



Dr. Bruce Law
*Superintendent
of Schools*

Pamela Bylsma
*Assistant Superintendent
for Academics*

Tammy Prentiss
*Assistant Superintendent
for Special Education*

Domenico Maniscalco
*Director of
Human Resources*

Bill Eagan
*Chief Financial
Officer*

TO: Dr. Bruce Law
FROM: Pam Bylsma
Assistant Superintendent for Academics
DATE: October 28, 2014
RE: Proposed Revisions to the 2015-16 Program of Studies Guides

At the upcoming Board of Education meeting, I will discuss the attached document, which summarizes the proposed revisions to District 86's Program of Studies Guides for the 2015-16 school year. The document highlights changes that are required or requested in the following areas:

- State Graduation Requirements
- Updated Board Policies
- Curriculum Equity Items
- Student-Centered School Needs
- Course Fee Alterations

These proposed revisions are the end product of extensive discussions with each building's Curriculum Leadership Team, led by our dedicated Assistant Principals for Curriculum, Instruction and Assessment, Ms. Arwen Pokorny Lyp and Mr. John Bruesch. Their proposed changes seek to expand academic opportunities, to increase course rigor through new course taking patterns and structures, to improve post-secondary options, and to enrich student experiences at Hinsdale South and Hinsdale Central. Our Program of Studies books are more than curriculum guides. These books state our commitment to match individual student needs with the most appropriate program and courses available. They reflect the values that define how we operate, and they serve as a testament to our aspirations for our students.

In conclusion, in order to print the Program of Studies booklets in time to share them with our incoming freshmen during 8th Grade Family Information Nights in early December, I will need final Board approval during their November 17 Regular Action meeting. I look forward to discussing these proposals with you and the Board of Education on November 3.

2015-2016 PROGRAM OF STUDIES PROPOSED REVISIONS
Board of Education Report
November 3, 2014

State Graduation Requirement Change

Both high schools will . . .

1. Add a statement that all students must complete state-mandated CPR and AED training through their physical education classes in order to graduate.
2. Remove statements referring to the former mandate that students must take the PSAE in order to earn a regular diploma in the state of Illinois. Current state guidance on this topic was posted on ISBE's website on October 24, 2014, but is incomplete at this time. <http://www.isbe.net/assessment/parcc.htm>.

Message regarding students who have not previously taken the PSAE:

Those students who did not take PSAE prior to this school year and who are eligible to receive a regular high school diploma either immediately or through the end of the 2014-2015 school year AND who are not enrolled in a course teaching the standards of Algebra II, Math III or ELA III prior to their date of graduation, may be considered to receive a regular high school diploma at the discretion of the district.

To assist with making this possible, ISBE has removed the grade 11 programming in SIS (the Student Information System) to allow students who have not previously taken the PSAE to be eligible as grade 12. Rulemaking on the diploma requirement and State assessments is forthcoming.

3. In lieu of final guidance from ISBE, we will insert the following statement, "In order to earn a regular diploma, students must comply with all state-mandated requirements for standardized testing."

Board Policy Changes

Both high schools will . . .

1. Add language regarding World Language proficiency credit, per policy 6:320, in both the General Information section and the World Languages section, as follows:

A student is eligible to receive one year of foreign language credit if the student has graduated from an accredited elementary school and can demonstrate proficiency, according to this District's academic criteria, in a language other than English. A student who demonstrates proficiency in American Sign Language is deemed proficient in a foreign language and will receive one year of foreign language credit. A student who studied a foreign language in an approved ethnic school program is eligible to receive appropriate credit according to the level of proficiency reached; the student may be required to take a proficiency examination.

2. Include language regarding Junior High/Middle School students earning high school credit, per policy 6:320.
 - a. Junior High/Middle Schools that feed into D86 but are unable to offer advanced coursework for their students may send their students to D86 for those courses. In these cases, all courses, grades and credit earned will appear on the transcript and will be calculated into the grade-point average earned in subsequent years at a high school in District 86.

