indicated?*

The District has used the DRA2 for literacy pre and post-testing of all students grades K-5. This is the second full year of implementation. The District has seen levels of students in the K-1 grades who are below grade level in their comprehension around the 40% mark, yet this is not consistent with the levels of student reading performance in ISAT for grades 3 and above. We believe that the DRA2 assessment shows more detailed information for student literacy.

At the 8th grade level, students take the EXPLORE exam, 10th graders take PLAN.

The District has only employed these assessment strategies for about 18 months. It would be premature to discuss trend data at this time, though the District intends to do more disaggregation of the EXPLORE and PLAN data for identified subgroup analysis.

**Factors** - *What factors are likely to have contributed to these results? Consider both external and internal factors to the district.*

We believe that our local assessment, though some in the District argue are very subjective, helps the staff become more focused in its attention to instructional improvements.

**Conclusions** - *What do these factors imply for next steps in improvement planning? These conclusions will be carried forward to Part D (Key Factors).*

We do not face necessarily different external factors than other schools in our area. What we find is that we may not be using our instructional time as effectively as we could during the day. We have some concerns with class size, and are investigating the need to improve our use of instructional technology, especially as it relates to the foundational skills of reading.

**Section I–C. Data & Analysis – Other Data**  
**Item 1 - Attributes and Challenges**

**Data** - Briefly describe attributes and challenges of the district and community that have affected student performance. What do these data and/or information tell you?

The District faces the challenge of continued declining enrollment, though it is beginning to stabilize. Lower enrollment leads to fewer dollars from the General State Aid formula, and ultimately leads to both hiring fewer teachers and the ability to retain new staff. This could lead to a transition from a more veteran staff to a more novice staff over the next several years.

An attribute is that this a fairly affluent and supportive community. Citizens have typically stepped up financially when certain "needs" must be met.

**Factors** - In what ways, if any, have these attributes and challenges contributed to student performance results?

Financial constraints have limited the ability of the District to maintain lower class sizes, and in some circumstances, have limited the amount and types of courses available at the MS and HS. The District attempts to maintain the level of support staff, supportive materials, and professional development for teacher training in specialized areas and differentiation; but this continues to be a challenge.

**Conclusions** - What do these factors imply for next steps in improvement planning? These conclusions will be carried forward to Part D (Key Factors).

The District must maintain a strong mentoring/induction program to be able to inservice new hires into the expectations for strong instruction, differentiation, and the need to meet state standards on assessments in all areas.

**Section I–C. Data & Analysis – Other Data**  
**Item 2 - Educator Qualifications, Staff Capacity, and Professional Development**

**Data** - Briefly describe data on educator qualifications and data and/or information about staff capacity and professional development opportunities related to areas of weakness and strength. What do these data tell you?

All District staff currently are highly qualified. More than 50% have Masters degrees, many in their teaching areas. The District employs an Asst. Superintendent for Instruction, who works with a committee of teachers to plan relevant and rigorous professional development opportunities. The District attempts to implement a school calendar with frequent opportunities for professional growth, including hour early release times monthly for school and district improvement. The District works with St. Xavier University for an in-house Masters in Teaching program.



**Factors** - *In what ways, if any, have educator qualifications, staff capacity, and professional development contributed to student performance results?*

The District believes that this highly qualified, and highly educated professional staff have led to overall, solid achievement results K-12. The ongoing commitment to professional development, should now focus on identified areas of concern to promote more ubiquitous student achievement progress.

**Conclusions** - *What do these factors imply for next steps in improvement planning? These conclusions will be carried forward to Part D (Key Factors).*

The District must continue to focus on a few key areas for professional development. The primary goal must be to improve literacy instruction PK-12, in all content areas in order to improve performance on the state assessments.

**Section I–C. Data & Analysis – Other Data  
Item 3 - Parent Involvement****Data** - *Briefly describe data on parent involvement. What do these data tell you?*

The District trends have demonstrated in all schools and all grade levels, consistent involvement above the 95% level. This tells us that there is solid two-way communication between staff and parents.

**Factors** - *In what ways, if any, has parent involvement contributed to student performance results?*

We believe that this strong parent involvement leads to home/family support for District curricular expectations.

**Conclusions** - *What do these factors imply for next steps in improvement planning? These conclusions will be carried forward to Part D (Key Factors).*

The District must continue to communicate and educate parents as to their role in supporting rigorous curriculum and instruction with expectations that all students should achieve at the state expected level.

**Section I-D Data & Analysis - Key Factors**

**Section I-D - Key Factors** – From the preceding screens (I-A, I-B, I-C-1, 2, 3), identify key factors that are within the district's capacity to change or control and which have contributed to low achievement. What conclusions about next steps have you reached from reviewing available data and information and about all the factors affecting student achievement?

We believe the District needs to:

- review MS and HS special education curriculum, looking for gaps between regular education and special education, as well as consistent vocabulary, alignment with general classroom curriculum, and how it targets identified deficits.
- charge the Professional Improvement Committee with the task of surveying staff needs as it relates to quality professional development in the areas of differentiated instruction and providing appropriate growth training and time.
- charge the Assistant Superintendent for Instruction to prepare an analysis of use of instructional time, PK-12
- continue to develop its Induction and Mentoring program.
- charge the Professional Improvement Committee to continue to build upon current development practices in PK-12 literacy guidelines.
- continue to promote strong and positive communication with parents regarding academic expectations and programs.

**Section II-Action Plan**

**No Deficiencies have been identified from your most recent AYP report.**

**No Deficiencies have been identified from your most recent AMAO report.**

**This district is not accountable for AMAO for this year**

**Section II-A Action Plan - Objectives****Objective 1 Title :**

The District objective is to have all students, meet the state benchmark for Reading (or Safe Harbor).

**Objective 1 Description :**

For 2009 and 2010 the District will make AYP (or Safe Harbor) in Reading (70% in 2009, 77.5% in 2010).

### Section II-B Action Plan - Student Strategies and Activities

**Objective 1 Title :** The District objective is to have all students, meet the state benchmark for Reading (or Safe Harbor).

Strategies/Activities	StartDate	EndDate	TimeLine	FundSource	Amount
Implement a Reading Specialist at the MS to work with students identified as Does Not Meets or below two grade levels.	10/1/2008	6/5/2010	During School	Local Funds	50000
Increase direct contact time for students for reading instruction.	12/1/2008	6/5/2010	During School	Local Funds	10000
Implement Freshman Academy initiatives with student support in study halls and academic classes with literacy focus	9/1/2008	6/5/2010	During School	Local Funds	10000

### Section II-C Action Plan - Professional Development Strategies and Activities

**Objective 1 Title :** The District objective is to have all students, meet the state benchmark for Reading (or Safe Harbor).

Strategies/Activities	StartDate	EndDate	TimeLine	FundSource	Amount
District contracts with Gretchen Courtney Associates for 6-12 Grade Literacy professional development.	9/1/2008	6/5/2009	During School	Local Funds	30000
Reading Specialists provide ongoing classroom development opportunities and modeling lessons 8 times per year.	9/1/2008	6/5/2010	During School	Local Funds	75000

### Section II-D Action Plan - Parent Involvement Strategies and Activities

**Objective 1 Title :** The District objective is to have all students, meet the state benchmark for Reading (or Safe Harbor).

Strategies/Activities	StartDate	EndDate	TimeLine	FundSource	Amount
District will require that all Parent/Teacher Conferences involve discussion of student progress: At, Below or Above Grade Level.	10/8/2008	10/15/2009	After School	Other	0
The District will communicate best strategies for parent support of literacy initiatives on the Website and also in a mailing 2x per year.	12/5/2008	6/5/2010	After School	Local Funds	2500
Presentation annually to each Parent Teacher Association discussing the importance of literacy and district expectations, with a flyer to follow the meetings for those who were unable to attend.	12/1/2008	6/5/2010	After School	Local Funds	1000

### Section II-E Action Plan - Monitoring

**Objective 1 Title :** The District objective is to have all students, meet the state benchmark for Reading (or Safe Harbor).

**Monitoring -** Describe the process and measures of success for the identified objective. (How will district personnel monitor the effectiveness of the strategies and activities?)

1. District will monitor success of this objective by reviewing the 2009 and 2010 School Report Cards, examining overall District performance and subgroup achievement.
2. District will report progress and success through the District website, local newspapers, and providing copies of the School Report Cards to all parents and staff, and ROE.

**Monitoring Persons -** List the individuals and designate the role of each person(e.g., Karen Smith, assistant principal) overseeing the strategies and activities in the action plan to achieve each objective.

Name	Title
Scott Kuffel	Superintendent
Joni L. Swanson	Asst. Superintendent
Scott Kuffel	Superintendent
Joni L. Swanson	Asst. Superintendent

### Section II-A Action Plan - Objectives

**Objective 2 Title :**

The District objective is to have all students, meet the state benchmark for Math (or Safe Harbor).

**Objective 2 Description :**

The District will strive to make AYP (or Safe Harbor) in Math for all students in 2009 (70%) and 2010 (77.5%), including identified subgroup areas.

### Section II-B Action Plan - Student Strategies and Activities

**Objective 2 Title :** The District objective is to have all students, meet the state benchmark for Math (or Safe Harbor).

StrategiesActivities	StartDate	EndDate	TimeLine	FundSource	Amount
The HS and MS Math Department will continue to review and investigate any curricular gaps and will work to improve course syllabi to ensure differentiation of instruction and articulated curriculum.	2/1/2009	6/5/2010	During School	Local Funds	2000
K-5 teachers, and 6-12 Math Teachers will work with administration and special education case managers will continue investigating universal screening choices for grades K-12 in Math.	9/1/2008	6/5/2010	After School	Local Funds	2000
Students in MS will work with teacher mentors and counselors to prepare for best use of HS course selection to prepare for success on PSAE.	3/9/2009	3/5/2010	During School	Other	0

### Section II-C Action Plan - Professional Development Strategies and Activities

**Objective 2 Title :** The District objective is to have all students, meet the state benchmark for Math (or Safe Harbor).

StrategiesActivities	StartDate	EndDate	TimeLine	FundSource	Amount
Assistant Superintendent will continue to inservice math department at MS and HS, as well as Special Educators at MS and HS, on evaluating math learning standards and district curriculum to help continue optimal alignment of expectations for content of courses and sequence of courses appropriate for student math success.	2/1/2009	6/5/2010	After School	Local Funds	1500
Professional Improvement Committee will study and recommend professional development opportunities that maximize use of instructional technology that will engage students in more rigorous math applications to improve student achievement in Math.	1/1/2009	6/5/2010	After School	Local Funds	2400

### Section II-D Action Plan - Parent Involvement Strategies and Activities

**Objective 2 Title :** The District objective is to have all students, meet the state benchmark for Math (or Safe Harbor).

Strategies/Activities	StartDate	EndDate	TimeLine	FundSource	Amount
All teachers in parent/teacher conferences are expected to discuss math expectations in the course or grade level with parents, and shall report whether students are At Grade, Below Grade Level or Above Grade Level.	10/1/2008	11/1/2009	After School	Other	0
Building principals will work with team of elementary and secondary teachers to prepare website information regarding math expectations and work parents can support at home, which will then be followed up in hard copies of newsletter information to ensure receipt at home.	3/1/2009	5/1/2010	After School	Local Funds	1200

### Section II-E Action Plan - Monitoring

**Objective 2 Title :** The District objective is to have all students, meet the state benchmark for Math (or Safe Harbor).

**Monitoring - Describe the process and measures of success for the identified objective. (How will district personnel monitor the effectiveness of the strategies and activities?)**

The measure for success for this objective will be for the District to review the 2009 and 2010 ISAT and PSAE Math results and see that AYP is met overall and in each subgroup.

**Monitoring Persons - List the individuals and designate the role of each person(e.g., Karen Smith, assistant principal) overseeing the strategies and activities in the action plan to achieve each objective.**

Name	Title
Dr. Joni L. Swanson	Assistant Superintendent
Mr. Mike Haugse	HS Principal
Mr. Matt DeBaene	MS Principal

### Section II-A Action Plan - Objectives

#### Objective 3 Title :

By the 2010-11 school year, the District will fully-implement a Response to Intervention system.

#### Objective 3 Description :

The system shall include:

- a three tier model of school supports that supports reading, math and behavioral concerns
- a problem-solving method for decision-making,
- an integrated data system that informs instruction, and which results in all students and subgroups reaching annual AYP performance targets in reading and math.

### Section II-B Action Plan - Student Strategies and Activities

**Objective 3 Title :** By the 2010-11 school year, the District will fully-implement a Response to Intervention system.

Strategies/Activities	StartDate	EndDate	TimeLine	FundSource	Amount
Grade level teachers continue a K-5 system for universal screening which is in place for reading and math, including a local math assessment and the DRA2	9/1/2008	6/5/2010	During School	State Funds	120000
Building-based team/RtI Teams investigate and recommend universal screening tools for MS and HS	9/1/2008	6/5/2010	During School	Local Funds	40000
Staff will participate in Positive Behavior Support trainings, that will be integrated into building and district planning documents.	3/1/2008	6/5/2010	During School	State Funds	10000
Building administrators will be responsible for formalizing the school building-based team approach in collaboration with case managers and special education cooperative, Regional Office of Education, and appropriate ISBE personnel.	1/1/2009	6/5/2010	During School	State Funds	10000

### Section II-C Action Plan - Professional Development Strategies and Activities

**Objective 3 Title :** By the 2010-11 school year, the District will fully-implement a Response to Intervention system.

Strategies/Activities	StartDate	EndDate	TimeLine	FundSource	Amount
Professional Improvement Committee (PIC) charged with planning inservices for awareness of three-tier model	1/1/2009	6/5/2009	During School	State Funds	3500
PIC collaborates with building administration and case managers to provide training on data collection, use of universal screening tools, and procedures for referrals to Building-Based Teams.	2/15/2009	6/5/2010	During School	State Funds	21400
Special Education Cooperative will lead training on positive behavior support and help develop a plan for implementation.	3/1/2009	6/5/2010	After School	State Funds	6000

### Section II-D Action Plan - Parent Involvement Strategies and Activities

**Objective 3 Title :** By the 2010-11 school year, the District will fully-implement a Response to Intervention system.

Strategies/Activities	StartDate	EndDate	TimeLine	FundSource	Amount
Case Managers will initiate writing and distribute flyers 2X to parents describing and explaining Rtl, including their role in the process and program.	2/1/2009	6/5/2010	After School	Local Funds	1200

### Section II-E Action Plan - Monitoring

**Objective 3 Title :** By the 2010-11 school year, the District will fully-implement a Response to Intervention system.

**Monitoring** - Describe the process and measures of success for the identified objective. (How will district personnel monitor the effectiveness of the strategies and activities?)

The District Superintendent will quarterly monitor during the 2008-09 and 2009-10 school years the district's progress toward full implementation of an Rtl system by 2010-11.

Specifically, the report will include:



- the progress on activities and strategies,
- timeliness of activities,
- maintenance of budget,
- communication to parents and staff,
- quality and frequency of training opportunities,
- and any significant problems that may require amendments to the Plan.

**Monitoring Persons** - List the individuals and designate the role of each person(e.g., Karen Smith, assistant principal) overseeing the strategies and activities in the action plan to achieve each objective.

Name	Title
Scott Kuffel	Superintendent
Scott Kuffel	Superintendent

### Section II-A Action Plan - Objectives

#### Objective 4 Title :

District will utilize the 15% IDEA dollars for technical assistance services in collaboration with the Special Education Cooperative.

#### Objective 4 Description :

District 228 will schedule activities for professional growth to understand and use interventions for RtI and will access professional growth for progress monitoring in collaboration with the Henry Stark Counties Special Education District.

### Section II-B Action Plan - Student Strategies and Activities

**Objective 4 Title :** District will utilize the 15% IDEA dollars for technical assistance services in collaboration with the Special Education Cooperative.

Strategies/Activities	StartDate	EndDate	TimeLine	FundSource	Amount
District will employ a Reading Specialist/Interventionist at the Middle School.	10/13/2008	6/5/2009	During School	State Funds	40000
District will employ Regional of Office Education staff for progress monitoring training	1/20/2009	5/29/2009	After School	State Funds	5000

### Section II-C Action Plan - Professional Development Strategies and Activities

**Objective 4 Title :** District will utilize the 15% IDEA dollars for technical assistance services in collaboration with the Special Education Cooperative.

Strategies/Activities	StartDate	EndDate	TimeLine	FundSource	Amount
District will involve Gretchen Courtney and Associates for literacy training related to Rtl with reimbursement from IDEA dollars.	2/1/2009	6/1/2009	After School	State Funds	10000

### Section II-D Action Plan - Parent Involvement Strategies and Activities

**Objective 4 Title :** District will utilize the 15% IDEA dollars for technical assistance services in collaboration with the Special Education Cooperative.

Strategies/Activities	StartDate	EndDate	TimeLine	FundSource	Amount
District will prepare communique for distribution explaining how Rtl will be implemented in the District and what parents can expect with the progress monitoring and Building-Based Teams	3/4/2009	6/15/2009	After School	State Funds	3000

### Section II-E Action Plan - Monitoring

**Objective 4 Title :** District will utilize the 15% IDEA dollars for technical assistance services in collaboration with the Special Education Cooperative.

**Monitoring - Describe the process and measures of success for the identified objective. (How will district personnel monitor the effectiveness of the strategies and activities?)**

District will demonstrate successful completion of strategies and a final audit report from Henry Stark Counties Special Education Cooperative District for appropriate use of the IDEA money.

**Monitoring Persons - List the individuals and designate the role of each person(e.g., Karen Smith, assistant principal) overseeing the strategies and activities in the action plan to achieve each objective.**

Name	Title
Scott D. Kuffel	Superintendent
Thomas Ryerson	MS Associate Principal

### Section III - Plan Development, Review and Implementation

#### A. Stakeholder Involvement

**Stakeholder Involvement** - Describe specifically how stakeholders (including parents, school staff, and outside experts) have been consulted in the development of the plan. The names and titles of the district improvement team or plan developers are identified here.

The District has conducted several pre-writing meetings at various locations within the District. Stakeholders present at said meetings included: building administrators, staff from each level (K-5, 6-8, 9-12), district administrators, special education cooperative personnel, Regional Office of Education experts, parents at each school level, and two members of the Board of Education. The District will utilize 15% of our IDEA Flow-through dollars for training and materials directly related to the full implementation of Rtl in the District.

### Section III - Plan Development, Review and Implementation

#### B. District Responsibilities

**District Responsibilities** - Specify the services and resources that the district has provided to revise the plan and other services that the district will provide toward implementation of strategies and activities. District responsibilities include providing schools technical assistance that must include data analysis, identification of the district's challenges in implementing professional development requirements, the resulting need-related technical assistance and professional development to effect changes in instruction. Districts are also responsible for revising the district's budget to ensure that funds provided under Title I and Title III supplement, not supplant, non federal funds, and that services provided with these funds are comparable with the services in schools that are not receiving funds under Title I ( NCLB, Section 1116 and 1120A).

1. The District provides adequate time for professional development and has increased the professional development budget by 20% in the past three years.
2. The District has expanded the FTE of Literacy Specialists and Reading Aide support in the past three years.
3. The District has increased its investment in instructional technology by 75% in the past three years.
4. The District has moved towards a state-approved Mentoring and Induction Program in the past 12 months.
5. The District voted in support of the Henry Stark Cooperative Teacher and ESP contract.
6. The District invested in a very expensive literacy audit at 6-12 and a highly paid consultant for MS and HS vocabulary training.
7. The District paid for a reorganization feasibility study with two neighboring districts in order to stem the tide of declining enrollment.
8. The District is researching a variety of computerized diagnostic and intervention software tools to be used at all levels as part of Rtl.
9. All teachers have a laptop computer for their home and professional use.
10. The District hired the best computer technician from a Hawaiian school.

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**Section III - Plan Development, Review and Implementation**  
**C. State Responsibilities**

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**State Responsibilities** - *Specify the services and resources that ISBE, RESPROS, and other service providers have provided the district during the development and review of this plan and other services that will be provided during the implementation of the plan. This may include ISBE technical assistance projects such as Positive Behavior Interventions and Supports (PBIS), Children Have Opportunities to Inclusive Community Environments and Schools (CHOICES), Illinois Autism Training and Technical Assistance Project (IATTAP), Parent Educator Partnership (PEP), Illinois Service Resource Center (ISRC), and Transition Outreach Training for Adult Living (TOTAL). ISBE shall provide technical assistance to the district, if requested, to develop and implement the district plan and work with schools needing improvement. Such technical assistance shall be supported by effective methods and instructional strategies based on scientifically based research. Such technical assistance shall address problems, if any, implementing the parental involvement activities described in NCLB, Section 1118, and the professional development activities described in NCLB, Section 1119. [NCLB, Section 1116(c)(9)(B)].*

This plan would never have come to fruition without the expertise and guidance from experts from the Regional Office of Education. The District will investigate further use of RESPROS dollars for the evolution of our RtI plan and initiatives to strengthen student math and reading achievement.

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**Section IV-A Local Board Action**

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**Date Approved by Local Board: 12/11/2008**

**A. Assurances**

1. Strategies and activities have been founded in scientifically based research as required by NCLB, Section 1116(b)(3)(A)(i) and as defined in NCLB, Section 9101(37).
2. Technical assistance provided by the district serving its school is founded on scientifically based research (NCLB, Section 1116(b)(4)(C)) as defined in NCLB, Section 9101(37).
3. The plan includes strategies and activities that support the implementation of the Illinois Learning Standards and ensures alignment of curriculum, instruction, and assessment with the Illinois Learning Standards.
4. The district will spend at least 10 percent of the funds made available under Title I, Part A, subpart 2 of NCLB, for the purpose of providing high-quality professional development. (Title I districts only.)

**B. Superintendent's Certification**

By submitting the plan on behalf of the district, the district superintendent certifies to ISBE that all the assurances and information provided in the plan are true and correct and that the improvement plan has been duly approved by the local school board. By sending e-mail notification of plan completion from the **Submit Your Plan** page the plan shall be deemed to be executed by the superintendent on behalf of the district.

**ISBE Monitoring - Part I**

**ANALYSIS OF DATA**

	<p><b>REPORT CARD DATA</b> Have the areas of low achievement been clearly identified?</p>
	<p>Does the DIP include analysis of report card data that clarifies the areas of weakness?</p> <ul style="list-style-type: none"> <li>• Is it clear that the area of weakness is broad or narrow and whether this affects many or few students?</li> <li>• Does the analysis along with other optional data provide clear direction for the selection of the objectives, strategies, and activities?</li> </ul>
	<p><b>LOCAL ASSESSMENT DATA</b></p> <ul style="list-style-type: none"> <li>• If included, is there evidence that the DIP team analyzed optional data to clarify the areas of weakness?</li> <li>• Do these local assessment results add clarity to the state assessment data?</li> <li>• Does the analysis along with the other data provide clear direction for the selection of the objectives, strategies, and activities?</li> </ul>
	<p><b>OTHER DATA</b></p> <ul style="list-style-type: none"> <li>• If included, has the DIP team analyzed other available optional data to clarify the areas of weakness in order to target improvement strategies and activities?</li> <li>• If included, do the other data provide clear direction for the selection of strategies and activities?</li> <li>• Does the analysis along with the other data provide clear direction for the selection of the objectives, strategies, and activities?</li> </ul>

**CLARITY OF OBJECTIVES**

	Has the DIP team stated measurable objectives that clarify the present areas needed for improvement?
	Do the objectives address all areas of deficiency on the AYP sheet?

**IDENTIFICATION OF KEY FACTORS**

	Have data or research been used to determine the key factors believed to cause low performance?
	Are the key factors within the district's capacity to change or control?

**ALIGNMENT OF STRATEGIES AND ACTIVITIES**

	Is there a clear relationship between the key factors believed to have caused low achievement and the strategies and activities selected?
	Will the selected strategies and activities likely improve student learning and achievement?
	Are the strategies and activities measurable?
	Are the measures of progress for the strategies and activities clearly identified?
	Are expectations for classroom behavior and practice related to the objectives clear?
	Is professional development aligned with the objectives?
	Do the professional development strategies and activities directly address the factors that caused the school to be identified in status?
	Do the parent involvement strategies and activities clearly align with the objectives?
	Will these parent activities positively affect the factors contributing to low achievement?
	Are timelines reasonable and resources coordinated to achieve the objectives?
	Is it clear who will oversee progress of the objectives and take responsibility for ensuring implementation of the plan?
	Will the collection of strategies and activities along with the monitoring process provide sufficient direction for plan implementers?

**Part I Comments**

**ISBE Monitoring - Part II**

**PLAN DEVELOPMENT, REVIEW, AND IMPLEMENTATION**

	<b>STAKEHOLDER INVOLVEMENT</b> Does the DIP team include a cross section of teachers, experts, parents, and other stakeholders to develop a plan on behalf of students that will best effect necessary changes?
	<b>DISTRICT RESPONSIBILITIES</b> Is it clear what support the district will provide to ensure the success of this plan? If applicable, is it clear what corrective action the district is taking with this school?
	<b>STATE RESPONSIBILITIES</b> Does the plan indicate what support outside providers have given in developing the plan and what support (if any) is expected for its implementation?

**APPROVAL DATE OF BOARD**

	The plan indicates the approval date of this plan.
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**Part II Comments**

## **Instruction**

### **Credit for Alternative Courses and Programs, and Course Substitutions**

#### Correspondence Courses

A student enrolled in a correspondence course may receive high school credit for work completed, provided:

1. The course is given by an institution accredited by the North Central Association of Colleges and Secondary Schools;
2. The student is a fourth or fifth year senior;
3. The student assumes responsibility for all fees; and
4. The Building Principal approves the course in advance.

A maximum of 2 units of credit may be counted toward the requirements for a student's high school graduation.

#### Distance Learning Courses, Including Virtual or Online Courses

A student enrolled in a distance learning course, including a virtual or online course, may receive high school credit for work completed, provided:

1. The course is offered by an institution approved by the Superintendent or designee;
2. The course is not offered at the student's high school;
3. The student assumes responsibility for all fees (including tuition and textbooks); and
4. The Building Principal approves the course in advance.

Students may be limited as to the number of distance learning courses that apply toward high school credit. Grades earned in approved distance learning courses count toward a student's grade point average, class rank, and eligibility for athletic and extra-curricular activities. The District may pay the fee for expelled students who are permitted to take virtual or online courses in alternative settings.

#### Exchange Programs

An exchange student will be granted a diploma only if he or she completes the criteria for graduation established by the State of Illinois and the School Board. The Board may grant a certificate of attendance to exchange students.

District students will receive high school credit for foreign exchange courses that meet the criteria established in the curriculum and that are approved by the Building Principal. International study course work not meeting District requirements may be placed in the student's permanent record and recorded as an international study experience.

#### Summer School and Independent Study

A student will receive high school credit for successfully completing: (1) any course given by an institution accredited by the North Central Association of Colleges and Secondary Schools, and (2) independent study in a curriculum area not offered by the District, provided the student obtains the consent of a supervising teacher as well as the Building Principal.

#### College Courses

A student who successfully completes community college courses may receive high school credit, provided:

1. The student is a senior in good academic standing;



2. The course is not offered in the high school curriculum;
3. The course is approved in advance by the student's guidance counselor and the High School Principal; and
4. The student assumes responsibility for all fees.

A maximum of 2 units of credit may be counted toward the requirements for a student's high school graduation.

#### Foreign Language Courses

A student will receive high school credit by studying foreign language in an approved ethnic school program, provided such program meets the minimum standards established by the State Board of Education.

The amount of credit will be based on foreign language proficiency achieved. The Building Principal may require a student seeking foreign language credit to successfully complete a foreign language proficiency examination.

#### Military Service

The Board may accept military service experience as credit toward graduation, provided the student making the request has a recommendation from the U.S. Commission of Accreditation of Service Experiences. The student seeking credit shall supply any documents or transcripts necessary to support the request.

#### Vocational Academy

Students enrolled in the Vocational Academy earn credit toward graduation as provided in the Academy's design. This includes coursework completed at the Area Career Center.

#### Substitutions for Physical Education

A student in grades 9-12, unless otherwise stated, may submit a written request to the Building Principal to be excused from physical education courses for the reasons stated below. The Superintendent or designee shall maintain records showing that the criteria set forth in this policy were applied to the student's individual circumstances.

1. Enrollment in a marching band program for credit;
2. Enrollment in Reserve Officer's Training Corps (ROTC) program sponsored by the District;
3. Ongoing participation in an interscholastic athletic program (student must be in the 11th or 12th grade). Ongoing participation is defined as continued participation in an athletic program without the student voluntarily quitting the team or being dismissed from the team by the coach/sponsor for rules violations. Students will be waived for one quarter for each season in which s/he participates. Procedural guidelines are included in the course planning guide and student handbook;
4. Enrollment in academic classes that are required for admission to an institution of higher learning (student must be in the 11th or 12th grade); or
5. Enrollment in academic classes that are required for graduation from high school, provided that failure to take such classes will result in the student being unable to graduate (student must be in the 11th or 12th grade).

### Students with Individualized Education Program and Physical Education Exemption

A student in grades 3-12 who is eligible for special education may be excused from physical education courses if:

1. The student's parent/guardian agrees that the student must utilize the time set aside for physical education to receive special education support and services, or
2. The student's individualized education program team determines that the student must utilize the time set aside for physical education to receive special education support and services.

The agreement or determination must be made a part of the individualized education program. A student requiring adapted physical education must receive that service in accordance with the student's individualized education program.

LEGAL REF.: 105 ILCS 5/2-3.44, 5/2-3.108, 5/2-3.115, 5/2-3.142, 5/10-22.43a, 5/27-6, 5/27-22.3, and 5/27-22.05.  
23 Ill.Admin.Code §§1.420(p), 1.440(j), and 4.450(c).

CROSS REF.: 6:180 (Extended Instructional Programs), 6:300 (Graduation Requirements), 6:320 (Credit for Proficiency), 7:260 (Exemption from Physical Activity)

Adopted by Board Action 06/01/1999  
Amended by Board Action 12/11/2008

# Geneseo Senior High School Mission Statement

*Geneseo High School is committed to helping all students develop their full potential and to preparing them to be independent, productive, and responsible citizens by offering an academic and extra-curricular program that meets the needs of all students and by providing an environment conducive to learning.*

## GRADUATION REQUIREMENTS FOR GENESEO SENIOR HIGH SCHOOL

42 credits are required for graduation.

Each semester every student must enroll in a minimum of 6 academic subjects including physical education. Exception: Students who are enrolled in COOP or STEP must enroll in a minimum of 5 academic subjects including physical education. Homework Assistance does not count as one of these 6 subjects.

Marching Band participants, grades 10 through 12, are eligible for a first quarter waiver from physical education. The sports P.E. waiver can only be used by Junior and Senior students. Students with a quarter P.E. waiver are required to enroll in a minimum of 5.5 credits during that semester. Freshmen and Sophomores are NOT ELIGIBLE for the P.E. waiver.

### DEFINITION OF TERMS

**Academic Subjects:** All courses are academic subjects with the exception of homework assistance.

**Credit:** Credit is the numerical designation assigned for passing a course. The amount of credit is listed with each course in the course listing section of each department.

**Elective:** An elective is a subject not required for graduation. This may be advanced study in a required subject area or exploratory courses in a variety of departments.

**Prerequisite:** A prerequisite is a course taken or grade level achieved before a student is able to take a particular course. (i.e., Spanish I must be completed before Spanish II; a student must be a junior or senior before taking a certain course)

**Required Course:** A required course is any course necessary to meet specific requirements set for graduation by the State of Illinois and the Geneseo Board of Education.

### REQUIRED COURSES FOR GRADUATION

Each pupil entering high school must, in addition to electives, successfully complete the following:

7 semesters	English	
1 semester	Speech 10	
4 semesters	Science	
6 semesters	Mathematics	
4 semesters	Social Studies--U.S. History (2 semesters), U.S. Government (1 semester), Social Studies elective (1 semester). Both the U.S. and Illinois Constitution tests must be passed in U.S. Government.	
2 semesters	Music, Art, Foreign Language, Vocational Education (one full year or any combination of two semesters will satisfy the requirement).	
1 semester	Health	
7 semesters	Physical Education	
1 or 2 semesters	Consumer Education (see selections below):	
	Business & Technology Concepts (2 semesters)	Economics (1 semester)
	Consumer Economics (1 semester)	Interior Design (1 semester)
	Managing Lifestyles (1 semester)	Interrelated COOP (2 semesters)
	<b>Special Education</b>	
	STEP(2 semesters)	Preparation for Careers (2 semesters)
	Orientation to Voc Ed (2 semesters)	Home Arts (2 semesters)

The Consumer Education requirement may be fulfilled by passing the Illinois Consumer Education Proficiency test – see your HS counselor for testing dates.

# COURSE OFFERINGS

## ENGLISH

### English 9 Composition and Literature Honors English 9 Composition and Literature

English 10 Composition  
English 10/Speech  
Honors English 10 Composition  
**Literature and Communications**  
**Literature Survey I/Composition**  
**Literature Survey II**  
**Writing and Communications**  
Media Literacy  
Creative and Expository Writing  
Humanities – Our World from 1950 to Present  
\*English 101 - Composition I  
\*English 102 - Composition II  
**AP Language and Composition**  
**AP Literature and Composition**  
Advanced Speech

## MATHEMATICS

**Algebra I**  
**Algebra IA**  
**Algebra IB**  
**Algebra II**  
**Plane Geometry 085**  
Basic Algebra 081  
Intermediate Algebra 090  
**Geometry**  
Statistics  
Trigonometry  
**Pre-Calculus**  
**AP Calculus**

## SCIENCE

**Earth Science**  
**Environmental Science**  
**Biology**  
**Quality Core Biology**  
**Chemistry**  
**Quality Core Chemistry**  
**Human Anatomy & Physiology**  
**Physics**  
**AP Biology**  
**AP Chemistry**  
**AP Physics/Mechanics**

## SOCIAL STUDIES

**U.S. History**  
**Honors U.S. History**  
**AP U.S. History**  
**AP U.S. Government/Politics**  
U.S. Government  
Honors U.S. Government  
**Honors World History**  
Humanities - Our World from 1950 to Present  
World Problems  
Economics  
Sociology  
World History before 1350  
World History since 1350

## FOREIGN LANGUAGE

**French I**  
**French II**  
**French III**  
**French IV**  
**AP French**  
**Spanish I**  
**Spanish II**  
**Spanish III**  
**Spanish IV**  
**AP Spanish**

## BUSINESS AND TECHNOLOGY

**Accounting I**  
**Business & Technology Concepts**  
Computer Concepts Software Applications  
Computer Programming  
Information Processing A  
Consumer Economics  
Business Law  
**Business Management**  
**Interrelated Coop**  
Web Design

## FAMILY AND CONSUMER SCIENCES

**Studies in Family and Consumer Sciences**  
Child Development  
Interior Design  
**Interrelated Coop**  
Managing Lifestyles  
Foods & Nutrition I  
Foods & Nutrition II  
Parenting

## AGRICULTURE

**Intro. to Agriculture Industry**  
**Science Applications in Agriculture (BSAA)**  
Horticulture I, Science Propagation  
Horticulture II, Science of Landscaping  
& Floral Design  
Biotechnology  
**AgBusiness Management/Operations**  
**Interrelated Coop**

## TECHNOLOGY

Drafting & Communications Technology  
Energy Technology  
Introduction to Manufacturing- Woods  
Power & Transportation Technology  
Basic Welding MIG Welding  
Advanced Welding- Fabrication  
**Introduction to Radio Broadcasting**  
Introduction to Metal Process  
Production Machining  
Introduction to Building Trades  
**Interrelated Coop**

## VISUAL ARTS

**Introduction to Art**  
Drawing I  
Beginning Painting and Drawing  
Beginning Ceramics  
Beginning Sculpture and Drawing  
Advanced Ceramics  
Advanced Painting and Drawing  
Drawing II  
Graphic Arts I  
Graphic Arts II

## PERFORMING ARTS

Theatre I  
Theatre II  
**Freshman Chorale**  
**Concert Choir**  
**Junior/Senior Choir**  
**Marching Band/Concert Ensemble**  
**Fall Concert Band/ Concert Ensemble**  
**AP Music Theory**

## PHYSICAL EDUCATION/HEALTH/ DRIVER EDUCATION

PE Lowerclass (9)  
**PE Lowerclass (10)**  
**PE Upperclass (11 – 12)**  
**Wellness (10 - 12)**  
**Advanced Wellness Early Bird (10 – 12)**  
Health  
Driver Education/Physical Education

The Driver Education student must earn a minimum of 8 credits in the two semesters prior to taking driver education classroom. Students must have a Social Security card prior to taking classroom driver education.

## SPECIAL EDUCATION

**English I, II, III, & IV**  
**Math I, II**  
**Practical Algebra**  
**U.S. History**  
Geography  
Government  
Current Issues  
**Health**  
**Home Arts**  
**Life Skills English**  
**Life Skills Math**  
**Life Skills Science**  
**Life Skills Social Studies**  
**Orientation to Vocational Education I & II**  
**Physical Education**  
**Preparation for Careers I & II**  
**Preparation for Technology**  
**Homework Assistance**  
**Literacy Lab 1**  
Literacy Lab 2  
**Science**  
**Practical Science**  
Study Skills  
**Secondary Transitional Employment Program I & II**  
**Survey of Industrial Technology**

## BLACK HAWK COLLEGE

\*CS 100- Intro to Computers  
\*Psych 101 - Intro to Psychology Early Bird  
\*Speech 101 - Principles of Speech  
\*Soc 101 - Principles of Sociology  
\*AG 131 - Soils and Soil Fertility  
\*BE 145ABC - Word Processing  
\*BE 180 - Business Communications  
\***Certified Nursing Assistant Early Bird**  
\*WLD 120 Intro to MIG Welding  
\*WLD 121 MIG welding with Spray Arc Process

\*These courses are available for both high school elective and Black Hawk College credit.

## SCOTT COMMUNITY COLLEGE

Culinary Arts Apprenticeship

Classes shown in bold are year-long.

## **POLICY FOR WITHDRAWAL FROM A CLASS**

Students may withdraw from a class only in the event of a computer error, level error, or incorrect placement in a class. Students must be enrolled in a minimum of six academic classes at all times. Exceptions to this include:

- A student with a quarter waiver from physical education for marching band.
- A student with a quarter sports waiver from physical education.
- A senior student enrolled in the Interrelated Coop or STEP program.
- IEP modification/504 modifications/RTI modifications

Within the first ten school days of a course, parental permission is required for all core course drops and parental permission is highly recommend for all other changes. In order to withdraw from a course after the first 10 school days, a Course Withdrawal Form must be completed. Within the first two weeks of the course, approved withdrawals can be made with no record of the drop on the student's transcript. Students cannot withdraw from any class without teacher and parental approval. From the end of the first two weeks to the end of the first nine weeks of the course, a "Withdrawal" grade of "WP" or "WF" (pass or fail) will be noted on the student's transcript. Thereafter, the withdrawal will result in a "WF" on the final transcript.

## **TEXTBOOK FEES**

Students are assessed an annual registration fee, which covers most course fees, workbooks, etc. Please refer to specific course listings in the Course Planning Guide for possible additional fees in particular classes, for example: \$50 Drivers' Education, \$15.00 Band, \$15.00 Choir, Black Hawk College Dual Credit Course textbooks, tuition and fees, AP textbook, workbook and exam fees, etc. All fees are subject to change based upon Board of Education review.

## **REMEDIATION POLICY**

Remediation is available for grades 9 and 10 in the core subject areas. Different methods are utilized in various departments.

## **REPEATING A CLASS**

A student who passes the first semester of a required course, but fails the second semester will have the option of repeating the first semester with a pass/fail option, but can retake the second semester for a grade. A student who receives a "D", "D-" or F for the first semester may retake the class. Past and current grades will be reflected on the official transcript, but the first grade will not be calculated in the GPA.

## **AUDIT**

The privilege to audit first semester of a class is an opportunity designed to help your child achieve more success following a second semester failure. To take advantage of this privilege, a contract must be signed by both the parent and student. Terms of the contract include: maintain an 80% average on a daily basis throughout the entire semester, participate in regular classroom activities, satisfactorily complete every homework assignment, follow the policy as stated in the handbook for make-up work following an absence.

## **INCOMPLETE GRADES**

A grade of incomplete should be assigned when a student experiences an excused, extended absence at the end of the term or during final examinations; an incomplete grade, if not satisfied within 2 weeks, will be changed to an "F" grade.

## **ADVANCED PLACEMENT**

Advanced Placement courses are college level courses that, following completion of the College Board AP exams, could qualify the student for college credit. College professors and selected high school teachers from around the country will grade the AP exams. Many colleges and universities grant college level credit based on the AP exam scores.

All students enrolled in Advanced Placement courses are required to take the College Board Advanced Placement exams in May of the corresponding year. Advanced Placement courses are calculated on a weighted grading scale. Students who drop an AP class or who do not take the AP exam will lose the weighted grade. Students will pay the nonrefundable fee(s) for the College Board AP exam in the spring.

A complete course description for these courses is located in the English, math, science, social studies, fine arts and foreign language sections of this publication. Close examination of these materials is intended to show that they are offerings that will enrich backgrounds and provide unique challenges not available in other courses.

AP exams are offered in different curricula in courses not offered at the high school. Students wishing to take those AP exams without the classroom experience may inquire with their counselor prior to second semester of their senior year.

## HONORS COURSE OFFERINGS

Students enrolled in Honors (English, Mathematics, Science, Social Studies) are selected for these programs based on the recommendation of their teachers.

<b>English Curriculum:</b>	Honors English 9 Composition and Literature Honors English 10 Composition Advanced Placement Language and Composition Advanced Placement Literature and Composition
<b>Mathematics Curriculum:</b>	Geometry Algebra II Pre-Calculus AP Calculus
<b>Science Curriculum:</b>	Quality Core Biology AP Biology Quality Core Chemistry AP Chemistry AP Physics
<b>Social Studies Curriculum:</b>	Honors World History Honors United States History Honors U.S. Government AP United States History AP U.S. Government/Politics

## PARTNERSHIP FOR COLLEGE AND CAREER SUCCESS (PCCS)

The PCCS degree is granted by a Community College and is a clearly defined course of study begun in high school to provide students the course work that will form the firm academic and technical foundation needed to build their futures. It provides students an opportunity to become part of the technically sophisticated workforce of the 21<sup>st</sup> century.

Throughout our school systems, college prep is a well-defined path of preparation for professional careers. The PCCS Degree program provides this same well-defined path of preparation for technically demanding skilled jobs of the future. Students have the option of continuing their education through college or entering the workforce at a variety of exit points. PCCS is a core program under which the various new and emerging workforce preparation initiatives are coordinated.

### Partnership for College and Career Success is:

1. A State and Federal initiative designed to blend academic and vocational courses.
2. A planned sequence of courses for grades 9 – 14.
3. A work-based learning experience that may be provided by a business partnership.
4. A pathway to an occupation that has a favorable job outlook, requiring a two-year Associate Applied Science degree or a two-year apprenticeship from a community or technical college and has opportunities for above average wages and potential growth.

The following link is a source for academic course sequences that lead to a tech prep degree.

<http://www.dist228.org/careerpathways/charts.html>

# Admission Recommendations for Colleges, Universities and Community College Transfer Programs\*

Illinois Board of Higher Education Recommendations

English	4 years	8 credits
Mathematics	3 years	6 credits
Social Studies	3 years	6 credits
Science	3 years	6 credits
Foreign Language***	2 years	4 credits
Music, Art, Theatre, Humanities, Vocational Education		

\*Individual college requirements differ. Be sure to check with the college.

### Freshman Year

1. English
2. Math
3. Science
- \*\*4. Select two electives from the following areas:  
foreign language, business, family and  
consumer sciences, visual arts, performing  
arts, technology, agriculture, world history.
5. P.E./Health

### Sophomore Year

1. English/Speech 10
2. Math
3. Science
4. U.S. History
5. Select one elective from the following areas:  
foreign language, business, family and  
consumer sciences, visual arts, performing  
arts, technology, agriculture.
6. P.E./Driver Education

### Junior Year

1. English
2. Math
3. Science
4. Government/Social Studies elective
5. Select one elective from the following areas:  
foreign language, business, family and  
consumer sciences, visual arts, performing  
arts, technology, agriculture.
6. P.E.

### Senior Year

1. English
2. Social Studies
3. Select three electives from the following areas:  
math, science, foreign language, business,  
family and consumer sciences, visual arts,  
performing arts, technology, agriculture.
4. P.E.

\*\*Choice of electives will depend upon career options and specific course requirements of selected colleges. Students may also wish to check four-year course plans at [http://homepage.dist228.org/hscounseling/stories/storyReader\\$33](http://homepage.dist228.org/hscounseling/stories/storyReader$33)

\*\*\*Some competitive colleges require two years of the same foreign language with a C or better for admission; most recommend foreign language. Many colleges will require foreign language in college. Check with your counselor for more information.

# STUDENT PROGRAM WORK SHEET

Please use this work sheet to indicate the courses you and your parents are interested in having you take for the next four years at the senior high school.

## FRESHMAN YEAR

## SOPHOMORE YEAR

1st Semester	2nd Semester	1st Semester	2nd Semester
English	English	English	English
Math	Math	Math	Math
Science	Science	Science	Science
P.E./Health	P.E./Health	U.S. History	U.S. History
		P.E./Driver Ed.	P.E./Driver Ed.

## JUNIOR YEAR

## SENIOR YEAR

1st Semester	2nd Semester	1st Semester	2nd Semester
English	English	English	English
Government	Social Studies Elective	P.E.	P.E.
Math	Math		
P.E.	P.E.		

\_\_\_\_\_ **Consumer Education Course:** (see page 1)

\_\_\_\_\_ **Vocational Education Course:** (see page 1)

### Illinois Board of Higher Education Recommendations

English	4 years	8 credits
Mathematics	3 years	6 credits
Social Studies	3 years	6 credits
Science	3 years	6 credits
Foreign Language***, Music, Art, Theatre, Humanities, Vocational Education	2 years	4 credits

\*Individual college requirements differ. Be sure to check with the college.





# AGRICULTURE CURRICULUM

Course	Semester(s)	Credit	Prerequisite(s)
Introduction to the Agricultural Industry	2	2	None
+Science Application in Ag (Ag Science)	2	2	None
+Horticulture I Science/Plant Propagation	1	1	Intro to Ag. Recommended Grades 10-12
+Horticulture II Landscape/Floral Design	1	1	Grades 10 - 12
*AgBusiness Management/Operations (Course offered odd years)	2	2	Grades 11 & 12 Intro to Ag. Recommended
*Biotechnology (Course offered even years)	1	1	Grade 11 – 12
Interrelated Cooperative Education – Classroom (Cons Ed Credit)	2	2	Grade 12
Interrelated Cooperative Education – Work (Cons Ed Credit)	2	2	Grade 12

\*These courses will be offered on an every other year basis. Example: The 2009 -2010 school year is an “odd” year and 2010 – 2011 is an “even” year.

+Our high school has formed articulation agreements with Black Hawk College. Students completing the above-identified courses at Geneseo High School with a B or better (both semesters) may earn articulation credit. Upon enrolling at Black Hawk College and discussing the articulated credit with BHC advisor may (depending upon the course of study) receive college credit at no cost.

## Course Descriptions

**Introduction to the Agricultural Industry:** This course provides an overview of the Agriculture Industry, beginning with a study of the many career opportunities available and an introduction to the FFA organization. Other units of study include, but are not limited to, basic plant and soil science, animal science, agriculture mechanics, basic horticulture science, and agri-business management concepts. An SAE project will be established during the first semester and will be part of the grade second semester. Second semester will also include an electrical unit with hands-on building of electrical schematics.

**Science Application in Agriculture (Ag Science):** This one-year course begins with a study of soils (curriculum begins where soils unit in Introduction to Ag left off) and soil fertility (including a fertility project). The importance of technologies (such as GPS mapping) is emphasized. Plant propagation, germination, and genetics with an emphasis on midwestern crops are explored. The second semester starts with a unit on Biotechnology (history, genetics and uses) with a look at pre-veterinarian material, including large and small animals. The animals are examined (book and labs) in the areas of skeletal structure, digestive systems, reproductive systems, and general veterinarian terminology is used.

**AgBusiness Management/Operations:** Class material will include both Business Management and Operations aspects of the Agricultural Industry. Examples of business units might include cash flow, marketing, law, and making management decisions. Examples of Operations units might include batteries, filters, motors and engines. The operations units will utilize the shop area and equipment. This course will be offered in odd numbered school years such as 2009 - 2010.

**Biotechnology:** This semester course will include laboratory techniques including safety, sanitation, and replication. The units of study will include genetics, electrophoresis, microbiology, germ rescue, and microbe growth and manipulation. This course will be offered in even numbered school years such as 2010 - 2011.

**Horticulture I Science/Plant Propagation:** This semester class will focus on plant anatomy, basic fertility, and plant growth requirements. This course will also include propagation techniques (cutting, budding, layering, grafting, etc.) This course will use the greenhouse as a lab.

**Horticulture II Landscape/Floral Design:** This semester class will include the principles of landscape design, landscape exercises (will work with basic drafting equipment for completion). Floral design will include basic design principles, using silk and fresh floral material. Creating corsages and boutonnieres, centerpieces, and special holiday arrangements.

**Interrelated Cooperative Education:** Interrelated Cooperative Education is designed for senior students interested in pursuing careers in a variety of occupations. Students are released from school for their paid cooperative education work experience and participate in five class periods 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 outlines and the task list of the desired occupational program.

Factors considered for admittance into the program are attendance, discipline record, and results of the National Career Readiness Certificate. A qualified cooperative education coordinator is responsible for supervision. Written training agreements and individual student training plans are developed and agreed upon by the employer, students, and coordinator. Occupational task lists form the basis for training plans. The coordinator, student, and employer assume compliance with federal, state, and local laws and regulations. Participation in fund raising activities is required. Refer to student agreement number 9 of the Coop application.

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, organization and job determination. In addition, classroom instruction includes technical skills as identified on occupational task lists (Consumer Education Credit).

Note: Students in all agriculture courses are encouraged to participate in the related FFA activities.

# BUSINESS AND TECHNOLOGY CURRICULUM

Course	Semester(s)	Credit	Prerequisite(s)
+Accounting I	2	2	Grade 10, 11 or 12
*Business & Technology Concepts (Course offered even years, Cons Ed Credit)	2	2	Grade 9 – 12
Business Law	1	1	Grade 11 or 12
*Business Management (Course offered odd years)	2	2	Grade 11 or 12
+Computer Concepts & Software Applications	1	1	Grade 9 – 12
Computer Programming (See Math Department “Electives” for description)	1	1	Grade 9 – 12 Passed Algebra I or teacher approval
Consumer Economics (Cons Ed Credit)	1	1	Grade 9 - 12
Interrelated Cooperative Education Classroom (Cons Ed Credit)	2	2	Grade 12
Interrelated Cooperative Education Work (Cons Ed Credit)	2	2	Grade 12
Information Processing A	1	1	Grade 9 – 12 Computer Concepts or CS100
Web Design	1	1	Grade 9 - 12

\*These courses will be offered on an every other year basis. Example: The 2009 -2010 school year is an “odd” year and 2010 – 2011 is an “even” year.  
 +Our high school has formed articulation agreements with Black Hawk College. Students completing the above-identified courses at Geneseo High School with a B or better (both semesters) may earn articulation credit. Upon enrolling at Black Hawk College and discussing the articulated credit with BHC advisor may (depending upon the course of study) receive college credit at no cost.

## Course Descriptions

**Accounting I:** This will be an excellent beginning for anyone interested in moving on to study any form of business (Management, Marketing, Accounting, International Business, Business Administration, Operations Management, and all other business areas). The class will introduce students to learning experiences that develop initial and basic skills used in systematically computing, recording, verifying and maintaining numerical data involved in financial control. Frequent accounting computer applications also contribute to the students’ understanding of the aforementioned skills. Instruction also concentrates on basic fundamentals and terminology of accounting, career opportunities in the accounting field, keeping financial records and summarizing them for convenient interpretation by preparing financial reports. Mandatory practice sets with business papers will be used to emphasize actual business records management. Accounting practices involving a sole proprietorship (entrepreneur) organized as a service business, and a partnership organized as a merchandising business will be covered. This course will include such topics as sales tax, purchases, merchandise inventory, and payroll.

**Computer Concepts & Software Applications:** This course is a one-semester introduction to computer operation and use. Instruction units will begin with individual units of database, spreadsheet, and email organization software applications. The students in this course will work with Windows and the Microsoft Office Package. Additional course work will include an introduction to Game Design using the Game Maker II software package.

**Information Processing A:** This one-semester course is a more in depth study of Microsoft Access & Excel. Additional course work will include a further examination of web design using DreamWeaver and Adobe Photoshop.

**Business & Technology Concepts:** This class is intended to bring the student in contact with a variety of knowledge from the business world. It covers such topics as economic principles, classifying business organizations, consumer roles in our economy, the interaction between government/business/consumers, business technology and business operations. Students are also given extensive exposure to personal finance, how to use credit, saving and investing and banking. Also, businessmen and women from a variety of industries will be invited as guest speakers so that the student is better able to determine their own career interests and start to pursue those interests (Consumer Education Credit). This course will be offered in even numbered school years such as 2010 - 2011.

**Business Law:** This is a one-semester course designed to teach students how business and personal law impacts not only business, but everyday living as well. It includes the study of actual court cases, the judicial system, torts, criminal law and the laws that affect contracts, sales, employment, insurance, landlord/tenant relationships and personal property. The course describes sources of the law and different classifications of substantive law. Learning will focus around a variety of activities including Internet research, debate, presentations, and case studies. Knowledge of business law is useful for all students because all students eventually assume roles as citizens, workers, and consumers in their communities and in society at large.

**Business Management:** This course is intended to introduce the student to marketing and its applications. Three important areas fundamental to successful marketing (economic foundations, business and marketing foundations and human resource foundations) are the emphasis of this class. Marketing principles and concepts are covered throughout the text. Students then see how those principles and concepts support marketing decisions. Students will also learn about important marketing concepts, such as target markets, marketing mixes, marketing research, marketing strategies, and a marketing plan. The student will also learn how marketing is used successfully in a variety of United States and international businesses. This course will be offered in odd numbered school years such as 2009 - 2010.

**Consumer Economics:** This specialized course is designed to prepare students to understand the values, needs, wants, goals, and resources that enable people to make wise decisions that contribute to a family’s financial stability and improve the quality of life. Consumer rights and responsibilities are discussed. Consumer practices and responsibilities are investigated and skills in planning for financial security are included. Opportunities abound for improving survival math skills, budgeting, buying/renting/leasing homes, and auto/home/health/life insurances within a global economy in a technologically changing world. Investigation of careers and the ways in which a choice of career affects the consumer his/her family, and the community in which they all live are also part of the Consumer Economics curriculum. It may be necessary for each student to subscribe to Consumer Economics or other practical application series (Consumer Education Credit).

**Interrelated Cooperative Education:** Interrelated Cooperative Education is designed for senior students interested in pursuing careers in a variety of occupations. Students are released from school for their paid cooperative education work experience and participate in five class periods 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 outlines and the task list of the desired occupational program.

Factors considered for admittance into the program are attendance, discipline record, and results of the National Career Readiness Certificate. A qualified cooperative education coordinator is responsible for supervision. Written training agreements and individual student training plans are developed and agreed upon by

the employer, students, and coordinator. Occupational task lists form the basis for training plans. The coordinator, student, and employer assume compliance with federal, state, and local laws and regulations. Participation in fund raising activities is required. Refer to student agreement number 9 of the Coop application.

### **Business and Technology Curriculum Course Descriptions (continued)**

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, organization and job determination. In addition, classroom instruction includes technical skills as identified on occupational task lists (Consumer Education Credit).

**Web Design:** This semester class is designed to introduce students to web page design used by many professionals in the world today. Students will learn the importance of a good website and how to create one by using HTML, CSS style sheets, Photoshop and Dreamweaver. Students will take pictures with a digital camera, download them, and edit them with Photoshop to create artwork and designs for their website. Once their designs are complete, they will learn how to code a web page in HTML. Students will also search the internet for good web sites and learn to edit the previously written code.

# ENGLISH CURRICULUM

Course	Semester(s)	Credit	Prerequisite(s)
English 9 Composition and Literature	2	2	Grade 9
Honors English 9 Composition and Literature	2	2	Grade 9, MS Teacher placement
English 10/Composition	1	1	Grade 10
English 10/Speech	1	1	Grade 10
Honors English 10/Composition	1	1	Grade 10**
Literature Survey I/Composition (American Literature)	2	2	Grade 11 or 12
Literature and Communication	2	2	Grade 11
Writing and Communication	2	2	Grade 12
Literature Survey II (British Literature)	2	2	Literature Survey I
AP Language and Composition	2	2	Grade 11, 12
AP Literature and Composition	2	2	Grade 11, 12
English 101 - Composition I (BHC & GHS credit)	1	1	Grade 12++
English 102 - Composition II (BHC & GHS credit)	1	1	Grade 12++
*Advanced Speech (Course offered even years)	1	1	Speech 10
Creative & Expository Writing	1	1	Grade 11, 12
Humanities – Our World from 1950 to Present	1	2	Grade 11, 12 GPA 3.0 or Teacher Signature
*Media Literacy (Course offered even years)	1	1	Grade 9 – 12

\*These courses will be offered on an every other year basis. Example: The 2009 -2010 school year is an “odd” year and 2010 – 2011 is an “even” year.

\*\***Entrance to the Honors Program in grade 10 will require the signature of the current English teacher.**

++ **See Course Description below for entry requirements**

**Grade 10 English will incorporate information from student PLAN test results.**

\* A student with senior standing is eligible to make up a maximum of two English credits during his or her senior year through correspondence courses offered by American School with following stipulations:

- the registration form for American School must be obtained from your guidance counselor after successful completion of summer school.
- all fees are the responsibility of the parent and/or student.
- awarding of a high school diploma is dependent on receiving a final transcript from American School.
- the policy will not be used to enable early graduation.

## Course Descriptions

**English 9 Composition and Literature:** This course is designed to improve students' communication and critical thinking skills with reading, writing, listening, speaking and vocabulary. Study skills will be emphasized throughout the course. In literature, the units of study include short stories, nonfiction, poetry, drama, and the novel. Composition units of study will include informal and formal communication through personal and academic writings. Literature units will include fiction, nonfiction, poetry, and drama. In addition, the students will enhance their listening, speaking and vocabulary skills through class discussion, oral presentations, and vocabulary activities.

**Honors English 9 Composition and Literature:** This course is similar in content to English 9 Composition and Literature but is designed for the accelerated student wanting to be challenged. Greater skills in writing, reading, speaking, listening, and vocabulary are expected for the advanced student. Analytical thought, elaboration, inquiry, and original expression are reinforced in the course content and activities.

**English 10 Composition:** This course is designed to focus on writing composition, using a variety of methods to improve students' critical thinking skills. The focus of the course is persuasive and expository writing. Six Traits of Writing are addressed as a system to evaluate student work. The novel *Night*, by Elie Wiesel and other readings will be used to model effective writing. Research skills are addressed including the use of library databases, the basics of MLA bibliography citations, and the identification of fact and opinion in source material.

**Honors English 10 Composition:** This is a semester course designed to further develop the rhetorical and literary analysis skills needed for those students preparing to take either AP course their junior and senior years. Writing emphasis is placed on thesis statements, organization patterns, and integrating outside material successfully into their own papers. MLA formatting is stressed.

**English 10 Speech:** This is a one-semester course designed to help the Sophomore student become a competent public speaker. Students learn organization and presentation techniques for a variety of public speaking situations. Practical speaking experiences such as the job interview and formal presentation are addressed.

**Advanced Placement Language and Composition:** AP Language offers students the opportunity to analyze works of both fiction and non-fiction for ideas and rhetorical structure. Students focus on close analysis of non-fiction texts from various authors and time periods, which serve as models for their own writing. Students write essays in the modes of analysis and argumentation. Students read considerably and write extensively, and their work is assessed using college-level AP standards. Independent reading and research is a major component of the course. All enrolled students are required to take the AP Language and Composition Exam at the end of the school year.

**Requirements:** Close reading and analysis of various texts is required during the summer prior to the course. Prerequisite: Completion of freshman and sophomore English with a grade of B or above, teacher recommendation, and completion of a timed-writing essay exam.

**Advanced Placement Literature and Composition:** Students will engage in careful reading and critical analysis of imaginative literature. Through close reading of selected texts, students will deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. While reading, students should consider a work's structure, style and themes, as well as such smaller scale elements as the use of figurative language, imagery, symbolism, and tone. Readings in AP Literature and Composition are wide and deep. Students read works from several genres and periods. They read relatively few works in the course of the year, but they read them well. Students are taught to read deliberately and thoroughly, taking time to understand a work's complexity, to absorb its richness of meaning, and to analyze how the meaning is embodied in literary form. In addition to considering a work's literary artistry, students consider the social and historical values it reflects and embodies.

**Requirements:** Close reading and analysis of various texts is required during the summer prior to the course. Prerequisite: Completion of freshman and sophomore English with a grade of B or above, teacher recommendation, and completion of a timed-writing essay exam.

## English Curriculum Course Descriptions (continued)

**Literature Survey I/Composition (American Literature):** This full year course is designed for the student whose career path will require completion of a four-year or more college degree program. The challenging curriculum will prepare students for the writing and reading expected of a college student. The goal is to improve writing skills through the study of composition and to improve analytical skills through the study of American literature. Students become aware of the development of American literature and our most prominent writers. The study includes essays, poetry, short stories, drama, and novels. Several class novels are assigned. The mechanics of writing are emphasized, working from sentence structure to paragraph development, to a major research project. To receive credit for one semester in American Literature, a research project is required.

**Literature and Communication:** Literature and Communication is a two-semester course where the emphasis will be on developing reading and communication skills needed for success in the workplace, community college or technical school. Emphasis will be placed on critical reading and thinking skills. Prep related to the COMPASS and other similar test preps will be covered. To receive credit a research project is required.

**Writing and Communications:** Writing and Communications is a two-semester course where the emphasis will be on developing writing and communications skills needed for success in the workplace, community college or technical school. Emphasis will be placed upon the writing process, grammar, essays and other writing situations.

**Literature Survey II (British Literature):** This course coordinates with Literature Survey I/Composition and is designed for the student whose career path will require completion of a four-year or more college degree program. This course investigates the literature of Britain. Students read and respond to major and minor writers. The curriculum features a combination of genre study and chronological survey. Genre units include the epic, drama, poetry, and the novel. Historical periods include Anglo Saxon, Medieval, Renaissance, Victorian and Romantic literature. Assessment strategies emphasize literary analysis and critical thinking skills, including expository essay and creative writing. Students will have the opportunity to incorporate team building concepts and self-reflection into several projects. Students must complete Literature Survey I before taking this class.

### English 101 Composition I:

Prerequisite: Qualifying ACT or COMPASS

English 101 is designed for students who are competent in the fundamentals of composition. Students will write essays using a variety of expository strategies and will apply standard techniques of documentation when appropriate. An exit exam will determine college credit.

### English 102 Composition II:

Prerequisite: Grade of "C" or better in English 101

English 102, a continuation of English 101, is a required composition course that involves reading, discussion, and analysis of a body of literature to generate ideas for critical and persuasive papers, including one documented research paper.

Writing is an integral part of the course. Writing assignments are focused on critical analysis of literature and include expository, analytical, and argumentative essays. While analytical essays make up the bulk of student writing, there are also creative assignments, which help students sharpen their understanding of what writers have accomplished and deepen their appreciation of literary artistry.

The student writing and teacher comments are intended to help students organize and develop ideas with clear, coherent, and persuasive language. Instruction includes a study of elements of style. We attend to matters of precision and correctness. Some outcomes of writing include: a balance of generalizations with specific illustrative details, logical organization enhanced by specific techniques of coherence such as repetition, transition and emphasis, a variety of sentences structures, a wide variety of vocabulary and effective use of rhetoric.

## English Elective Course Descriptions

**\*Advanced Speech:** This course is designed for the student who wants to further their knowledge of communication. Areas to be included are; Persuasion, debate, mass communication, ethics, interpretation, personal communication, and speech analysis. This course will be offered in even numbered school years such as 2010 - 2011.

**\*Media Literacy:** This course would acquaint students with the various methods, formats and intents of media. Historical information regarding the various media will be presented. Students in film, art, music, journalism, radio and the Internet will be approached with an emphasis on "students as consumer." Students will be engaged in a variety of group and solo presentations. Guests will be invited to speak on the various forms of media studied. This course will be offered in even numbered school years such as 2010 - 2011.

**\*Creative & Expository Writing:** The curriculum focuses on poetry writing, personal essays, and other topics of interest to students such as Op/Ed, satire, parody, etc. The course is designed for those students who seriously wish to improve their writing skills beyond the required English courses. It provides an opportunity to have a forum for publishing their written work.

**\* Humanities – Our World from 1950 to Present:** As adults, we quickly realize how our current economy, social ideologies, and trends are a direct result of our recent history – a history many of our current population helped create. In "Our World 1950's – Present" we will look at the past sixty years as seen through the eyes of influential authors and historians. By focusing on both historical and cultural trends, students will better appreciate why their parents and grandparents view the world the way they do. The course will demand intensive reading, so students must be prepared and willing to explore a number of texts. Students will clarify their understanding of various units through projects, papers, and presentations. This class will meet during 2 periods a day with one being assigned to Early Bird.

**\*English Elective courses do not fulfill the English requirement.**

# FAMILY AND CONSUMER SCIENCE CURRICULUM

Course	Semester(s)	Credit	Prerequisite(s)
Studies in Family and Consumer Sciences (FACS)	2	2	Grade 9
Foods & Nutrition I	1	1	Grade 9 – 12
Foods & Nutrition II	1	1	Grade 9 - 12
+Child Development	1	1	Grade 10 - 12
+Parenting	1	1	Grade 10 - 12
Interior Design (Con Ed Credit)	1	1	Grade 11 - 12
Managing Lifestyles (Cons Ed Credit)	1	1	Grade 12
Interrelated Cooperative Education Class (Cons Ed Credit)	2	2	Grade 12
Interrelated Cooperative Education Work (Con Ed Credit)	2	2	Grade 12
Culinary Arts Apprenticeship	2	2 (high school) Up to 7.5 Scott Community College	Grade 11 – 12 and Foods I & Foods II

+Our high school has formed articulation agreements with Black Hawk College. Students completing the above-identified courses at Geneseo High School with a B or better (both semesters) may earn articulation credit. Upon enrolling at Black Hawk College and discussing the articulated credit with BHC advisor may (depending upon the course of study) receive college credit at no cost.

## Course Descriptions

**Studies in Family and Consumer Sciences (FACS):** This year long course provides students with introductory information in the areas of foods and nutrition, clothing, parenting, gerontology, interior design, and career opportunities. Laboratory experiences, projects, guest speakers, computer programs, and field trips supplement class presentations and discussion.

**Foods & Nutrition I:** This course places emphasis on the selection and preparation of nutritious food. Units of study include but are not limited to methods of sanitation, herbs and their uses for creative cooking in appetizers, meats, pastry, cultural food experiences, celebration meals and entertaining. Food labs, computer projects and field trips enhance the classroom presentations.

**Foods & Nutrition II:** This course emphasizes the selection and preparation of nutritious foods and how our bodies use this food to maintain a healthy weight. Units of study include but are not limited to nutrients, soups & salads, yeast breads, eating disorders & careers. Computer searches, guest speakers and food labs supplement the classroom instruction.

**Child Development:** This course helps students gain knowledge and understanding of the intellectual, physical, social, and emotional development of children from conception through adolescence. Course content centers around: history of child development, care during the prenatal period, birthing methods, growth stages, language development, health and safety standards, meeting developmental needs, human relations skills, and evaluation of family and career changes in relation to the impact on children. Up-to-date topics, information related to careers in childcare, guest speakers, and field trips are incorporated throughout the course.

**Parenting:** This course is designed to help students examine the decision to become a parent and the responsibilities, satisfactions, and stresses of parenthood. Many types of parenting situations are examined and various types of parenting crises are emphasized. Stress prevention and management techniques are presented. The work of community agencies that help parents deal with various types of crises are explored. Attention is given to the needs of teenage parents and to the importance of readiness for parenthood. Guest speakers, computer programs, and projects supplement class presentations and discussions.

**Interior Design:** This semester course provides students with information in the areas of history of interior decoration, elements and principles of design, floor plans, furniture arrangement, kitchen planning, floor coverings, wall treatments, windows and window treatments, lighting, and visual enrichment including accessories. Relation to socio-economic factors, trends, personal tastes, physical needs and limitations, and psychological needs are emphasized. Many projects, field trips, guest speakers, and computer programs are incorporated throughout the class (Consumer Education Credit).

**Managing Lifestyles:** Responsible participation as adults in the home, community, and workplace is the direction of this course. Areas covered include clothing care (laundry), food preparation and nutrition, parenting, communication skills, goal setting, responsible decision-making, career readiness, using available resources, banking, credit, budgeting, insurance, income taxes, housing, automobiles, and purchasing appliances. This class places high emphasis on teamwork, interpersonal skills, and higher order thinking skills. Various labs, field trips, guest speakers, computer programs, and projects are utilized throughout the course (Consumer Education Credit).

**Interrelated Cooperative Education:** Interrelated Cooperative Education is designed for senior students interested in pursuing careers in a variety of occupations. Students are released from school for their paid cooperative education work experience and participate in five class periods 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 outlines and the task list of the desired occupational program.

Factors considered for admittance into the program are attendance, discipline record and results of the National Career Readiness Certificate. A qualified cooperative education coordinator is responsible for supervision. Written training agreements and individual student training plans are developed and agreed upon by the employer, students and coordinator. Occupational task lists form the basis for training plans. The coordinator, student and employer assume compliance with federal, state and local laws and regulations. Participation in fund raising activities is required. Refer to student agreement number 9 of the Coop application.

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, organization and job determination. In addition, classroom instruction includes technical skills as identified on the occupational task list (Consumer Education Credit).

**Culinary Arts Apprenticeship** – This course is an apprenticeship in the basics of Culinary Arts and Food Service. Food management skills (sanitation, food production, menu planning, and food purchasing) are practiced in a business and possible classroom setting. Emphasis will be on building participation hours to be used in articulation with Scott Community College Culinary Arts accredited two-year program. Students will be required to work a minimum of 10 hours per week or more at the restaurant during the school year with possible summer employment. Students will be released from the high school after 5<sup>th</sup> period. The time students are required to work will be established according to the needs of the site supervisors. Students may be required to work evenings, weekends and /or days that school is not in session. In addition to accumulating on the job training hours students completing the first semester of Family and Consumer Sciences, one semester Foods I and one

semester Foods II at Geneseo High School with a B average or better, will receive certificates enabling them to receive college credit at no cost for CA 204 Nutritional Meal Planning (3 credits) through Scott Community College.



# FOREIGN LANGUAGE CURRICULUM

Course	Semester(s)	Credit	Prerequisite(s)
French I	2	2	Grades 9 - 12
French II	2	2	French I
French III	2	2	French II
French IV	2	2	French III
Spanish I	2	2	Grades 9 - 12
Spanish II	2	2	Spanish I
Spanish III	2	2	Spanish II
Spanish IV	2	2	Spanish III
AP Spanish	2	2	Spanish III and current teachers' signature
AP French	2	2	French III and current teachers' signature

**Special Course Requirements:** Students should review admission requirements in foreign language at the college or university of their choice. **It is strongly recommended that students enrolling in Spanish I or French I earn a grade of C- or better in their previous semester of English. It is essential students have an understanding of the English language, be able to memorize, and possess good study skills. Students are strongly encouraged to take language study in consecutive years. If a student fails a semester of foreign language, they may not continue without repeating the failed semester.**

## Course Descriptions

**French I:** French I is designed to enable students to attain a measurable degree of communicative competency and proficiency in each of the four language skills: listening, speaking, reading, and writing. Much emphasis is placed on vocabulary, elementary French grammar, and expressions of contemporary spoken French. In addition, the course is based on the premise that language cannot be separated from culture; therefore, in each lesson students will be exposed to up-to-date, authentic information about the French-speaking world. The situational topics of each lesson deal with themes and lifestyles to which young people can relate, as well as topics relating to adult life. Students are required to memorize new vocabulary words and to spell them correctly in French. Testing consists of frequent quizzes as well as chapter tests.

**French II:** French II allows students to continue to develop their four basic language skills and cultural awareness. Students will build upon knowledge and structures learned in French I, with continued emphasis on vocabulary. Further independence is developed in oral and written activities. Greater emphasis is placed upon the reading and writing aspects of the French language. Communicative proficiency will continue to be expanded in order to be able to function in a French-speaking culture. Students will also learn about the history of France.

**French III:** French III offers continued practice in the four basic skills: listening, speaking, reading, and writing. Additional advanced concepts are presented through readings and dialogues. Exercises in the textbook are used to expand developmental reading and writing. Speaking and listening skills are developed through classroom discussions of the reading material as well as through mutual topics of interest. Much of the class is conducted in French. Cultural awareness is continued by studying customs and traditions of the French-speaking world and French history.

**French IV:** In French IV, the student's knowledge of the French language and French culture will become mature and refined. Continued practice is offered in the four basic language skills. Advanced grammatical and conversational proficiencies are developed through narratives, dialogues, skits, literature, free composition, and discussions. Students are encouraged to speak French as often as possible, as most of the class is conducted in French. Several cultural units will be included as well as keeping a daily journal periodically during the year. An art history unit will include research on French artists and the influence they have had on French culture.

**AP French:** AP French utilizes all of the student's previous language learning to develop the use of French for active communication in speaking, comprehending, reading and writing. Students will practice speaking by situational dialogues, telling stories and responses to direct questions. Students will read a variety of material in French and write compositions in French. Narratives, dialogues and lectures will be presented so that students will develop comprehension of spoken French. Materials related to French culture will also be included. The course will prepare the student in the four areas tested on the Advanced Placement French Language Exam (listening, reading comprehension, speaking and expository writing).

**Spanish I:** Spanish I is designed to enable students to attain a measurable degree of communicative proficiency in each of the four language skills: listening, speaking, reading, and writing. In addition, the course is based on the premise that language cannot be separated from culture; therefore, in each lesson students will be exposed to up-to-date, authentic information about the Spanish-speaking world. The situational topics of each lesson deal with themes and lifestyles that young people can relate to, as well as topics relating to adult life. The lessons are presented by the teacher and reinforced by native speakers on tape. Videos are shown periodically to enhance awareness of cultural themes. Students are required to memorize new vocabulary words and to spell them correctly in Spanish. Testing consists of frequent quizzes as well as chapter tests.

**Spanish II:** Spanish II allows students to continue to develop their language skills and cultural awareness. Students will build upon knowledge and structures learned in Spanish I. Further independence is developed in oral and written activities. An increased emphasis is placed on the reading and writing skills. The lessons are presented by the teacher and reinforced by native speakers on tape. Videos are shown periodically to enhance awareness of cultural themes. Students continue to memorize new material and will have frequent quizzes and tests.

**Spanish III:** Spanish III offers students continued practice in reading, writing, speaking and listening in the target language. Students will learn the vast majority of verb tenses at this level and will have the opportunity to apply their knowledge of these tenses in reading, writing, listening and speaking activities from the textbook. Tests and quizzes will be given in order to assess students knowledge of advanced vocabulary and grammatical concepts. Students will begin to become more proficient in the language with increased speaking activities. Cultural awareness will be strengthened through the study of literary works, customs and traditions of the Hispanic world.

**Spanish IV:** The Spanish IV course offers students the opportunity to further develop their skills in listening, speaking, reading and writing. The college level text that is used gives the student review and practice of previously learned grammar and also provides additional vocabulary and advanced usage. The text covers a variety of cultural topics utilizing authentic literature, as well as selections about art and music. Students will be expected to use the language more and with greater proficiency.

**AP Spanish:** The AP Spanish course utilizes all of the student's previous language learning to develop the use of Spanish for active communication in speaking, comprehending, reading and writing. Students will practice speaking by situational dialogues, telling stories, and responses to direct questions. Students will read a variety of material in Spanish and write compositions in Spanish. Narratives, dialogues, and lectures will be listened to in order to develop comprehension of spoken Spanish. Materials related to Hispanic culture will be included. The course will prepare the student in the four skills areas of listening, speaking, reading comprehension, and expository writing which are tested on the Advanced Placement Spanish Language Exam.

# MATHEMATICS CURRICULUM

Course Titles	Semester(s)	Credit(s)	Prerequisites
*+Algebra	2	2	Pre-Algebra, MS Teacher placement
Algebra IA	2	2	Pre-Algebra, MS Teacher placement
Algebra IB	2	2	Algebra IA
Plane Geometry 085	2	2	Algebra I or Algebra IA & IB
Basic Algebra 081	1	1	Teacher placement
Intermediate Algebra 090	1	1	Teacher placement
** Geometry	2	2	Teacher placement
** Algebra II	2	2	Geometry or Teacher placement
Statistics	1	1	Geometry or Plane Geometry 085 with Teacher placement
Trigonometry	1	1	Geometry or Plane Geometry 085 with Teacher placement
Pre-Calculus	2	2	Algebra II and Geometry
AP Calculus	2	2	Pre-Calculus

\*Students who are failing at end of first quarter will be placed in Algebra IA (Based on recommendation of teacher).

\*\* Geometry or Algebra II with Algebra IA & IB prerequisite requires a final grade of B or better for enrollment.

+Algebra I taken in 8<sup>th</sup> grade does not fulfill the high school graduation requirement.

## Course Descriptions

**Algebra IA:** This course is the first course of a two-year course of study that will cover connections of earlier mathematics courses to algebra, properties of real numbers, solving of linear equations and functions, writing linear equations, solving and graphing linear inequalities, systems of linear equations and inequalities, exponents and exponential functions, quadratic equations and functions, polynomials and factoring, rational expressions and equations, radicals and connection to geometry. Placement is based on grades in the student's previous math course.

**Algebra IB:** This course is the second course of a two-year study that will cover the connections of earlier mathematics courses to algebra, properties of real numbers, solving of linear equations and functions, writing linear equations, solving and graphing linear inequalities, systems of linear equations and inequalities, exponents and exponential functions, quadratic equations and functions, polynomials and factoring, rational expressions and equations, radicals and connection to geometry. This course is designed for students who cannot take the rigor of a regular Algebra I class and/or have the recommendation of their teacher.

**Algebra I:** This course covers operating with real numbers, real number properties, solving equations in one variable, translating word problems into equations including fraction, decimal, percent, ratio, and motion problems, graphing inequalities, disjunction, conjunctions, and linear equations, simplifying and operating with polynomials, rational expressions, and radicals, factoring polynomials, solving systems of linear equations and quadratic equations. Placement is based on grades in the student's Pre-Algebra class.

**Geometry:** This course is intended for students who have successfully completed one year of algebra. It takes an axiomatic approach focusing on the language of geometry, logic, parallelism, triangles congruence, inequalities, and right triangle relationships polygons, circles, similarity, area and volume of plane and solid figures, and coordinate geometry. This course qualifies as a college preparatory class.

**Algebra II:** This two-semester course is a second year Algebra course. Algebra I will be briefly reviewed. This course will be an extension of basic algebraic properties and techniques including real number properties of polynomials, factoring, rational expressions, logarithm, and exponents, trigonometry, first and second-degree equations and inequalities, functions, and graphing. There will be a greater emphasis on problem solving.

**Plane Geometry 085:** This course is a two-semester course where the emphasis will be on a less algebraic approach to geometry. Topics to be covered will be the same as a standard geometry course such as point, line, plane, segments, triangles, polygons, circles, and coordinate plane. Math 085 - Introductory Geometry includes construction techniques, congruency, angles and triangles, similar polygons, parallel lines and planes, areas and volume, logic, and formal proofs. This course is designed for students who did not perform well in Algebra I.

**Basic Algebra 081:** Introductory algebra includes sets, properties of real numbers, operations with rational and irrational numbers, monomials and polynomials, basic factoring, solving first and second degree equations, and an introduction to linear and quadratic functions and their graphs.

**Intermediate Algebra 090:** This is an extension of basic algebraic properties and techniques which includes real number properties, polynomials, factoring, rational expressions, logarithm, and exponents, first and second degree equations and inequalities, functions, and graphing.

**Statistics:** This is a one-semester course designed to provide an introductory study of statistics and probability applied to areas of sociology, business, economics, education, medicine, and mathematics. Students will learn the language of statistics and apply statistics techniques to practical applications.

**Trigonometry:** This is a one-semester course designed to build a solid foundation of trigonometric skills and concepts. It will include the study of the six trigonometric functions and their identities and the use of right triangle trigonometry to solve application problems. Students will also graph the functions using rectangular and polar coordinates.

**Pre-Calculus:** This math course covers advanced topics in mathematics, which will be used in various areas of study. Topics included in this course are: functions and relations of polynomials, trigonometric identities and functions, matrices, complex numbers, parametric and polar coordinates. Students who plan to enter a mathematics intensive curriculum in college should plan to take pre-calculus.

**AP Calculus:** This course covers the mathematics of change and motion. It consists of a review of analytic topics needed for calculus such as functions, maximum and minimum slope. Limits and rate of change are used to develop the derivative and its use. First and second derivatives are used as aids in graphing functions. Integration of functions is developed for polynomial and trigonometric forms. Next, applications of integration in finding areas, volumes, centers of gravity and surfaces of revolution are covered. Work is done on other special calculus functions. This course prepares students for the college AP exam that is taken in the spring.

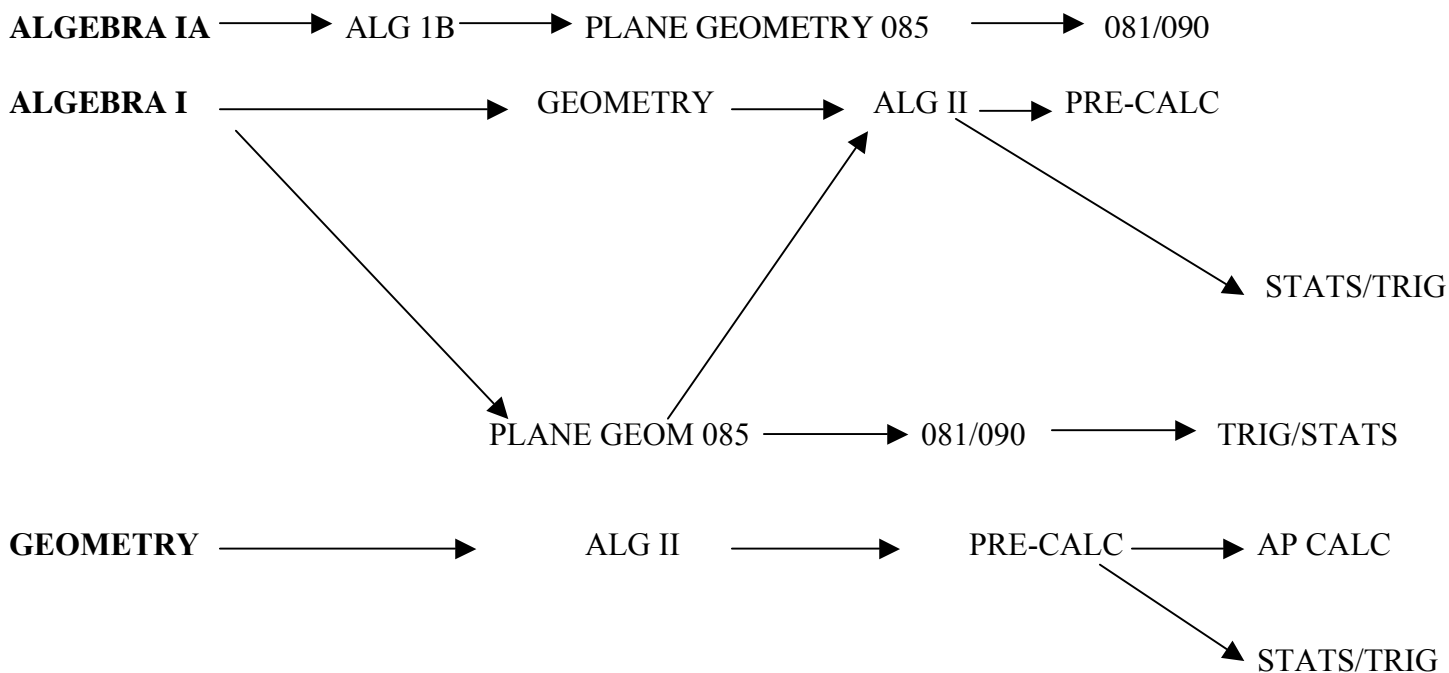
## Math Elective

This math elective for 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grade students must be taken concurrently with a math course that satisfies the Geneseo High School math graduation requirement. Math electives for 12<sup>th</sup> grade students are available only after satisfying the third year math credit requirement or concurrently with another class in the math curriculum.

Course Title	Semester	Credit	Prerequisite
Computer Programming	1	1	Grade 9 – 12, Passed Algebra I or teacher approval. Concurrent enrollment in math.

**Computer Programming:** This semester class will give students an introduction to computer science and give them the basic knowledge of what computer programmers do. Students will learn how to write program code in a high level programming language in order to instruct the computer to perform tasks. Several different programming languages (Visual Basic 6.0, Visual Studio, C++, C# and Java) will be discussed but the primary language will be Visual Studio.

### MATHEMATICS DEPARTMENT FLOW CHART



## PHYSICAL EDUCATION, HEALTH, AND DRIVER EDUCATION CURRICULUM

Course	Semester(s)	Credit	Prerequisite(s)
Physical Education Lowerclass	1	1	Grade 9
Physical Education Lowerclass	2	2	Grade 10
Physical Education Upperclass	2	2	Grades 11 and 12
Health	1	1	Grade 9
Wellness	2	2	Grades 10 – 12
Advanced Wellness – Early bird	2	2	Grades 10 - 12
**Driver Education/Physical Education	1	1	Grade 10

**\*Class sizes will be balanced between PE lowerclass and PE upperclass during each class period. The age group distinctions listed above are general. Sophomore and Junior students may be moved into a different level to balance classes.**

**\*\*Eligibility for Drivers Education is based upon earning 8 credits in the previous two semesters.**

### Course Descriptions

**Physical Education Lowerclass:** Freshman and sophomore students are placed in a program emphasizing team sports and large muscle activity. Units of instruction include a combination of flag football, soccer, speedball, field hockey, basketball, volleyball, volley tennis, softball, eclipse ball and more. Ninth grade students will have physical education one semester and health one semester.

**Physical Education Upperclass:** The junior/senior program places more emphasis on individual, dual, and lifetime sports. These include a combination of archery, tennis, golf, pickle ball, bowling, badminton, disc golf, aerobics and more.

**Wellness:** This class will have a heavy emphasis on weight training and flexibility. The course will include specific instruction in weight training programs designed to help develop the five components of physical fitness (muscle strength, muscle endurance, body composition, cardio-respiratory endurance and flexibility). Days that are not used for weight training will be used for aerobic activity and/or game play.

**Advanced Wellness:** This class will have a heavy emphasis on weight training, flexibility and agility. It will include specific instruction in weight training programs designed to help develop the five components of physical education. This class will teach advanced techniques to those students who really want to advance their training. Completion of wellness or proof of training similar to that of wellness and permission of the instructor are required to be admitted to this class. **Advanced Wellness meets Monday, Tuesday and Thursday from 6:25 – 7:45 am.**

Physical fitness training and testing are an important aspect of all physical education classes. Students participate in weight training on a weekly basis during the winter quarters. In-line skating provides cardio-respiratory training and fun for all ages in the fall and spring quarters. Students in all classes will receive an overview of the wellness curriculum, including the components of physical fitness and common fitness vocabulary.

**Health:** Health is a graduation requirement offered to all freshmen students on a semester basis. In health class, students are encouraged to make positive decisions regarding their own wellness. Responsible decision-making is stressed in all units of instruction. The topics covered in health class include sex education, AIDS, mental health, stress management, responsible relationships, nutrition, physical fitness benefits and personal fitness plans, cardiovascular diseases, lifestyles free from the use and abuse of drugs, alcohol, and tobacco, personal safety, and first aid (including CPR).

**Driver Education/Physical Education:** Drivers Education classroom will be offered to eligible students. Placement in Behind the Wheel Driver Education will be prioritized by grade in school and then by date of birth. Upon successful completion of both segments of this course, students may apply for a driver's license at the Secretary of State office. A social security card is required before classroom driver education.

PE Waivers:

Enrollment in physical education may be waived for the following reasons:

- Enrollment in classroom driver education
- Participation in Marching Band
  - Sophomores, juniors and seniors only
  - 1<sup>st</sup> quarter PE waiver
- Participation in Interscholastic Athletics and activities (junior and seniors only)
  - Fall athletes: 1<sup>st</sup> quarter PE waiver
  - Winter athletes: Choose 2<sup>nd</sup> or 3<sup>rd</sup> quarter PE waiver
  - Spring athletes: 4<sup>th</sup> quarter PE waiver
- Senior students who lack sufficient course credits in order to meet state and local graduation credit may apply for a waiver.
  - Students who have failed physical education may not use this provision to waive their make-up requirement.
- Junior or senior students who need a specific course required for admission to an institution of higher learning may request a waiver.
  - In order for the waiver to be approved, all of the student's classes must be required for graduation or admission to an institution of higher learning.
- Students without a PE waiver are required to have 7 semesters of physical education.

For additional information, students should see their guidance counselor. Students requesting a physical education waiver must apply when requesting courses for the next school year. An athlete who does not make a team or fails to try out for the team must contact a high school counselor immediately to return to physical education class by the following school day. An athlete who quits the team after practice has started will be required to repeat the entire quarter of physical education regardless of the waiver status in the following semester. The student is solely responsible for requesting a schedule change if they are no longer eligible for the PE waiver. Failure to follow these directions may compromise the student's graduation status. A physical education waiver will impact a student's grade point average and class rank.

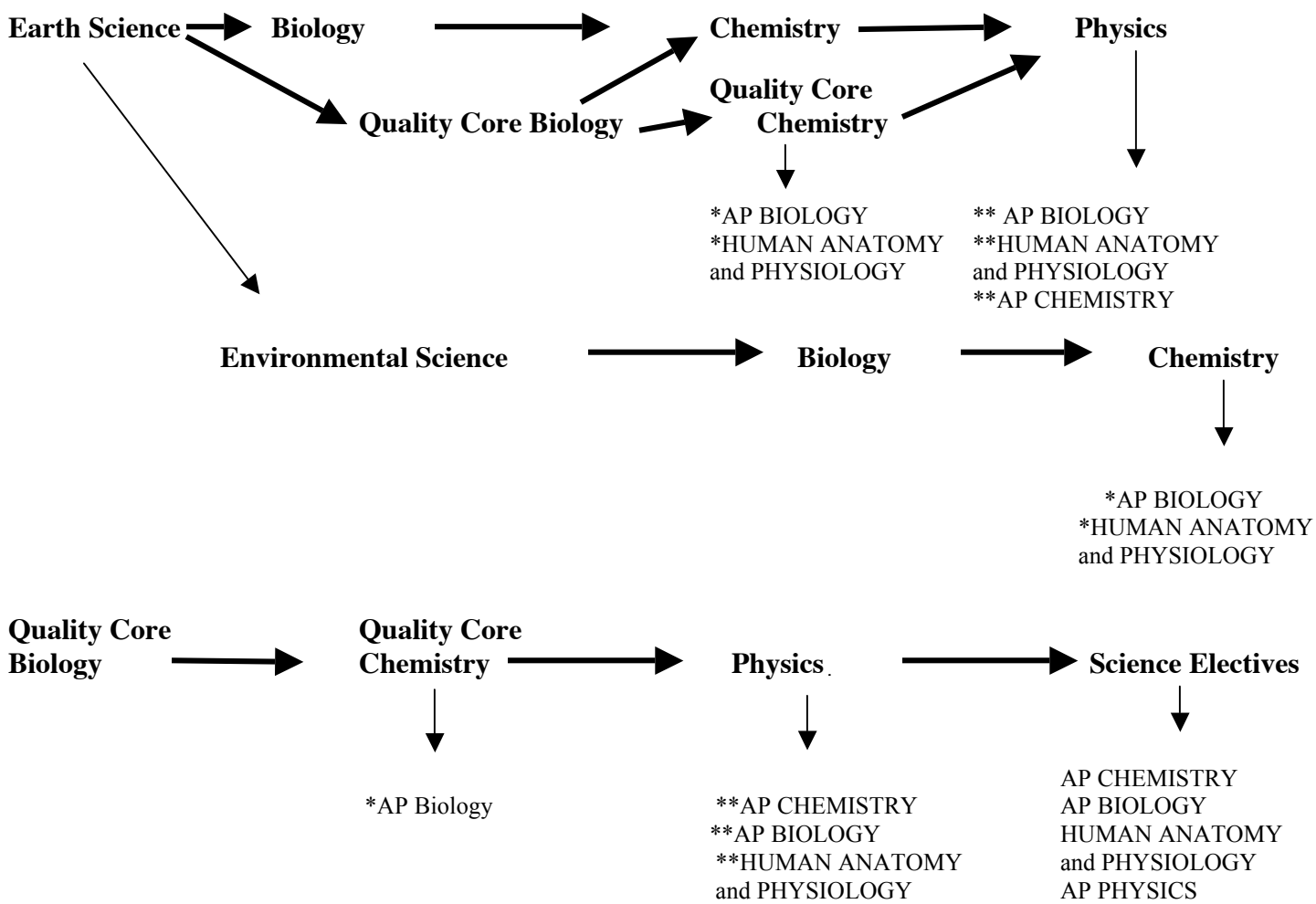
## SCIENCE CURRICULUM

Course	Semester(s)	Credit	Prerequisite(s)
Earth Science	2	2	Teacher Placement
Environmental Science	2	2	Teacher Placement
Biology	2	2	Teacher Placement
Quality Core Biology	2	2	Teacher Placement, Grades 9 or 10
AP Biology	2	2	Biology; *Core completion; Chemistry or Physics concurrent; teacher signature
Human Anatomy & Physiology	2	2	Biology, *Core completion; Chemistry or Physics concurrent; teacher signature
Chemistry	2	2	Algebra I, Grades 10 – 12
Quality Core Chemistry	2	2	Teacher Placement
AP Chemistry	2	2	Chemistry, Chemistry Teacher Recommendation
Physics	2	2	Algebra II
AP Physics/Mechanics	2	2	Physics and Physics Teacher Recommendation

\*Core science courses are Earth Science, Biology, Chemistry and Physics.

Science electives (i.e. non core courses) are only available to students who are in concurrent enrollment of a core science course beginning with Chemistry. The concurrent enrollment rule will be waived after the completion of Physics.

## SCIENCE DEPARTMENT FLOW CHART



\*Must be concurrent with Chemistry

**\*\*Must be concurrent with Physics**

### Science Course Description (Continued)

**Earth Science:** This course is a study of our planet Earth. It applies scientific concepts and ideas to the daily lives and activities of the students. Topics include: mineral and rocks, geology and plate tectonics, oceans, weather, and astronomy. Teaching and learning strategies include cooperative learning activities, laboratory investigations, and the use of technology in the classroom.

**Environmental Science:** This course is a one-year course, which will cover a wide variety of environmental topics. The focus of the course will be on ecology and man's effect on his environment. The course will provide a wide range of activities and topics relevant to the student. This course is not designed to be a college preparatory course. This course is not available to those who have passed Biology or above.

**Biology:** The first quarter of the course deals with the history of biology and the scientific approach. Following this introduction, the class moves into the cell structure and its physiology, finishing second quarter with the study of genetics. The third and fourth quarters deal primarily with the phylogenetic classification of the animal kingdom, which includes four dissections and a look at the major systems of man.

**Quality Core Biology:** This course is designed to cover the biology concepts of biochemistry, cells, genetics, evolution, animals, plants, relationships among organisms, ecology. There will be a strong emphasis on developing students' laboratory skills, laboratory reports, and use of technology including chromatography, electrophoresis, titrations, Spec 20, and other laboratory techniques. There will be a .5 weighted grade assigned to the GPA of this class.

**AP Biology:** This course is designed to be the equivalent of a college introductory biology course. This course differs significantly from the usual first year biology course with respect to the kind of textbook used, the range and depth of topics covered, the kind of laboratory work done, and the time and effort required by the students. The general topics covered are biochemistry, energy transformations, heredity, principles of taxonomy, plants, ecology, cell structure, molecular genetics, evolution, survey of monera, protista, and animals. A laboratory manual must be purchased.

**Chemistry:** This is a general chemistry course typical of a first course in chemistry. Included are the major theoretical concepts dealing with matter, development of chemical skills, and problem solving skills. Emphasis is placed on laboratory skills and chemical safety.

**Quality Core Chemistry:** This course is designed to cover the chemistry concepts of naming, bonding, solutions, gases, equilibrium, thermochemistry, kinetics, and redox reactions. There will be a strong emphasis on developing students' laboratory skills, laboratory reports, and use of technology including Excel, WebMO, and ChemSketch, and Vensim. There will be a .5 weighted grade assigned to the GPA of this class.

**AP Chemistry:** This course is the equivalent of a first year general chemistry course taken in college. Considerable emphasis is placed on the theoretical aspects of the course content. Areas of study include: atomic theory, atomic structure, chemical bonding, states of matter, solutions, reactions, stoichiometry, equilibrium, kinetics, thermodynamics, and descriptive chemistry. The laboratory will emphasize quantitative work, use of instrumentation that is available, and increasing laboratory skills.

**Physics:** This course is a physical science in which the students will study the laws and principles, which govern the operation of the mechanical universe, including Newton's Laws and properties of light and electricity. The course will include lab activities and demonstrations to provide a "hands-on" experience with physical principles. Concurrent enrollment in Pre-Calculus is recommended but not required.

**AP Physics/Mechanics:** This course is a non-calculus, college level, rigorous course encompassing the study of mechanics, waves and optics, thermodynamics, electricity and magnetism, and modern physics. Demonstrations and lab activities are used for the understanding of physical concepts. The content of the course is designed to prepare the student for the AP exam.

**Human Anatomy and Physiology:** This is a one-year course that will provide fundamental concepts of anatomy and physiology, and is designed to meet the needs of students to prepare for higher education in a life science field, especially in preparation for a health care career. A wide range of topics and general information that is relevant to the health and well-being of students will be presented. Two primary goals of this course are to develop students' technical/writing skills, and to enable students to become informed health care consumers able to act as their own advocates in modern managed health care facilities.

# SOCIAL STUDIES CURRICULUM

Course	Semester(s)	Credit	Prerequisite(s)
World History to 1350	1	1	Grade 9 – 12
World History since 1350	1	1	Grade 9 - 12
Honors World History	2	2	Grade 9, teacher recommendation
United States History	2	2	Grade 10
Honors United States History	2	2	Grade 9 Honors, Grade 10
*AP United States History	2	2	Grade 10-12, see course description
Humanities – Our World from 1950 to Present	1	2	Grade 11 – 12, 3.0 GPA teacher signature
AP U.S. Government/Politics	2	2	Grade 11 – 12, teacher signature
United States Government	1	1	Grade 11
Honors United States Government	1	1	Grade 11, Honors US History or AP US History
World Problems	1	1	Grade 11 - 12
Economics	1	1	Grade 11 - 12
Sociology	1	1	Grade 11 - 12

**Special Course Requirements:** All students must pass both semesters of United States History, one semester of American Government and one other social studies semester course to satisfy graduation requirements.

\*10<sup>th</sup> graders must have completed World History Honors with an A average.

## Course Descriptions

**World History to 1350:** The course is divided into two semester courses that are independent of one another. Students are encouraged to take both courses in sequence, but need not do so. The first semester course is entitled, “World History to 1350”. This course examines the history of mankind from his prehistoric origins through the European renaissance. This course emphasizes the history of western civilization.

**World History since 1350:** This is the second semester of world history, which examines the history of mankind from the end of the renaissance period to the present. This course emphasizes the history of western civilization. The course helps the student obtain a fundamental understanding of the development of mankind.

**Honors World History:** This is a yearlong course emphasizing the history of western civilization. The course reviews and briefly covers the ancient civilizations of Egypt, Mesopotamia, Greece and Rome, along with an overview of the Middle Ages. The primary focus of the course looks at the development of western civilizations in Europe from 1500 to the present. Beginning with the Renaissance and Reformation, through the English and French Revolutions, 19<sup>th</sup> century Industrialization and Nationalism, World War I, World War II and cold war Europe. Finally, Honors World History is a prerequisite course for students to potentially take AP US History as a sophomore.

**United States History:** This is a required course. The course of study starts with a review of the discovery, exploration, and colonization of the Americas; the Revolutionary War for independence; and the development of our government and country under the Constitution. Early development of our country, socially and economically, as well as our foreign policy up to the Civil War, is briefly reviewed. The course of study places its major emphasis on the Civil War period to the present day. Here the rise of the United States as an industrial nation and as a world power is examined by taking a look at the United States’ foreign policy and its domestic issues. Major emphasis is placed upon the social, economic and political development of the United States. The course is provided to give a student direction in the present and future by understanding where the United States has been and how it has operated in the past.

**Honors United States History:** This is a yearlong course that starts with a review of the colonial to Civil War period like the regular United States History class. The course of study will also place its major emphasis on the Civil War period to the present day. In addition to a focus on social, economic and political development of the United States, rigorous textual, primary source, and additional secondary source readings will be utilized as well as development of analysis and writing skills.

**AP United States History:** This course is designed for students who want to receive college credit upon successful completion of the Advanced Placement Exam and meet the U.S. History graduation requirement. The course is two semesters and is a demanding approach to the study of U.S. History. Students will be required to engage in rigorous reading, writing and analysis assignments. The student’s grade is weighted for the course and grade assessment will be based on extensive writing, class discussion, independent reading assignments, creative projects, quizzes, and tests. The course is open to sophomores, juniors and seniors who are motivated to meet the rigorous curriculum of the college level course and meet the following eligibility:

1. Sophomores must have completed the Honor World History course with an A and a recommendation from the teacher of the course.
2. Juniors/seniors must have completed the Honors U.S. History course or the U.S. History course with an A and a recommendation from the teacher of the course.

**Humanities – Our World from 1950 to Present:** “ As adults, we quickly realize how our current economy, social ideologies, and trends are a direct result of our recent history – a history many of our current population helped create. In “Our World 1950’s – Present” we will look at the past sixty years as seen through the eyes of influential authors and historians. By focusing on both historical and cultural trends, students will better appreciate why their parents and grandparents view the world the way they do. The course will demand intensive reading, so students must be prepared and willing to explore a number of texts. Students will clarify their understanding of various units through projects, papers, and presentations. This class will meet during 2 periods a day with one being assigned to Early Bird.

**AP U.S. Government/Politics:** This course is designed for students who want to receive college credit upon successful completion of the Advanced Placement Exam, meet the American Government graduation requirement, and fulfill the remaining Social Studies elective credit. This year long course includes an intensive study of the Executive, Legislative, and Judicial Branches of Government and the foundations of which American Government was created. Political Opinion and Socialization, Federalism, The Media, Interest Groups, Civil Rights, and Domestic and Foreign Policy are studied in depth as well. Students are required to stay up to date on American political happenings with the ability to apply this knowledge in class discussions, read from an upper level text on a regular basis, and write weekly reaction papers pertaining to a given scholarly article or a primary document. The student’s grade is weighted for the course and grade assessment will be based on extensive writing, political awareness in class discussion, a variety of reading assignments, creative projects, quizzes, and tests. The course is open to all juniors and seniors who are motivated to meet the requirements of this challenging course.

**United States Government:** This is a required course, which includes studies in national, state and local government. The government course encompasses studies, which emphasize the U.S. Constitution and the Illinois Constitution. In addition, each branch of the federal government--the executive, legislative and judicial branches--is separately examined, looking at its functions and powers, as well as the representative individuals in those offices. Regulatory agencies are also examined.

Incorporated into these studies are examinations of the U.S. political parties, U.S. foreign policy, state political offices, and comparisons between democracy and totalitarianism. Current events that relate to the American political structure are also discussed.

### **Social Studies Curriculum Course Descriptions (continued)**

**Honors United States Government:** The American Government Honors course fulfills the social studies requirement with a prerequisite of being in the honors program. This semester long course will include in depth studies of the Executive, Legislative, and Judicial Branches of Government and the foundations of which American Government was created. Political Opinion and Socialization, Federalism, The Media, Interest Groups, Civil Rights, and Domestic and Foreign Policy are studied as well. Students are expected to keep a Current Events Portfolio and stay up to date on American political happenings with the ability to apply this knowledge in class discussions, read from an upper level text on a regular basis, and write one reaction paper per quarter pertaining to a given scholarly article or a primary document.

**World Problems:** The course is discussion oriented. There is no textbook for the course. "Newsweek" magazine is used as an informational resource. Students are required to subscribe to the magazine at a student rate that is set by Newsweek. The course focuses on foreign affairs, but also examines domestic issues. Units on geography, 3<sup>rd</sup> world countries, and world religions are also included. Students are expected to read, listen, or watch the news while enrolled in the course. Topic tests, *Newsweek* tests, news quizzes, and oral news reports form the basis for evaluating student success in the course. World Problems will help a students become more aware of and gain a better understanding of situations in the world that are of concern to the U.S. and the world community.

**Economics:** This class is an elective class that meets both the requirements of a social studies credit and the Illinois state-mandated consumer education requirement. The Economics course covers an introduction to economics, a look at the American economy versus other economic systems. Demand, supply and the interaction of markets are discussed as well as all types of businesses, how their costs are figured, and how leading economic indicators like Gross National Product can predict future recessions or prosperity for the economy. In addition, consumer topics covered include money and banking, budgeting, all types of insurance, credit and its costs, as well as a look at investing for the future. The course utilizes films and resource speakers from the business world to enhance the students' learning. Economics is not a course that requires a mathematical background.

**Sociology:** This is a one-semester junior/senior elective class that is one of the electives that fulfills the social studies requirement for graduation. Sociology is the study of human relationships, social group behavior, and looking at the "why" of peoples' actions and behaviors. This course covers the development of sociology, the concept of culture, and the American value system. In addition, our roles in society and the groups we join or belong to are also examined. Personality formation and socialization, early childhood and adolescent development, crime & deviance, race & ethnicity, the family, religion, education and sport are also explored in this course.

The Geneseo High School social studies curriculum is compliant with Illinois school code to include instruction on the following topics. ILCS 5/27-20.3 Holocaust & Genocide, 5/27-20.4 Black History, 5/27-20.5 study of women's history, 5/27-20.6 study of Irish potato famine.



# SPECIAL EDUCATION CURRICULUM

The prerequisite for all classes is placement in the Special Education Program.

Course	Semester(s)	Credit
English I, II, III, IV	2(each)	2(each)
Math I, II	2(each)	2(each)
Practical Algebra	2	2
*Orientation to Vocational Education I & II (Consumer Ed credit, Course offered odd years)	2	2
*Preparation for Careers I & II (Consumer Ed credit, Course offered even years)	2	2
*+Secondary Transitional Employment Program I & II (Consumer Ed credit)	2	4
Homework Assistance	2	0
U.S. History	2	2
Government	1	1
Geography (Course offered even years)	1	1
*Current Issues (Course offered odd years)	1	1
Health	2	2
Physical Education (Grade 9 – 12)	2(each)	2(each)
Science (Course offered in odd years)	2	2
Practical Science (Course offered in even years)	2	2
*Home Arts (Consumer Ed credit, Course offered odd years)	2	4
Study Skills	1	1
Literacy Lab 1	2	2
Literacy Lab 2	1	1
Preparation for Technology (Course offered even years)	2	2
**Life Skills English	2	2
**Life Skills Math	2	2
**Life Skills Science	2	2
**Life Skills Social Studies	2	2
*Survey of Industrial Technology (Course offered odd years)	2	2

\*These courses will be offered on an every other year basis. Example: The 2009 -2010 school year is an “odd” year and 2010 – 2011 is an “even” year.

+Two of the following are prerequisites for Steps I & II: Orientation to Vocational Education I & II, Preparation for Careers I & II, and Preparation for Technology.

\*\*These courses may be offered in a block sequence and can be taken more than once throughout a student’s high school career.

## Course Descriptions

**English I:** This course will have an emphasis placed on skills needed for effective written and verbal communications, such as grammar, spelling and vocabulary. In literature, reading comprehension and expression of ideas are built up through the study of short stories, poetry, drama, non-fiction, and novels.

**English II:** This course will focus on reading, writing, listening and speaking skills. Spelling, punctuation, sentence structure and paragraph development are skills covered to improve written language. Literature will be presented in short stories, poetry, non-fiction, and novels, emphasizing improved reading skills. The writing process of pre-writing, revisions, editing and presentation will be developed. Independent reading and book reports will be required in both written and oral formats.

**English III:** This course will focus on the communication process and its relevance to the workplace. Students are exposed to all components of the communication process. Students engage in reading, writing, speaking and listening activities, which are integrated into meaningful life situations. Literature will include short stories, non-fiction and novels. Written language development will introduce business and workplace documents. A research paper is required. The use of technology skills such as word processing, Powerpoint, and Internet research will be encouraged in all English units.

**English IV:** This course will continue to develop the basic skills taught in past English classes. Written language will be addressed with work in mechanics, grammar, sentence and paragraph structure. Students will write letters of application, resumes, fact sheets, reference pages, journal entries, and essays. Literature will be explored through short stories, poetry, and novels. Oral communications will be further developed through telephone skills, job interviews, class presentations, speeches and oral book reports. The use of technology skills such as word processing, Powerpoint, and Internet research will be encouraged in all English units.

**Math I:** Math I will focus on the review and application of basic math skills. The students will gain knowledge of whole numbers, fractions, percents, measurement and graphing.

**Math II:** This course will review the basic operations of addition, subtraction, multiplication, and division with whole numbers, decimals and fractions. This course will help prepare the students with math skills necessary in their lives after school and/or for possible mainstreaming into Essentials of Math.

**Practical Algebra:** Practical Algebra teaches students basic algebraic skills including problem solving, logical thinking, whole numbers, fractions, decimals, averages, estimating, measurements, and ratios.

**Orientation to Vocational Education I & II:** Orientation to Vocational Education I identifies the importance of work, changes in the workplace, as well as acquiring and developing workplace skills. Students will be introduced to basic job skills necessary for starting a career. Community agencies, groups, and resources will be explored. Orientation to Vocational Education II teaches pre-vocational skills necessary to enter the world of work. Emphasis is on the exploration of career opportunities, work preparation options, and appropriate work habits, behaviors, and social skills needed in the work environment. Students will be introduced to basic job seeking skills and improving basic academic skills necessary for getting and holding a job. Development of social skills, money management skills and acceptable attitudes for work will be included. In addition, students will develop individual responsibilities as a consumer, family member, and citizen. This course will be offered in odd numbered school years such as 2009 - 2010.

**Physical Education:** This course is designed for students who need accommodations and modifications in physical education. Students work on increasing flexibility, muscular strength, and cardiovascular endurance. Activities are geared for learning lifelong fitness concepts in regard to capabilities.

**Preparation for Careers I & II:** Preparation for Careers I is designed to help students understand the benefits of career planning and the steps involved in planning a career. The students will learn how to explore careers and will be provided with career exploration opportunities in the areas of sales, health care, technology, office work, the trades, sports and entertainment, entrepreneurship, homemaking and parenting, the government and the environment. They will also be provided with an understanding of employment trends and have the opportunity to assess their own individual strengths based on their past accomplishments. Preparation for Careers II covers making a career plan, skill building in school, job seeking, job keeping and lifelong learning. This course will be offered in even numbered school years such as

**Special Education Course Descriptions (continued)**

**Secondary Transitional Employment Program (STEP I and STEP II):** These courses are a work program for juniors and/or seniors to receive on-the-job training in entry-level jobs in the community. A related class is required in addition to students working 5 to 15 hours per week. STEP is a two-year program, which helps students explore careers, or occupations in which they have expressed an interest and have shown some aptitude. STEP also provides an opportunity to observe students while working in order to determine whether or not they have the necessary behaviors that will lead to employment – speed, strength, attendance, ability to follow instructions, acceptance of criticism, etc. To participate in STEP, a student must have a disability, which could be a “barrier” to employment. The student must be at least 16 years of age and enrolled in special education courses.

**Life Skills English:** The study of Language Arts in practical life experiences and daily use.

**Life Skill Math:** The study of practical math skills and their applications to daily use.

**Life Skills Science:** A general study of science.

**Life Skills Social Studies:** A study of United States History, government, and geography in our daily lives.

**Survey of Industrial Technology:** This course is designed to give students basic background knowledge of the industrial technology department. Each of the following will be taught for a nine-week period: Small Engines, Metals, Construction, Measurements and Drafting (Team-taught with the Industrial Technology Teacher). This course will be offered in odd numbered school years such as 2009 - 2010.

**Homework Assistance:** This is an opportunity for students with an identified learning disability to receive assistance with homework and test preparation as needed. Students may also be given supplementary skill building materials to do. This course can be repeated.

**U.S. History:** U.S. History is a required course for high school graduation. Discovery, exploration, and colonization of the United States, the Revolutionary War, and the development of our government and country are the beginning topics of study. Studies from the Civil War period to the present are the topics of the second semester of this course. The course is provided to give students an understanding of the past, present and future by discovering how the United States has become a world power, where the United States has been and where it will go.

**Government:** Government is a required course, which has been designed to help students have a basic understanding of our nation’s government and their responsibilities as citizens of the U.S. Studies of the three levels of government – national, state and local will be examined as well as the three branches – legislative, executive and judicial. U.S. political parties, voting, the American Flag are other topics of discussion that will be examined. Students must pass the Federal and Illinois constitution tests.

**Geography:** This course is designed to help students become oriented within the U.S. and outside of their country. A great deal of time is spent studying the location, capitals, and interesting facts about each of our 50 states. Geographical terminology, map reading, types of maps and other continents are just a few of the topics that will be discussed. This course will be offered in even numbered school years such as 2010 - 2011.

**Current Issues:** This course is an in-depth study of important problems facing our country and world. Domestic and foreign policy issues will be studied. Students will be informed on events of current news. This course will be offered in odd numbered school years such as 2009 - 2010.

**Health:** This course will be an overview, general health course. Topics covered will include how proper exercise and diet affect your health; personal care, stress, drugs, safety, pollution, and reproduction. One semester required for graduation.

**Home Arts:** This course is designed to make students more aware of their role in society and their family and home. Topics to be discussed are: relationships, family, home, careers in homemaking, clothing care and construction, operating appliances, foods and cooking, citizenship, and consumer responsibilities. Written assignments, readings, cooking labs, and sewing projects are all a part of the requirements for this class. This class will fulfill the Consumer Education requirement. This course will be offered in odd numbered school years such as 2009 - 2010.

**Study Skills:** This course is designed to help students on an individual basis with study skills. Areas to be covered include: making students aware of the numerous situations in life that require study and giving insight into methods of study, teaching students where to find answers to questions, providing students with a knowledge of a variety of study aides, teaching students the basics for taking tests and using tests as a measure of solutions.

**Literacy Lab 1:** This course is designed to teach and practice alphabet and phonemic awareness strategies, tactile/kinesthetic spelling techniques for phonetic and non-phonetic words, and syllabication for multi-syllabic words. This class will use direct instruction as well as other strategies that they can carry on beyond high school and to the work place. This course is a year long class. A student may enroll in this class more than once throughout their high school career, and placement in this course is determined by the student’s PI or Case Manager.

**Literacy Lab 2:** This elective course is a semester course and is dedicated to the development of students’ reading skills by improving fluency, comprehension and critical thinking skills. Instruction and application of reading strategies, such as retelling, summarizing, inference, predicting, questioning, sequencing, analyzing, and meta cognitive processing will be emphasized. This course may be repeated for multiple credits as instruction is based upon individual student pre and post assessment data. Enrollment in this particular class is determined by the student’s PI or Case Manager.

**Science:** This course is an overview general science course. Important ideas and theories as they relate to daily experiences in the areas of life, physical, and earth science will be covered. Experiments and hands-on activities will be a part of the course as they can be applied to life. This course will be offered in odd numbered school years such as 2009 - 2010.

**Practical Science:** This course would explore concepts of science with a practical application. It includes a combination of horticulture, environmental science, nutrition science, and current scientific inventions. This course will be offered in even numbered school years such as 2010 - 2011.

**Preparation for Technology:** This course will encompass a strong emphasis on keyboarding, with later units using PC spreadsheet applications, word processing applications, an introduction to database software applications, and related computer activities. This is a good introductory course to business technology (Team-taught with the Business Teacher). This course will be offered in even numbered school years such as 2010 - 2011.

# TECHNOLOGY EDUCATION CURRICULUM

Course	Semester(s)	Credit	Prerequisite(s)
Drafting/Communications Technology	1	1	Grades 9 – 12
Energy Technology	1	1	Grades 9 - 12
Introduction to Manufacturing-Woods	1	1	Grades 9 - 12
Power & Transportation Technology	1	1	Grades 9 – 12
Introduction to Radio Broadcasting	2	2	Grades 9 – 12
Introduction to Metals Processes	1	1	Grades 9 – 12
Production Machining	1	1	Grades 9 – 12 (Intro to Metals Processes)
Basic Welding	1	1	Grades 11 – 12(Intro to Metals Processes)
Advanced Welding-Fabrication	1	1	Grades 11 – 12-(Basic Welding)
Introduction to Building Trades	1	1	Grades 10 – 12-Intro to Manufacturing
Interrelated Cooperative Classroom (Cons Ed Credit)	2	2	Grade 12
Interrelated Cooperative Work (Cons Ed Credit)	2	2	Grade 12

## AREA CAREER CENTER CURRICULUM (U.T.H.S Campus)

Attendance at the ACC will be allowed on a limited schedule that will least affect a students' schedule at Geneseo. Students will be accepted into the ACC Curriculum on a case-by-case basis. Students must contact their counselor regarding the possibility of taking Area Career Center Classes before registration packets are due. All tuition, expenses, and transportation for Area Career Center classes are the responsibility of the student and/or their parents. Students will follow U.T.H.S. school calendar.

### Course Descriptions

**Drafting / Communications Technology:** This is a one-semester course designed to inform students of the resources, technical processes, industrial applications, and technological impact of communication technology. It involves designing and drafting through the traditional systems. Other areas that will be covered include the graphic and electronic means of transmitting and receiving messages with experiences in telecommunications, photography, and graphic arts.

**Energy Technology:** This is a one-semester course designed to orient students to the resources, technical processes, industrial application and technological impact of energy and its uses in today's society. Class discussion, lecture, and laboratory experiences cover the field of electricity, its principles, generation, transmission and distribution, and uses of this energy source. Additional units of study in solar energy, wind and water, fossil fuels, nuclear resources, and conservation of energy as well as alternate methods of production are to be applied in laboratory experiences. Students are required to furnish OSHA approved safety glasses.

**Introduction to Manufacturing-Woods:** This is a one-semester course designed to introduce the student to the production materials, tools, equipment and techniques with emphasis in woodworking. Students will be made aware of resources, technical processes, industrial applications, and technological impacts of manufacturing and construction technology in today's society. The students will be involved in management, material processing, research and development, production, marketing and servicing components of industries which provide goods, services, and structures. Activities include organizing a manufacturing and/or construction company, designing a factory production line, producing interchangeable parts using jigs and fixtures, designing a factory assembly line flowchart, assembling a product quickly and accurately using production methods. Students are required to furnish OSHA approved safety glasses.

**Power and Transportation Technology:** This is a one-semester course that includes an overview of the following: internal combustion engines, fuels, transmission systems, and various modes of transportation. Lab experiences involving mechanics, experiments, and testing as well as class lecture and discussion will occur. Students are required to furnish OSHA approved safety glasses and a tape measure. Projects will be used as learning devices. Transportation demands and uses and environmental aspects will be included.

**Introduction to Radio Broadcasting:** This yearlong course will give students an overview of radio broadcasting. The student will be exposed to various aspects of radio such as FCC rules and what goes into a radio production. Students will produce similar projects found on-air, from start to finish. This includes writing scripts, recording, pre-production, and post-production, as well as using different sound elements like bed music and sound effects.

**Introduction to Metals Processes:** This course will introduce the student to the basics of metal processes, from raw material to finished product. Students will be acquainted with basic hand tools and the basic stationary tools like the band saw, surface grinder, stationary grinder, and drill press. Related layout and precision measurement techniques are included. Safety and industry desired work habits are stressed. Students are required to furnish and wear welding gloves and OSHA approved safety glasses.

**Production Machining:** Using Introduction to Metal Processes as the building block, Production Machining will focus on lathe and milling operations. Precision measurement will be stressed. Safety and industry desired work habits are also stressed. Students are required to furnish and wear welding gloves and OSHA

**Basic Welding:** This course covers the basic techniques of oxy-acetylene, arc welding, and MIG welding, Metal selections and setup will be included. A variety of operations and positional techniques are used to develop expertise for manufacturing as well as repair applications. Traditional as well as innovative process will be included and results tested. Students are required to furnish and wear welding gloves and OSHA approved safety glasses.

**Advanced Welding-Fabrication:** This course builds on Basic Welding and offers the students the opportunity to develop and build their own projects. Advanced techniques of oxy-acetylene, arc welding and MIG welding will also be a focus of the class. Students will need to purchase materials for individual projects. Students are required to furnish and wear welding gloves and OSHA approved safety glasses.

**Introduction to Building Trades:** This course shows students the basics of construction. Through traditional wood construction, students will construct a shed for a hands-on approach to building. Students will learn safety principles and practices; recognition of standard tools and materials; building concepts and procedures; local, state, and national codes, cost estimating and blueprint reading. Student will furnish hammer, tape measure, speed-square, utility knife, chalk line, tool belt, and OSHA approved safety glasses. Appropriate clothing and boots are required.

## Technology Education Course Descriptions Continued

**Interrelated Cooperative Education:** This course is designed for senior students interested in pursuing careers in a variety of occupations. Students are released from school for their paid cooperative education work experience and participate in five class periods 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 outlines and the task list of the desired occupational program.

Factors considered for admittance into the program are attendance, discipline record, and results of the National Career Readiness Certificate. A qualified cooperative education coordinator is responsible for supervision. Written training agreements and individual student training plans are developed and agreed upon by the employer, students, and coordinator. Occupational task lists form the basis for training plans. The coordinator, student, and employer assume compliance with federal, state, and local laws and regulations. Participation in fund raising activities is required. Refer to student agreement number 9 of the Coop application.

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, organization and job determination. In addition, classroom instruction includes technical skills as identified on occupational task lists (Consumer Education Credit).

### Student Safety

Student safety is top priority in all technology education lab classes. Due to the nature of lab based classes, students will be required to secure long hair with hair restraints provided by the student, piercing and jewelry must be removed, long pants must be worn and eye protection will be required at all times in the lab. A shop locker outside of the classroom is provided for students to secure extra things like pants, hair restraints, eye protections and any other things required for the class.

# VISUAL AND PERFORMING ARTS CURRICULUM

Course	Semester(s)	Credit	Prerequisite(s)
Introduction to Art	2	2	Grade 9
Drawing I	1	1	Grades 10 –12 no art since middle school
Beginning Painting and Drawing	1	1	Intro to Art or/w instructor approval
Beginning Ceramics	1	1	Intro to Art or/w instructor approval
Beginning Sculpture and Drawing	1	1	Intro to Art or/w instructor approval
Advanced Ceramics	1	1	Ceramics and instructor approval
Advanced Painting and Drawing	1	1	Painting and instructor approval
Drawing II	1	1	Intro to Art or/w instructor approval
Graphic Arts I	1	1	Grades 11 – 12
Graphic Arts II	1	1	Grades 11 - 12
*Theatre I (Course offered odd years)	1	1	Grades 10, 11, 12
*Theatre II (Course offered odd years)	1	1	Theatre I
+Marching Band/ Concert Ensemble	2	2	Grades 9 - 12
Fall Concert Band/Concert Ensemble	2	2	Grades 9 - 12
Freshman Chorale	2	2	Grade 9
Concert Choir	2	2	Grades 10
Junior/Senior Choir	2	2	Grades 11 – 12
*AP Music Theory (Course offered even years)	2	2	Grades 10 – 12

\*These courses will be offered on an every other year basis. Example: The 2009 -2010 school year is an “odd” year and 2010 – 2011 is an “even” year.

+In the spring, students in marching band may apply for a waiver from physical education for first quarter of the next semester.

## Visual Arts Course Descriptions

**Introduction to Art:** This course covers the elements of two and three-dimensional art and an introduction to art appreciation about specific artists and their accomplishment. Projects include drawing (pencil, pen and ink, scratch board), painting (watercolors and acrylic), pastel, printmaking, calligraphy, a clay project, a balsa foam project, and a wire project. This class is open to Freshman only. This is a full year course.

**Drawing I:** This is a one-semester course designed to facilitate the student who wishes to re-learn the basics of art and experiment in two-dimensional design. Mediums such as pencil, ink, watercolor and acrylic will be used. This class is for Sophomores, Juniors, and Seniors.

**Beginning Sculpture and Drawing:** This one-semester course is a concentration on the elements of three-dimensional art. Projects include use of wire, plaster-wrap, paper clay, balsa foam, clay, plaster carving, and mixed media. Time will also be spent drawing in class.

**Beginning Ceramics:** This course one-semester is an introduction to the hand-building and wheel-throwing methods of clay. The student will also have the opportunity to explore bead making to use in conjunction with the ceramic creations.

**Beginning Painting and Drawing:** This one semester course is an introduction to the use of watercolors, oil pastels, and acrylic painting. Drawing will also be an emphasis. Composition, color skills and a study of artists will be reviewed.

**Drawing II:** This one semester class is designed for the serious art student wanting to develop a portfolio for a specific art program or art school. Figure study, landscape, still life, animal study will be required with heavy emphasis on technical skill, understanding of the elements of art and development of various drawing mediums. Instructor approval and the prerequisite of Introduction to Art are required.

**Advanced Ceramics:** This one -semester course will continue the student’s concentration in wheel-throwing and advanced hand building methods. The student will investigate more intricate methods of surface decoration and glazing.

**Advanced Painting and Drawing:** This one-semester course will allow the student to concentrate on a painting medium of their choice. Class time will also be used for drawing and discussion of art appreciation.

**Graphic Arts I:** In Graphic Arts, students will be introduced to design and digital art theory and techniques through creating a variety of fine and commercial art projects. Students will be expected to provide a USB portable drive, a sketchbook, and access to a digital camera with memory card. Students will be using Adobe InDesign and Photoshop software to complete class projects and assignments.

**Graphic Arts II:** Students enrolled in their second semester of Graphic Arts will expand upon concepts of design, layout, photography, illustration, and photo editing learned during their first semester of the course. Students will be expected to work with a greater level of freedom and independence than first semester students, and will also have higher expectations for design difficulty and quality. Both computer art applications and traditional drawing skills will be utilized.

## Performing Arts Descriptions

**Marching Band/ Concert Ensemble:** Marching band/concert ensemble (concert band or honors band) is available to 9-12 grade students who have previously played a wind or percussion instrument. The students enrolled in this course will meet as a marching band throughout the 1<sup>st</sup> grading period. At the beginning of the 2<sup>nd</sup> grading period, students will be placed in the Concert Band or Honors Band for the remainder of the school year. Course requirements include performance at all concerts and at some special events. The rehearsals will focus on instrumental performance skills and a basic understanding of band literature in a variety of styles. Elements of music theory and music history are also included in the units of study. Some co-curricular band events that occur outside of the regular school day are an extension of and vital to the success of the class. All band students are required to meet with their director once per week for a playing assessment. These 15-minute sessions take place before or after school or during a study hall. Students in band also have the opportunity to participate in many “extra- curricular” band activities. These are all optional and some do require auditions. These include, but are not limited to, jazz band, pep band, musical pit orchestra, IMEA band and jazz band, IHSA solo and ensemble, madrigal recorders, madrigal brass, and NCIC festival band.

## Performing Arts Descriptions (continued)

**Fall Concert Band/Concert Ensemble:** Fall concert band is available to 9-12 grade students who have previous experience playing a wind or percussion instrument and prefer not to be members of the marching band. During the first grading period the fall concert band students will rehearse music written for complete concert ensembles, or music appropriate to the instrumentation of the students enrolled. The group will also divide into small ensembles according to the instrument type and thoroughly explore appropriate chamber music literature written for these small ensembles. At the beginning of the 2<sup>nd</sup> grading period, students will be placed in the concert band or honors band for the remainder of the school year. Course requirements include performances at all concerts and at some special events. The rehearsals will focus on instrumental performance skills and a basic understanding of band literature in a variety of styles. Elements of music theory and music history are also included in the units of study. Some co-curricular band events that occur outside of the regular school day are an extension of and vital to the success of the class. All band students are required to meet with their director once a week for a playing assessment. These 15-minute sessions take place before or after school, or during a study hall. Students in band also have the opportunity to participate in many "extra-curricular" band activities. These are all optional and some do require auditions. These include, but are not limited to, jazz band, pep band, musical pit orchestra, IMEA band and jazz band, IHSA solo and ensemble, madrigal recorders, madrigal brass, and NCIC festival band.

**Freshman Chorale:** All freshmen who elect choir will be placed in the Freshman Chorale. This course will cover the basics of music theory, music reading and voice production. Many daily activities will help the student gain an understanding of, and an appreciation for vocal music. In addition to the class work, students are expected to perform with the choir in at least five public performances per year outside of the school day. Many "extracurricular" opportunities also exist as an extension of Freshman Chorale. These opportunities are optional and some require an audition. Students are required to meet with the director for small group and individual help for an additional fifteen minutes per week.

**Sophomore Concert Choir:** The Sophomore Concert Choir is an elective course in which all sophomores are placed who schedule choir. The basic understandings of music gained in the Freshman Chorale are now applied to works from all the historical periods of music as well as music from other countries. Sophomores have more opportunity to participate in extracurricular activities. They are expected to participate in at least five concerts outside of the school day as part of the curriculum. In addition, students are required to meet with the director an additional fifteen minutes per week in a small group and individually for extra help.

**Junior/Senior Choir:** Junior/Senior Choir is a choral music course designed for juniors and seniors who sign up for choir. Students study the best choral works from all periods of music history and style as well as the music from many countries around the world. Students are expected to know the basics of vocal production and music reading, especially those who have taken concert choir and chorale. There is a focus on more advanced theory and advanced expression and interpretation of the music studied. Students are expected to participate in at least six concerts outside the school day. Students are also expected to be responsible for some extra rehearsal time outside the school day. Students may choose from a full range of extracurricular activities including madrigal, jazz choirs and solos and ensembles as an example. Students are required to meet with the director an additional fifteen minutes per week.

**AP Music Theory:** AP Music Theory is a course designed primarily for those students who plan to major or minor in music in college. Classroom activities involve developing basic skills of sight reading, dictation, analysis, harmonization, composing and arranging. The course is a study of materials and techniques composers use when they write music. In addition, students study aspects of music history and pedagogy. Students will demonstrate knowledge of basic music theory fundamentals and music terminology, develop listening and sight reading skills, demonstrate knowledge of traditional harmonies, write music in four part harmony, complete arranging project for small vocal and/or instrumental ensembles and develop an appreciation for and a discrimination of various types of music from different musical periods and for different performance mediums. This course will be offered in even numbered school years such as 2010 – 2011.

**Theatre I:** This course is designed as an introduction to the Theatre Arts. Students in this class will get an overview of the world of Theatre. An outline of the course is: I. Introduction to Theatre a. Elements of Drama b. Structure of the play c. Dramatic literature compared to other literature II. Theatre History a. Beginnings b. Classical Greek c. Medieval d. Shakespearean e. Restoration f. Modern Western g. Theatre's relation to society III. Basic Mechanics of the Stage a. Stage plots b. Terms and definitions c. Stage equipment IV. Acting Techniques a. Movement b. Characterization c. Scene presentation. Also included in Theatre I is the production of a children's Christmas play for the "Cardboard Traveling Theatre." This course will be offered in odd numbered school years such as 2009 – 2010.

**Theatre II:** Theatre II is a course designed to further the student's knowledge in the Theatrical Arts obtained in Theatre I. An outline of the course is I. Acting a. Advanced technique b. Solo c. Duet d. Group e. Character development (persona and style) II. Stagecraft a. Terms b. Types c. Construction (materials and techniques) d. Lighting (purposes, types, and design) e. Make-up (design, character, and specialty) III. Production Support Elements a. Relationships b. Duties c. Professional application IV. Practical Application a. Production support b. Performance. This course will be offered in odd numbered school years such as 2009 – 2010.

## 09-10 Black Hawk Course Offerings

These classes are subject to a minimum enrollment in order to offer them as a class on the Geneseo High School campus. Classes that do not meet enrollment requirements may be offered through the long distance learning lab. Students will receive 1 elective high school credit for each semester of a Black Hawk College course except for NA100 which will receive 2.5 elective high school credits per semester. Students are responsible for tuition, fees, and textbooks. A final grade of C or higher is required in these classes in order to be used as a transfer grade in the IAI (Illinois Articulation Incentive General Education Curriculum). If you plan to attend another college or university, it is recommended you contact that college or university for further advisement. See the guidance department regarding tuition, fees and possible scholarship money.

### Agriculture

#### Ag 131 Soils and Soil Fertility (1<sup>st</sup> semester)

**3 lecture hours and 2 lab hours**

This course deals with the formation, physical, chemical, colloidal, and biological properties of soils. Special emphasis is given to soil conditions that affect plant growth and crop yields. Laboratory experience in texture, structure, and fertility.

### Business

#### BE145 A,B,C Word Processing (1<sup>st</sup> semester)

**3 credit hours and 3 lecture hours**

Prerequisite: One semester of keyboarding technique. The current MS Windows word processing software will be used to create, edit, format, and print documents. The various software functions merge, desktop publishing, sort, headers/footers/footnotes/endnotes, columns, tables, outlines, and charts will be utilized. Special features such as spell and grammar check, thesaurus, macros, keyboard shortcuts, styles, and file management will be applied. A lab fee is associated with this course.

#### BE180 Business Communications (2<sup>nd</sup> semester)

**4 credit hours and 4 lecture hours**

The focus of this course will be on techniques of effective written communications. Business letters, email, reports, proposals, memos, resumes, and application letters for a culturally diverse workforce and client base will be accomplished through computer applications. Emphasis will be correct English grammar, punctuation, and formats while writing concise, clear, complete, coherent, and courteous correspondence. A lab fee is associated with this course.

### Computers

#### CS 100 Introduction to Computers (1<sup>st</sup> semester)

**3 credit hours, 3 lecture hours and 1 lab hour**

This course is an introduction to computer concepts, computer applications, and the impact of computers on society. Applications include problem solving methods, work processing, spreadsheet, database, and presentation graphics software. Students are required to have completed Computer Concepts or have instructor permission. IAI: TBA

### English

#### ENG 101 Composition I (1<sup>st</sup> semester)

**3 credit hours, 3 lecture hours**

Prerequisite: Qualifying ACT or COMPASS score.

English 101 is designed for students who are competent in the fundamentals of composition. Students will write essays using a variety of expository strategies and will apply standard techniques of documentation when appropriate. \* IAI: C1900/C1 900R

#### ENG 102 Composition II (2<sup>nd</sup> semester)

**3 credit hours, 3 lecture hours**

Requisite: Grade of "C" or better in English 101

English 102, a continuation of English 101, is required composition course that involves reading, discussion, and analysis of a body of literature to generate ideas for critical and persuasive papers, including one documented research paper. \* IAI: C1901

### Psychology

#### PSYCH 101 Introductory Psychology (1<sup>st</sup> semester)

**3 credits, 3 lectures hours**

Introductory Psychology is a survey of the field of general psychology without specific emphasis on any particular theory or model of human or animal behavior. Fundamental principles, methods, theories and issues in the field are discussed. Content areas may include learning, thinking, neuroscience, methodology, memory, perception, personality, intelligence, emotion, adjustment, and abnormality among others.

IAI: S6 900, SPE 91

### Sociology

#### SOC 101 Principles of Sociology (2<sup>nd</sup> semester)

**3 credit hours, 3 lecture hours**

The Principles of Sociology include the scientific examination of human society and social behavior. The course concentrates on human behavior and assumes that it is largely shaped by the groups to which people belong and by the social interactions taking place in these groups. Students will acquire a basic sociological understanding and sensitivity to the issues of race, class, gender, and ethnicity. ISI: S7 900

### Speech

#### SPEC 101 Principles of Speech Communications (1<sup>st</sup> semester)

**3 credit hours, 3 lecture hours**

The Principles of Speech Communications apply the principles of oral communication to the preparation and presentation of speeches. IAI: C2 900

### Vocational Technical

#### WLD 120 Introduction to MIG Welding

**.5 – 1 credit hours, 2 lab hours**

Introduction to MIG Welding is designed to cover production methods and techniques in gas metal arc welding (MIG). This process will include spray transfer, short arc transfer and cored wires. This will be done by studying machine set-up, handling the gun, weld size, gun angle, wire feed and gas quantities. Safety will be emphasized.

#### WLD 121 MIG Welding with Spray Arc Process

**.5 – 3 credit hours, 4 lab hours, Prerequisite: WLD 120**

MIG Welding with Spray Arc Process provides theory and welding experience in the flat, horizontal and vertical positions using various joint designs. Various fillet sizes and material thickness will be included in the welding lab experiences. Shop safety will be emphasized.

#### NA 100 Extended Health Occupations I\* – Certified Nursing Assistant

**8 credit hours, Pre requisite: Grade 12 Minimum GPA 2.5**

Basic nursing and health care skills are developed at this level. The units of instruction, activities, and skills will be planned concurrently. These units may include employability skills, health care systems and resources, ethics and legal aspects, patient care skills, functioning as a member of the health care team, Alzheimer and related dementias. This course is certified by the Illinois Department of Public Health. Student performance will be taught and practiced in the classroom and laboratory and supervised closely by qualified health occupations teachers. Written agreements between the educational facility and health care provider will be required to determine the responsibilities of each agency. Upon successful completion of the course, a Certified Nursing Assistant Designation will be obtained.

# Course Planning Guide Changes/Additions/Deletions

**Page 1** – Under title “Graduation Requirements for Geneseo High School”

## 08-09 CPG

Each semester every student must enroll in a minimum of 6 academic subjects including physical education. Exception: Students who are enrolled in COOP or STEP must enroll in a minimum of 5 academic subjects including physical education. Homework Assistance and Driver Education does not count as one of these 6 subjects.

**Drop Driver Education from** Exception: Homework Assistance does not count as one of these 6 subjects.

## 09-10 CPG

Each semester every student must enroll in a minimum of 6 academic subjects including physical education. Exception: Students who are enrolled in COOP or STEP must enroll in a minimum of 5 academic subjects including physical education. Homework Assistance does not count as one of these 6 subjects.

## 08-09 CPG

Marching Band participants, grades 10 through 12, are eligible for a first quarter waiver from physical education. The sports P.E. waiver can only be used by Junior and Senior students, and only for sports in which they have participated in the previous year. Freshmen and Sophomores are NOT ELIGIBLE for the P.E. waiver, even if they choose to participate in sports all four quarters of the school year.

**Add** - The sports P.E. waiver can only be used by Junior and Senior students. Students with a quarter P.E. waiver are required to enroll in a minimum of 5.5 credits during that semester. Freshmen and Sophomores are NOT ELIGIBLE for the P.E. waiver.

## 09-10 CPG

Marching Band participants, grades 10 through 12, are eligible for a first quarter waiver from physical education. The sports P.E. waiver can only be used by Junior and Senior students. Students with a quarter P.E. waiver are required to enroll in a minimum of 5.5 credits during that semester. Freshmen and Sophomores are NOT ELIGIBLE for the P.E. waiver.

**08-09 CPG** – only changes made to eliminate language for graduating class of 2009

### REQUIRED COURSES FOR GRADUATION

Each pupil entering high school must, in addition to other course requirements, successfully complete the following:

7 semesters	English (8 semesters required for the class 2009.)
1 semester	Speech 10 (Starting with the class of 2010)
4 semesters	Science
6 semesters	Mathematics
4 semesters	Social Studies--U.S. History (2 semesters), U.S. Government (1 semester), Social Studies elective (1 semester). Both the U.S. and Illinois Constitution tests must be passed in U.S. Government.
2 semesters	Music, Art, Foreign Language, Vocational Education (one full year or any combination of two semesters will satisfy the requirement) beginning with the class of 2010.
1 semester	Music, Art, Foreign Language, Vocational Education requirement for the Class of 2009.
1 semester	Health
7 semesters	Physical Education
1 or 2 semesters	Consumer Education (see selections below):
	Business & Technology Concepts (2 semesters)
	Consumer Economics (1 semester)
	Managing Lifestyles (1 semester)
	or Interrelated COOP (2 semesters)
	The Consumer Education requirement may be fulfilled by passing the Illinois Consumer Education Proficiency test – see your HS counselor for testing dates.
	<b>Special Education</b>
	Consumer Ed Requirement – STEP, Preparation for Careers, Orientation to Voc Ed, Home Arts (1 semester)



## REQUIRED COURSES FOR GRADUATION

Each pupil entering high school must, in addition to electives, successfully complete the following:

7 semesters	English	
1 semester	Speech 10	
4 semesters	Science	
6 semesters	Mathematics	
4 semesters	Social Studies--U.S. History (2 semesters), U.S. Government (1 semester), Social Studies elective (1 semester). Both the U.S. and Illinois Constitution tests must be passed in U.S. Government.	
2 semesters	Music, Art, Foreign Language, Vocational Education (one full year or any combination of two semesters will satisfy the requirement).	
1 semester	Health	
7 semesters	Physical Education	
1 or 2 semesters	Consumer Education (see selections below):	
	Business & Technology Concepts (2 semesters)	Economics (1 semester)
	Consumer Economics (1 semester)	Interior Design (1 semester)
	Managing Lifestyles (1 semester)	Interrelated COOP (2 semesters)
	<b>Special Education</b>	
	STEP(2 semesters)	Preparation for Careers (2 semesters)
	Orientation to Voc Ed (2 semesters)	Home Arts (2 semesters)

The Consumer Education requirement may be fulfilled by passing the Illinois Consumer Education Proficiency test – see your HS counselor for testing dates.

**Page 2** – Added new courses. Each new class will be documented in the remainder of this document.

**Page 3** – the **POLICY FOR WITHDRAWAL FROM A CLASS** was rewritten to include information about PE Waivers and the grades following the withdrawal from a class

### 08-09 CPG

## POLICY FOR WITHDRAWAL FROM A CLASS

Students may withdraw from a class only in the event of a computer error, level error, or incorrect placement in a class. Students must be enrolled in a minimum of six academic classes at all times. Exceptions to this include:

- A student removed from class as a result of the Counselor Referral Process (will be placed in a study hall and a W/F will be recorded on their transcript for that class).
- A student with a waiver from physical education for marching band.
- A senior student enrolled in the Co-op or STEP program.
- IEP modification/504 modifications/RTI modifications

In order to withdraw from a course, a Course Withdrawal Form must be completed. Within the first two weeks of the course, approved withdrawals can be made with no record of the drop on the student's transcript. Students cannot withdrawal from any class without teacher recommendation, parental permission and permission from the Principal. From the end of the first two weeks to the issuance of the quarter grades a "Withdrawal" grade of "WP" or "WF" (pass or fail) will be noted on the student's transcript. After the issuance of the first quarter (of that class) grades, a withdrawal will receive a "WF".

### Language Changes

- ... Students must be enrolled in a minimum of six academic classes at all times. Exceptions to this include:
  - A student with a quarter sports waiver from physical education.

Within the first ten school days of a course, parental permission is required for all core course drops and parental permission is highly recommend for all other changes. In order to withdraw from a course after the first 10 school days, a Course Withdrawal Form must be completed. Within the first two weeks of the course, approved withdrawals can be made with no record of the drop on the student's transcript. Students cannot withdraw from any class without teacher and parental approval. From the end of the first two weeks to the end of the first nine

weeks of the course, a “Withdrawal” grade of “WP” or “WF” (pass or fail) will be noted on the student’s transcript. Thereafter, the withdrawal will result in a “WF” on the final transcript.

## **09-10 CPG**

### **POLICY FOR WITHDRAWAL FROM A CLASS**

Students may withdraw from a class only in the event of a computer error, level error, or incorrect placement in a class. Students must be enrolled in a minimum of six academic classes at all times. Exceptions to this include:

- A student with a quarter waiver from physical education for marching band.
- A student with a quarter sports waiver from physical education.
- A senior student enrolled in the Interrelated Coop or STEP program.
- IEP modification/504 modifications/RTI modifications

Within the first ten school days of a course, parental permission is required for all core course drops and parental permission is highly recommend for all other changes. In order to withdraw from a course after the first 10 school days, a Course Withdrawal Form must be completed. Within the first two weeks of the course, approved withdrawals can be made with no record of the drop on the student’s transcript. Students cannot withdraw from any class without teacher and parental approval. From the end of the first two weeks to the end of the first nine weeks of the course, a “Withdrawal” grade of “WP” or “WF” (pass or fail) will be noted on the student’s transcript. Thereafter, the withdrawal will result in a “WF” on the final transcript.

## **Page 3 - Added section on textbook fees**

### **08-09 CPG – did not exist**

## **09-10 CPG**

### **TEXTBOOK FEES**

Students are assessed an annual registration fee, which covers most course fees, workbooks, etc. Please refer to specific course listings in the Course Planning Guide for possible additional fees in particular classes, for example: \$50 Drivers' Education, \$15.00 Band, \$15.00 Choir, Black Hawk College Dual Credit Course textbooks, tuition and fees, AP textbook, workbook and exam fees, etc. All fees are subject to change based upon Board of Education review.

## **Page 3 - Added section on auditing a course**

### **08-09 CPG – did not exist**

## **09-10 CPG**

### **AUDIT**

The privilege to audit first semester of a class is an opportunity designed to help your child achieve more success following a second semester failure. To take advantage of this privilege, a contract must be signed by both the parent and student. Terms of the contract include: maintain an 80% average on a daily basis throughout the entire semester, participate in regular classroom activities, satisfactorily complete every homework assignment, follow the policy as stated in the handbook for make-up work following an absence.

## **Page 3 - Added language regarding a weighted grade when dropping an AP class**

### **08-09 CPG**

All students enrolled in Advanced Placement courses are required to take the College Board Advanced Placement exams in May of the corresponding year. Advanced Placement courses are calculated on a weighted grading scale. Students will pay the fee(s) for the College Board AP exam at registration in the fall.

Students who drop an AP class or who do not take the AP exam will lose the weighted grade. Students will pay the nonrefundable fee(s) for the College Board AP exam in the spring.

### **09-10 CPG**

All students enrolled in Advanced Placement courses are required to take the College Board Advanced Placement exams in May of the corresponding year. Advanced Placement courses are calculated on a weighted grading scale. Students who drop an AP class or who do not take the AP exam will lose the weighted grade. Students will pay the nonrefundable fee(s) for the College Board AP exam in the spring.

**Page 4** – the section on **PARTNERSHIP FOR COLLEGE AND CAREER SUCCESS (PCCS)** is completely new.

### **08-09 CPG**

#### **TECH PREP**

The Tech Prep degree is granted by a Community College and is a clearly defined course of study begun in high school to provide students the course work that will form the firm academic and technical foundation needed to build their futures. It provides students an opportunity to become part of the technically sophisticated workforce of the 21<sup>st</sup> century.

Throughout our school systems, college prep is a well-defined path of preparation for professional careers. The Tech Prep Degree program provides this same well-defined path of preparation for technically demanding skilled jobs of the future. Students have the option of continuing their education through college or entering the workforce at a variety of exit points. Tech Prep is a core program under which the various new and emerging workforce preparation initiatives are coordinated.

#### **Tech Prep is:**

1. A State and Federal initiative designed to blend academic and vocational courses.
2. A planned sequence of courses for grades 9 – 14.
3. A work-based learning experience that may be provided by a business partnership.
4. A pathway to an occupation that has a favorable job outlook, requiring a two-year Associate Applied Science degree or a two-year apprenticeship from a community or technical college and has opportunities for above average wages and potential growth.

The following link is a source for academic course sequences that lead to a tech prep degree.

<http://www.dist228.org/careerpathways/charts.html>



## 08-09 CPG – class did not exist

### 09-10 CPG

**\* Humanities – Our World from 1950 to Present:** As adults, we quickly realize how our current economy, social ideologies, and trends are a direct result of our recent history – a history many of our current population helped create. In “Our World 1950’s – Present” we will look at the past sixty years as seen through the eyes of influential authors and historians. By focusing on both historical and cultural trends, students will better appreciate why their parents and grandparents view the world the way they do. The course will demand intensive reading, so students must be prepared and willing to explore a number of texts. Students will clarify their understanding of various units through projects, papers, and presentations. This class will meet during 2 periods a day with one being assigned to Early Bird.

### Page 13 – add new class

## 08-09 CPG – class did not exist

### 09-10 CPG

AP French    2 semesters    2 credits    French III and current teachers’ signature

### Page 13 – course description for new course

## 08-09 CPG – class did not exist

### 09-10 CPG

**AP French:** AP French utilizes all of the student's previous language learning to develop the use of French for active communication in speaking, comprehending, reading and writing. Students will practice speaking by situational dialogues, telling stories and responses to direct questions. Students will read a variety of material in French and write compositions in French. Narratives, dialogues and lectures will be presented so that students will develop comprehension of spoken French. Materials related to French culture will also be included. The course will prepare the student in the four areas tested on the Advanced Placement French Language Exam (listening, reading comprehension, speaking and expository writing).

### Page 14 – Math 081, Math 085 and Math 090 was restructured

## 08-09 CPG

Plane Geometry	2	Algebra I or Algebra IA & IB
Math 081	1	PLAN score less than 22
Math 085	1	PLAN score less than 22

## 09-10 CPG

Plane Geometry 085	2	2	Algebra I or Algebra IA & IB
Basic Algebra 081	1	1	Teacher placement
Intermediate Algebra 090	1	1	Teacher placement

### Page 15 – Added new course and description

## 08-09 CPG – class did not exist

## 09-10 CPG

Math Elective

This math elective for 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grade students must be taken concurrently with a math course that satisfies the Geneseo High School math graduation requirement. Math electives for 12<sup>th</sup> grade students are available only after satisfying the third year math credit requirement or concurrently with another class in the math curriculum.

<b>Course Title</b>	<b>Semester</b>	<b>Credit</b>	<b>Prerequisite</b>
Computer Programming	1	1	Grade 9 – 12, Passed Algebra I or teacher approval. Concurrent enrollment in math.

**Computer Programming:** This semester class will give students an introduction to computer science and give them the basic knowledge of what computer programmers do. Students will learn how to write program code in a high level programming language in order to instruct the computer to perform tasks. Several different programming languages (Visual Basic 6.0, Visual Studio, C++, C# and Java) will be discussed but the primary language will be Visual Studio.

## **Page 16 – Added section on PE Waivers**

### **08-09 CPG**

PE Waivers:

Enrollment in physical education may be waived for the following reasons:

- Enrollment in classroom driver education
- Participation in Marching Band (sophomores, juniors and seniors only)
- Participation in back-to-back sports that cover an entire semester (i.e.: fall/winter or winter/spring)
  - Waivers are available for juniors and seniors only.
  - Waivers are available only for sports in which the student has previously participated.
- Senior students who lack sufficient course credits in order to meet state and local graduation credit may apply for a waiver.
  - Students who have failed physical education may not use this provision to waive their make-up requirement.
- Junior or senior students who need a specific academic course required for admission to an institution of higher learning may request a waiver.

Students without a PE waiver are required to have 7 semesters of physical education.

For additional information, students should see their guidance counselor.

### **09-10 CPG**

PE Waivers:

Enrollment in physical education may be waived for the following reasons:

- Enrollment in classroom driver education
- Participation in Marching Band
  - Sophomores, juniors and seniors only
  - 1<sup>st</sup> quarter PE waiver
- Participation in Interscholastic Athletics and activities (junior and seniors only)
  - Fall athletes: 1<sup>st</sup> quarter PE waiver
  - Winter athletes: Choose 2<sup>nd</sup> or 3<sup>rd</sup> quarter PE waiver
  - Spring athletes: 4<sup>th</sup> quarter PE waiver
- Senior students who lack sufficient course credits in order to meet state and local graduation credit may apply for a waiver.

- Students who have failed physical education may not use this provision to waive their make-up requirement.
- Junior or senior students who need a specific course required for admission to an institution of higher learning may request a waiver.
  - In order for the waiver to be approved, all of the student’s classes must be required for graduation or admission to an institution of higher learning.
- Students without a PE waiver are required to have 7 semesters of physical education.

For additional information, students should see their guidance counselor. Students requesting a physical education waiver must apply when requesting courses for the next school year. An athlete who does not make a team or fails to try out for the team must contact a high school counselor immediately to return to physical education class by the following school day. An athlete who quits the team after practice has started will be required to repeat the entire quarter of physical education regardless of the waiver status in the following semester. The student is solely responsible for requesting a schedule change if they are no longer eligible for the PE waiver. Failure to follow these directions may compromise the student’s graduation status. A physical education waiver will impact a student’s grade point average and class rank. (see supplemental below)

**Page 17 – AP Physics is now AP Physics/Mechanics**

**08-09 CPG**

AP Physics	2	2	Physics and Physics Teacher Recommendation
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**09-10 CPG**

AP Physics/Mechanics	2	2	Physics and Physics Teacher Recommendation
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**Page 18 – course description for new course**

**08-09 CPG**

**AP Physics:** This course is a non-calculus, college level, rigorous course encompassing the study of mechanics, waves and optics, thermodynamics, electricity and magnetism, and modern physics. Demonstrations and lab activities are used for the understanding of physical concepts. The content of the course is designed to prepare the student for the AP exam.

**09-10 CPG**

**AP Physics/Mechanics:** This course is a non-calculus, college level, rigorous course encompassing the study of mechanics, waves and optics, thermodynamics, electricity and magnetism, and modern physics. Demonstrations and lab activities are used for the understanding of physical concepts. The content of the course is designed to prepare the student for the AP exam.

**Page 21 – added new course**

**08-09 CPG – class did not exist**

**09-10 CPG**

*Current Issues (Course offered odd years)	1 credit	1 semester
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**Page 22 – course description for new course**

**08-09 CPG – class did not exist**

**09-10 CPG**

**Current Issues:** This course is an in-depth study of important problems facing our country and world. Domestic and foreign policy issues will be studied. Students will be informed on events of current news. This course will be offered in odd numbered school years such as 2009 - 2010.

**Page 25 – added new course**

**08-09 CPG – class did not exist**

**09-10 CPG**

Graphic Arts I	1 credit	1 semester	Grades 11 – 12
Graphic Arts II	1 credit	1 semester	Grades 11 – 12

**Page 25– course description for new course**

**08-09 CPG – class did not exist**

**09-10 CPG**

**Graphic Arts I:** In Graphic Arts, students will be introduced to design and digital art theory and techniques through creating a variety of fine and commercial art projects. Students will be expected to provide a USB portable drive, a sketchbook, and access to a digital camera with memory card. Students will be using Adobe InDesign and Photoshop software to complete class projects and assignments.

**Graphic Arts II:** Students enrolled in their second semester of Graphic Arts will expand upon concepts of design, layout, photography, illustration, and photo editing learned during their first semester of the course. Students will be expected to work with a greater level of freedom and independence than first semester students, and will also have higher expectations for design difficulty and quality. Both computer art applications and traditional drawing skills will be utilized.

**Page 27 – BHC offerings page was entirely cleaned up.**



Rotating classes – these classes have each been noted as a class that will be offering on an odd or even school year.

### Rotating Classes

<i>Department</i>	Odd Years (2009-10, 2011-2012)	Even Years (2010-11, 2012-113)
<i>Agriculture</i>	AG Business Management	Biotechnology/Soils
<i>Business</i>	Business Management	Business Technology Concepts
<i>English</i>	Theatre I/Theatre II	Media Literacy/Advanced Speech
<i>Family &amp; Consumer Sciences</i>	None	None
<i>Foreign Language</i>	None	None
<i>Industrial Technology</i>	None	None
<i>Instrumental Music</i>	None	Music Theory
<i>Math</i>	None	None
<i>Science</i>	None	None
<i>Social Studies</i>	None	None
<i>Special Education</i>	Survey of Industrial Technology Current Issues Home Arts Orientation to Vocational Educ.	Preparation for Technology Geography  Preparation for Careers
<i>Visual Arts</i>	None	None

Each rotating class listed here will be offered so please plan accordingly. All other courses are subject to the course enrollment numbers at the discretion of administration.

This is a calculation sheet to back up the comment about how grade point averages will change with a PE waiver.

### GPA and Waivers

Here is a case study of comparing GPA's to the effect PE waivers have on GPA's. These things are presumptive for students who do not use a PE waiver while in high school.

Freshman Year - All students attempted and earned 12 credits (11 A's and 1 B).

12 credits – 47 pts. (11 A's and 1 B) equals a GPA of 3.9166

Sophomore Year - All students attempted and earned 12 credits (12 A's).

12 credits – 48 pts. (12 A's)

47 + 48 = 95 divided 24 (total credits) equals a GPA of 3.9583

Junior Year - All students attempted and earned 12 credits (12 A's).

12 credits – 48 pts. (12 A's)

95 + 48 = 143 divided 36 (total credits) equals a GPA of 3.9722

Senior Year - All students attempted and earned 12 credits (12 A's).

12 credits– 48 pts. (12 A's)

143 + 48 = 191 divided 48 (total credits) equals a GPA of 3.9792

Student/Scenerio	Starting GPA Points	Starting GPA	Waiver Credits	Waiver GPA
JR and SR Yr Waiver ¼	95	3.9583	24+ 11.50 + 11.50 = 47	95 + 46 + 46 = 187 = 3.9787
SR Yr Waiver Only ¼	143	3.9722	36 + 11.50 = 47.50	143 + 46 = 189 = 3.9789
No Waiver	95	3.9583	48	95 + 96 = 191 = 3.9792
JR and SR Yr Waiver ½	95	3.9583	24 + 11 + 11 = 46	95 + 44 + 44 = 183 = 3.9783
SR Yr Waiver Only ½	143	3.9722	24 + 12 + 11 = 47	95 + 48 = 143 = 3.9787

**Page 2 – Course Offering (new courses in italics)**

**SCIENCE**

**Earth Science**

**Environmental Science**

**Biology**

*Quality Core Biology*

**Chemistry**

*Quality Core Chemistry*

**Human Anatomy & Physiology**

**Physics**

**AP Biology**

**AP Chemistry**

**AP Physics/Mechanics**

**Page 4 – Honors Programs (new courses in italics)**

**HONORS COURSE OFFERINGS**

Students enrolled in Honors (English, Mathematics, Science, Social Studies) are selected for these programs based on the recommendation of their teachers.

**Science Curriculum:**

*Quality Core Biology*

AP Biology

*Quality Core Chemistry*

AP Chemistry

AP Physics

**Page 18 – in course descriptions**

**SCIENCE CURRICULUM**

<b>Course</b>	<b>Semester(s)</b>	<b>Credit</b>	<b>Prerequisite(s)</b>
Quality Core Biology	2	2	Teacher Placement, Grades 9 or 10
Quality Core Chemistry	2	2	Teacher Placement

**Quality Core Biology:** This course is designed to cover the biology concepts of biochemistry, cells, genetics, evolution, animals, plants, relationships among organisms, ecology. There will be a strong emphasis on developing students' laboratory skills, laboratory reports, and use of technology including chromatography, electrophoresis, titrations, Spec 20, and other laboratory techniques. There will be a .5 weighted grade assigned to the GPA of this class.

**Quality Core Chemistry:** This course is designed to cover the chemistry concepts of naming, bonding, solutions, gases, equilibrium, thermochemistry, kinetics, and redox reactions. There will be a strong emphasis on developing students' laboratory skills, laboratory reports, and use of technology including Excel, WebMO, and ChemSketch, and Vensim. There will be a .5 weighted grade assigned to the GPA of this class.

The Flow Chart on page 17 also has the changes.

Also, please notify the BOE that Science in the special ed. Department is also on a rotating year schedule. These courses are found on page 21 and 22.

Science (Course offered in odd years)

Practical Science (Course offered in even years)

## PERMISSION TO SEEK BIDS FOR 2009-2010

The Business Office requests Board of Education permission to seek bids for items that are anticipated to be needed for the next school year. Some of the items are for future Health/Life Safety projects. The list of District items is as follows: vehicles, mowing equipment, floor coverings, bakery items, tables, chairs, desks, milk, pizza, gasoline, diesel fuel, fence, cafeteria equipment, band instruments, HVAC service agreements, computer hardware and software, janitorial cleaning supplies, glass replacement, security systems, tuckpointing, waste removal, roof work, gutters and downspouts, plumbing work, construction projects, ventilation work (including air conditioning), windows, temperature control systems, boiler repair, lockers, dust collection systems, kitchen equipment, intercom systems, geothermal systems, and doors. If other items are found to be needed, permission to bid will be requested on them.

In October of this year, Governor Rod Blagojevich signed a bill that increases the threshold by which school districts must use the competitive bidding process before approving business contracts. **SB 2293 (Maloney, D-Chicago)** is now Public Act 95-0990, effective October 3, 2008. Previously, a school district would have to award all contracts in excess of \$10,000 to the lowest responsible bidder through a competitive bidding process. Now, a district must use the bidding process for expenditures in excess of \$25,000. For repair, maintenance, remodeling, or construction projects, the threshold is increased from \$20,000 to \$50,000.

Board Policy outlines the competitive methods of acquisition of exempt contracts by a) telephone quotation when items are urgently needed or in small quantity orders or b) written quotations used to purchase materials or services when time requirements allow. Whenever possible, quotations should be received from at least 2 competitors.

*Jack Schlindwein*

**Precedence, Inc.  
and  
Geneseo CUSD #228**

**Employee Assistance Program Agreement**

Employee Assistance Program Agreement made as of December 15, 2008 by and between Precedence, Inc., and Geneseo CUSD #228, whose principle office is located at 209 S. College Ave, Geneseo, IL. Precedence, Inc.'s principle office is located at 3416 Blackhawk Road, Rock Island, Illinois.

**WHEREAS** the parties wish to enter into an agreement under which Precedence, Inc., will administer an Employee Assistance Program (EAP) to be called Precedence *EAP*, and will provide certain services to assist Geneseo School employees and their dependents.

**NOW, THEREFORE**, in consideration of the mutual duties, covenants and obligations of the parties, Geneseo CUSD #228 and Precedence, Inc., hereby agree as follows:

- 1) Precedence, Inc. will provide and furnish assessment, counseling and referral services to employees and dependents, who have either been referred to the EAP by Geneseo Schools or who have requested such services independently.
- 2) The purpose and goals of the EAP Program are as follows:
  - A) To guide, counsel and assist employees and family members in resolving a variety of personal problems referred to the EAP by managers (and employees who seek assistance of their own volition) to obtain appropriate assessment and diagnosis, and, where necessary, a course of treatment.
  - B) To train managers (and other employees with supervisory responsibilities) to identify employees with impaired job performance; and,
- 3) Precedence, Inc., will make referrals to other agencies, where applicable, in cases where problems go beyond the scope of Precedence, Inc.'s usual capabilities.
- 4) Precedence, Inc. covenants and agrees to perform the following services for Geneseo CUSD #228:
  - A) Provide assessment and or counseling sessions for each employee or qualified dependent seeking services.

There are four goals to this assessment:

- (1) To identify, clarify and diagnose the problem;
- (2) To assess the current support system;
- (3) Establish a course of treatment and provide counseling sessions
- (4) To determine appropriate referral sources, where needed

- B) It will conduct orientation and training seminars, as many as needed, for managers and supervisors on recognizing problems, which can adversely affect employment performance; also, on how managers can most effectively utilize the services of the Employee Assistance Program.
- C) It will provide orientation sessions for employees, as many as needed.
- D) Non-urgent appointments will be scheduled within three (3) days of the request.
- E) Provide unlimited consultation with supervisory personnel, as needed, in administering the program and offer help in dealing with troubled employees.
- F) It will prepare an annual report on EAP utilization and satisfaction.
- G) Provide Workplace Crisis Counseling (Debriefing) on request
- H) It will furnish the following EAP promotional materials:
  - (1) **Employee EAP Flyer**  
To describe the EAP and how it can help and what an employee needs to do to make an appointment.
  - (2) **Supervisor EAP Handbook**  
To describe how the EAP is a resource to the supervisor and outline how to make a formal management referral to the EAP.
  - (3) **Letter to Employees**  
Prepare a master letter to be duplicated by Geneseo CUSD #228 for distribution to all employees and families describing how to use EAP services.
  - (4) **EAP Posters**  
Posters will be provided to heighten awareness of EAP.
  - (5) **Newsletter Articles**  
Prepare articles on a variety of topics for distribution as flyers or for use in employee newsletters

Geneseo CUSD #228 covenants and agrees as follows:

- A) It will designate a chief representative as liaison to Precedence EAP.
- B) It will promote awareness of the EAP through internal communications and by endorsement.
- C) It will provide an eligibility list of employees periodically.
- D) It will provide the medical benefit document related to behavioral health insurance coverage and approved provider network

E) It will compensate Precedence, Inc. as follows:

EAP services will be available to (323) full-time and qualified part-time employees/dependents at the annual fee of \$4,845. The fee is payable monthly (403.75) or quarterly (\$1,211.25.) in advance.

- 5) The term of this Agreement shall be for three years, from December 15, 2008 through December 14, 2011. This Agreement shall automatically renew for additional one (1) year term(s) unless either party provides written notice to the other party of its intent to terminate within ninety (90) days of the expiration date.
  - A) Either party may cancel this Agreement without cause by giving 90-day written notice.
- 6) Each party shall maintain the confidentiality of employee health information consistent with applicable state and federal laws.
- 7) Geneseo CUSD #228 recognizes that Precedence, Inc. has no obligation to provide services to employees beyond the services as set forth above. The cost of any further outpatient or other services will be paid by the employee or his/her insurer or other third-party payor and will be the responsibility of the employee. The employee will also be responsible for the costs of any and all services of any other agency or provider to which the employee has been referred for assistance.
- 8) This Agreement may not be assigned by either party hereto without the prior written consent of the other party.
- 9) Precedence, Inc. agrees that Master's level mental health care professionals will provide services and shall provide liability insurance coverage for the services provided hereunder.
- 10) The parties agree that Precedence, Inc. is an independent contractor in performing its obligations hereunder. No employer/employee, agency, joint venture, or partnership relationship is created between the parties by the terms of this Agreement.
- 11) Geneseo CUSD #228 will not be liable for any injury or damages to employees or members of their families, or other, arising out of any acts or omissions of Precedence in performing its services under this Agreement. Precedence, Inc. will not be liable for any injury or damages to employees or members of their families, or other, arising out of any acts or omissions by Geneseo CUSD #228 under this Agreement.
- 12) Each party agrees to indemnify and hold the other harmless against claims arising out of its own acts and omissions, and the acts and omissions of its employees, under the terms of this Agreement.
- 13) This Agreement and its attachments constitute the entire agreement of the parties. This Agreement supersedes all prior negotiations, oral understandings, resolutions and statements of intent. This Agreement may be amended only by a written agreement signed by both parties hereto. This Agreement shall be construed and enforced in accordance with the laws of the State of Illinois.



- 14) Service of all notices under this Agreement shall be sufficient if mailed to the party involved at its respective address set forth herein, by certified or registered mail, return prepaid, addressed to the appropriate party as follows:

Precedence, Inc.  
Attn: Bryan Cook, President  
3416 Blackhawk Road Ste#102  
Rock Island, Illinois 61201

Geneseo CUSD #228  
Attn: Scott Kuffel, Superintendent  
209 S. College Avenue  
Geneseo, Illinois 61254

**IN WITNESS WHEREOF**, the parties have caused this Agreement to be executed by their duly authorized representatives, as of the date first herein above written.

**PRECEDENCE, INC.**

**Geneseo CUSD #228**

By: \_\_\_\_\_  
Bryan G. Cook, President

By: \_\_\_\_\_  
Scott D. Kuffel, Superintendent

Date: \_\_\_\_\_

Date: \_\_\_\_\_

# ACTION/APPROVAL ITEMS

December 11, 2008

4:60 Purchases and Contracts

4:70 Resource Conservation

## Operational Services

### Purchases and Contracts

The Superintendent shall manage the District's purchases and contracts in accordance with State law, the standards set forth in this policy, and other applicable School Board policies.

#### Standards for Purchasing and Contracting

All purchases and contracts shall be entered into in accordance with State law. The Board Attorney shall be consulted as needed regarding the legal requirements for purchases or contracts. All contracts shall be approved or authorized by the Board.

All purchases and contracts should support a recognized District function or purpose as well as provide for good quality products and services at the lowest cost, with consideration for service, reliability, and delivery promptness, and in compliance with State law. No purchase or contract shall be made or entered into as a result of favoritism, extravagance, fraud, or corruption.

Adoption of the annual budget authorizes the Superintendent or designee to purchase budgeted supplies, equipment, and services, provided that State law is followed. Purchases of items not included in the budget require prior Board approval, except in an emergency.

When presenting a contract or purchase for Board approval, the Superintendent or designee shall ensure that it complies with applicable State law, including but not limited to, those specified below:

1. Supplies, materials, or work involving an expenditure in excess of \$25,000 must comply with the State law bidding procedure, 105 ILCS 5/10-20.21, unless specifically exempted.
2. Construction, lease, or purchase of school buildings must comply with State law and Board policy 4:150, *Facility Management and Building Programs*.
3. Guaranteed energy savings must comply with 105 ILCS 5/19b-1 et seq.
4. Third party non-instructional services must comply with 105 ILCS 5/10-22.34c.
5. Goods and services that are intended to generate revenue and other remunerations for the District in excess of \$1,000, including without limitation vending machine contracts, sports and other attire, class rings, and photographic services, must comply with 105 ILCS 5/10-20.21. The Superintendent or designee shall keep a record of: (1) each vendor, product, or service provided, (2) the actual net revenue and non-monetary remuneration from each contract or agreement, and (3) how the revenue was used and to whom the non-monetary remuneration was distributed. The Superintendent or designee shall report this information to the Board by completing the necessary forms that must be attached to the District's annual budget.
6. The purchase of paper and paper products must comply with 105 ILCS 5/10-20.19c and Board policy 4:70, *Resource Conservation*.

The Superintendent or designee shall manage the execution of District contracts, including: (1) complying with requirements concerning listing certain expenditures in the Annual Statement of Affairs, (2) listing on the District's website all contracts in excess of \$25,000 and any contracts with an exclusive bargaining representative, and (3) monitoring the discharge of contracts, contractors' performances, and the quality and value of services or products being provided.

LEGAL REF.: 105 ILCS 5/10-20.19c, ~~105 ILCS 5/10-20.21~~, 5/10-22.34c, and 5/19b-1 et seq.  
820 ILCS 130/0.01 et seq.

CROSS REF.: 2:100 (Board Member Conflict of Interest), 4:70 (Resource Conservation), 4:150  
(Facility Management and Building Programs)

Adopted by Board Action 01/08/1991  
Amended by Board Action 10/06/1998  
Amended by Board Action 12/11/2008

## **Operational Services**

### **Resource Conservation**

The Superintendent or designee shall manage a program of energy and resource conservation for the District that includes:

1. Periodic review of procurement procedures and specifications to ensure that purchased products and supplies are reusable, durable, or made from recycled materials, if economically and practically feasible.
2. Purchasing recycled paper and paper products in amounts that will, at a minimum, meet the specifications in The School Code, if economically and practically feasible.
3. Periodic review of procedures on the reduction of solid waste generated by academic, administrative, and other institutional functions. These procedures shall: (a) require recycling the District's waste stream, including landscape waste, computer paper, and white office paper, if economically and practically feasible; (b) include investigation of the feasibility of potential markets for other recyclable materials that are present in the District's waste stream; and (c) be designed to achieve, before July 1, 2020, at least 50% reduction in the amount of solid waste that is generated by the District.
4. Adherence to energy conservation measures.

LEGAL REF.: 105 ILCS 5/10-20.19c

CROSS REF.: 4:60 (Purchases and Contracts), 4:150 (Facility Management and Building Programs)

Adopted by Board Action 12/11/2008

(105 ILCS 5/10-20.19c) (from Ch. 122, par. 10-20.19c)

Sec. 10-20.19c. Recycled paper and paper products and solid waste management.

(a) Definitions. As used in this Section, the following terms shall have the meanings indicated, unless the context otherwise requires:

"Deinked stock" means paper that has been processed to remove inks, clays, coatings, binders and other contaminants.

"High grade printing and writing papers" includes offset printing paper, duplicator paper, writing paper (stationery), tablet paper, office paper, note pads, xerographic paper, envelopes, form bond including computer paper and carbonless forms, book papers, bond papers, ledger paper, book stock and cotton fiber papers.

"Paper and paper products" means high grade printing and writing papers, tissue products, newsprint, unbleached packaging and recycled paperboard.

"Postconsumer material" means only those products generated by a business or consumer which have served their intended end uses, and which have been separated or diverted from solid waste; wastes generated during the production of an end product are excluded.

"Recovered paper material" means paper waste generated after the completion of the papermaking process, such as postconsumer materials, envelope cuttings, bindery trimmings, printing waste, cutting and other converting waste, butt rolls, and mill wrappers, obsolete inventories, and rejected unused stock. "Recovered paper material", however, does not include fibrous waste generated during the manufacturing process such as fibers recovered from waste water or trimmings of paper machine rolls (mill broke), or fibrous byproducts of harvesting, extraction or woodcutting processes, or forest residues such as bark.

"Recycled paperboard" includes paperboard products, folding cartons and pad backings.

"Tissue products" includes toilet tissue, paper towels, paper napkins, facial tissue, paper doilies, industrial wipers, paper bags and brown papers. These products shall also be unscented and shall not be colored.

"Unbleached packaging" includes corrugated and fiber storage boxes.

(a-5) Each school district shall periodically review its procurement procedures and specifications related to the purchase of products and supplies. Those procedures and specifications must be modified as necessary to require the school district to seek out products and supplies that contain recycled materials and to ensure that purchased products and supplies are reusable, durable, or made from recycled materials, if economically and practically feasible. In selecting products and supplies that contain recycled material, preference must be given to products and

supplies that contain the highest amount of recycled material and that are consistent with the effective use of the product or supply, if economically and practically feasible.

(b) Wherever economically and practically feasible, as determined by the school board, the school board, all public schools and attendance centers within a school district, and their school supply stores shall procure recycled paper and paper products as follows:

(1) Beginning July 1, 2008, at least 10% of the

total dollar value of paper and paper products purchased by school boards, public schools and attendance centers, and their school supply stores shall be recycled paper and paper products.

(2) Beginning July 1, 2011, at least 25% of the

total dollar value of paper and paper products purchased by school boards, public schools and attendance centers, and their school supply stores shall be recycled paper and paper products.

(3) Beginning July 1, 2014, at least 50% of the

total dollar value of paper and paper products purchased by school boards, public schools and attendance centers, and their school supply stores shall be recycled paper and paper products.

(4) Beginning July 1, 2020, at least 75% of the

total dollar value of paper and paper products purchased by school boards, public schools and attendance centers, and their school supply stores shall be recycled paper and paper products.

(5) Beginning upon the effective date of this

amendatory Act of 1992, all paper purchased by the board of education, public schools and attendance centers for publication of student newspapers shall be recycled newsprint. The amount purchased shall not be included in calculating the amounts specified in paragraphs (1) through (4).

(c) Paper and paper products purchased from private sector vendors pursuant to printing contracts are not considered paper and paper products for the purposes of subsection (b), unless purchased under contract for the printing of student newspapers.

(d)(1) Wherever economically and practically feasible,

the recycled paper and paper products referred to in subsection (b) shall contain postconsumer or recovered paper materials as specified by paper category in this subsection:

(i) Recycled high grade printing and writing paper

shall contain at least 50% recovered paper material. Such recovered paper material, until July 1, 2008, shall consist of at least 20% deinked stock or postconsumer material; and beginning July 1, 2008, shall consist of at least 25% deinked stock or postconsumer material; and beginning July 1, 2010, shall consist of at least 30% deinked stock or postconsumer material; and beginning July 1, 2012, shall consist of at least 40% deinked stock or postconsumer material; and beginning July 1, 2014, shall consist of at least 50% deinked stock or postconsumer material.

(ii) Recycled tissue products, until July 1, 1994,

shall contain at least 25% postconsumer material; and beginning July 1, 1994, shall contain at least 30% postconsumer material; and beginning July 1, 1996, shall contain at least 35% postconsumer material; and beginning July 1, 1998, shall contain at least 40% postconsumer material; and beginning July 1, 2000, shall contain at least 45% postconsumer material.

(iii) Recycled newsprint, until July 1, 1994, shall

contain at least 40% postconsumer material; and beginning July 1, 1994, shall contain at least 50% postconsumer material; and beginning July 1, 1996, shall contain at least 60% postconsumer material; and beginning July 1, 1998, shall contain at least 70% postconsumer material; and beginning July 1, 2000, shall contain at least 80% postconsumer material.

(iv) Recycled unbleached packaging, until July 1,



1994, shall contain at least 35% postconsumer material; and beginning July 1, 1994, shall contain at least 40% postconsumer material; and beginning July 1, 1996, shall contain at least 45% postconsumer material; and beginning July 1, 1998, shall contain at least 50% postconsumer material; and beginning July 1, 2000, shall contain at least 55% postconsumer material.

(v) Recycled paperboard, until July 1, 1994, shall

contain at least 80% postconsumer material; and beginning July 1, 1994, shall contain at least 85% postconsumer material; and beginning July 1, 1996, shall contain at least 90% postconsumer material; and beginning July 1, 1998, shall contain at least 95% postconsumer material.

(2) For the purposes of this Section, "postconsumer

material" includes:

(i) paper, paperboard, and fibrous waste from

retail stores, office buildings, homes and so forth, after the waste has passed through its end usage as a consumer item, including used corrugated boxes, old newspapers, mixed waste paper, tabulating cards, and used cordage; and

(ii) all paper, paperboard, and fibrous wastes

that are diverted or separated from the municipal waste stream.

(3) For the purposes of this Section, "recovered

paper material" includes:

(i) postconsumer material;

(ii) dry paper and paperboard waste generated

after completion of the papermaking process (that is, those manufacturing operations up to and including the cutting and trimming of the paper machine reel into smaller rolls or rough sheets), including envelope cuttings, bindery trimmings, and other paper and paperboard waste resulting from printing, cutting, forming and

other converting operations, or from bag, box and carton manufacturing, and butt rolls, mill wrappers, and rejected unused stock; and

(iii) finished paper and paperboard from

obsolete inventories of paper and paperboard manufacturers, merchants, wholesalers, dealers, printers, converters or others.

(e) Nothing in this Section shall be deemed to apply to art materials, nor to any newspapers, magazines, text books, library books or other copyrighted publications which are purchased or used by any school board or any public school or attendance center within a school district, or which are sold in any school supply store operated by or within any such school or attendance center, other than newspapers written, edited or produced by students enrolled in the school district, public school or attendance center.

(e-5) Each school district shall periodically review its procedures on solid waste reduction regarding the management of solid waste generated by academic, administrative, and other institutional functions. Those waste reduction procedures must be designed to, when economically and practically feasible, recycle the school district's waste stream, including without limitation landscape waste, computer paper, and white office paper. School districts are encouraged to have procedures that provide for the investigation of potential markets for other recyclable materials that are present in the school district's waste stream. The waste reduction procedures must be designed to achieve, before July 1, 2020, at least a 50% reduction in the amount of solid waste that is generated by the school district.

(f) The State Board of Education, in coordination with the Departments of Central Management Services and Commerce and Economic Opportunity, may adopt such rules and regulations as it deems necessary to assist districts in carrying out the provisions of this Section.

(Source: P.A. 94-793, eff. 5-19-06; 95-741, eff. 7-18-08.)

# Work Year, Holidays, and Vacations

## Work Year

The work year for educational support personnel will be specified in individual job descriptions furnished to each employee.

## Holidays

Paid holidays for employees are designated on the official school calendar. The list of employees eligible for paid holidays is located in a Paid Holiday Chart in this section. Holidays, which fall on weekends, are not paid holidays, unless specifically designated as such. Employees are paid only for those holidays, which fall in their normal work year.

The work day prior to and immediately following a holiday must be worked in order to qualify for holiday pay except in cases of illness, emergency, or approved vacation days. Employees must be prepared to present a written explanation from a doctor in case of illness. Temporary employees are not eligible for paid holidays.

### Current Holidays are as follows:

Holiday	12-Month Fulltime (35-40 Hrs/Wk)	Less than 12-Month Fulltime (35-40 Hrs/Wk)	12-Month Part-time (30-34.9 Hrs/Wk)
Labor Day	PAID	PAID	
Thanksgiving Day	PAID	PAID	PAID
Christmas Day	PAID	PAID	PAID
Day Before Christmas	PAID		
New Years Day	PAID	PAID	PAID
Good Friday	PAID	PAID	
Memorial Day	PAID	PAID	
Independence Day	PAID		PAID
The administration will establish the number of these days as holidays before July 1 <sup>st</sup> of each year for each classification	4 PAID Days from the following: Columbus Day Veterans' Day Martin Luther King, Jr. Day Lincoln's Birthday President's Day Casmir Pulaski Day	2 PAID Days to be decided by Administration from the following: Columbus Day Veterans' Day Martin Luther King, Jr. Day Lincoln's Birthday President's Day Casmir Pulaski Day	

## Geneseo Schools CUSD#228

### January 1, 2009 Contribution Scenarios

						CONTRIBUTION OPTIONS					
	<u>Current Enrollment</u>	<u>Current Rates</u>	<u>2008 Participant Contribution \$'s</u>	<u>Current Contributions %'s</u>	<u>2009 Renewal Rates</u>	<u>Option 1</u> Maintain 2008 Contributions	<u>Option 2</u> Use 2009 Renewal Rates (~4% INCR)	<u>Option 2</u> Individual Rate Changes Per Month	<u>Option 3</u> 2% above Renewal Rates (~ 6% INCR)	<u>Option 4</u> 3% above Renewal Rates (~ 7% INCR)	<u>Option 5</u> 4% above Renewal Rates (~ 8% INCR)
<b>PPO</b>											
- Single (Incl Single Wrap)	115	\$369.14	\$0.00	0.0%	\$382.06	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
-Retiree Single	12	\$369.14	\$369.14	100.0%	\$382.06	\$369.14	\$382.06	\$12.92	\$389.70	\$393.52	\$397.34
- Family	82	\$962.01	\$148.22	15.4%	\$1,003.38	\$148.22	\$155.33	\$7.11	\$158.44	\$159.99	\$161.54
-Retiree Family	3	\$962.01	\$962.01	100.0%	\$1,003.38	\$962.01	\$1,003.38	\$41.37	\$1,023.44	\$1,033.48	\$1,043.51
-Retiree Medicare	14	\$237.71	\$237.71	100.0%	\$247.93	\$237.71	\$247.93	\$10.22	\$252.89	\$255.37	\$257.85
-Family Wrap or Dental/Vision	8	\$69.91	\$69.91	100.0%	\$72.78	\$69.91	\$72.78	\$2.87	\$74.23	\$74.96	\$75.69
-Retiree Family A (1 Medicare Single, 1 Single)	2	\$606.85	\$606.85	100.0%	\$632.94	\$606.85	\$632.94	\$26.09	\$645.60	\$651.93	\$658.26
-Retiree Family B (2 Medicare Single)	6	\$475.41	\$475.41	100.0%	\$495.85	\$475.41	\$495.85	\$20.44	\$505.77	\$510.73	\$515.69
<b>242</b>		<b>TOTAL CONTRIBUTION (PARTICIPANTS + DISTRICT)</b>	<b>PARTICIPANTS \$s</b>		<b>TOTAL CONTRIBUTION (PARTICIPANTS + DISTRICT)</b>	<b>Option 1</b>	<b>Option 2</b>		<b>Option 3</b>	<b>Option 4</b>	<b>Option 5</b>
<b>TOTALS</b>		<b>\$1,639,260</b>	<b>\$329,078</b>		<b>\$1,705,234</b>	<b>\$329,078</b>	<b>\$343,513</b>		<b>\$350,383</b>	<b>\$353,819</b>	<b>\$357,254</b>
		<b>Employee % of Total Costs</b>	<b>20.1%</b>			<b>20.1%</b>	<b>20.1%</b>		<b>20.5%</b>	<b>20.7%</b>	<b>21.0%</b>
		<b>Employer % of Total Costs</b>	<b>79.9%</b>			<b>79.9%</b>	<b>79.9%</b>		<b>79.5%</b>	<b>79.3%</b>	<b>79.0%</b>
		<b>Net Employer Costs</b>	<b>\$1,310,183</b>			<b>\$1,310,183</b>	<b>\$1,361,721</b>		<b>\$1,354,851</b>	<b>\$1,351,416</b>	<b>\$1,347,981</b>
					<b>Net % Increase to Employer</b>	<b>0.0%</b>	<b>3.9%</b>		<b>3.4%</b>	<b>3.1%</b>	<b>2.9%</b>
						\$1,639,260	\$1,705,234		\$1,705,234	\$1,705,234	\$1,705,234

**Note(s):**

Total 2008 healthcare (medical/RX) costs at expected are \$1,708,100, with \$1,618,972 being projected for 2009 (a reduction of 5.2%). This exhibit assumes no decrease to 2008 costs. The potential reduction in costs is calculated based on new hospital discounts, with associated potential reinsurance changes.

Prior Year Percentage Increases	2005	2006	2007	2008
	7%	8%	10%	10%