- b. If the course is taken at one D86 school and the student later attends the other D86 school, the course, grades, and credit earned will appear as transfer credit.
 - c. If the course is taken at the D86 school the student eventually attends, the course, grades, and credit earned will appear as regular credit.
3. Update the language on PE exemptions, per policy 6:310, removing the 9th grade marching band student exclusion, as follows:

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. For students in grades 11-12, ongoing participation in an interscholastic athletic program as recognized by IHSA.
2. For students in grades 11-12, to enroll in academic classes which are required for graduation from high school, provided that failure to take such classes will result in the pupil being unable to graduate.
3. For ongoing participation in a Marching Band program for credit.

Exemption from Physical Education for interscholastic athletes or Marching Band members (Items 1 and 3 above) is for the participation season only. A request for enrollment in specific courses (Item 2 above) is for the length of the approved course(s). The decision to exempt a student from Physical Education for any of the above stated reasons shall not be automatic and shall be made on an individual basis. All requests must be in writing signed by the student and the student's parent or guardian. All requests will be verified by the Building Principal or designated administrator.

Students in grades 11-12 who desire an exemption from Physical Education in order to enroll in an academic class or classes required for admission to the college(s) or university(ies) of their choice may submit an application for Physical Education exemption to their counselor (for purposes of advice, but not consent) with a form of parental consent for students under eighteen years of age, and documented substantiation of the prerequisite secondary courses required for admittance to the post-secondary institution to which said student intends to apply. The application form should detail the course(s) that will be substituted for Physical Education, as well as a rationale why that course cannot be taken unless the Physical Education exemption is granted. Within one week of submission to said counselor, the building principal will approve or disapprove the request and notify the student immediately in writing. Building principals shall allow exemption requests unless the requester's rationale clearly fails statutory or District-policy requirements. Any rejection by the building principal shall be supported by written rationale and notice that an appeal may be filed with the office of the Superintendent.

A student requiring adapted physical education must receive that service in accordance with the student's Individualized Educational Program/Plan (IEP).

A student who is eligible for special education may be excused from physical education courses when:

1. He or she is in grades 9-12, and his or her IEP requires that special education support and services be provided during physical education time, and the student's parent/guardian agrees or the IEP team makes the determination;
2. He or she has an IEP and is participating in an adaptive athletic program outside of the school setting, and the parent/guardian documents the student's participation as required by the Superintendent or designee.

Curriculum Equity

1. South will . . .
 - a. Add *Early Bird Jazz Band* as an option for band students, which is currently available to students at Central.
 - b. Add *Scientific Inquiry and Research (SIR) 1*, which is currently available to students at Central.
2. Central will . . .
 - a. Add *Pre-Engineering Graphics 2 Honors* option, which is currently available to students at South.
 - b. Add *Studio Art Honors* option, which is currently available to students at South.
 - c. Add *Independent Study* option, which is currently available to students at South.
3. Both schools will . . .
 - a. Add language to the *Independent Study* option which indicates that administrative approval will be contingent on the teacher's workload.
 - b. Include a line in each AP course description that indicates the exam fee from the previous year, accompanied by the recommendation that students enrolled in the course are expected to take the test.
 - c. Offer *Scientific Inquiry and Research (SIR) 1* on-line called *eSIR* for students who have a full course load but would still like to pursue the class.
 - i. Departmental approval would be required.
 - ii. Students accepted into *eSIR* would be on the class roster along with students in the regular course.
 - iii. All course requirements would remain the same.
 - iv. Completion of *eSIR* would satisfy the prerequisite for *SIR 2*.
 - d. Insert an addendum to *Scientific Inquiry and Research (SIR) 1* and *SIR 2* that explains how students can earn *Advanced Placement Seminar 1* and *Seminar 2* credit.

"Pending College Board Approval:

Upon completion of the first year of SIR, a student is eligible to earn credit for the College Board's A.P. Seminar course by completing the assessment. Upon completion of the second year of SIR, a student is eligible to earn credit for the College Board's A.P. Research course by completing the assessment.

A student enrolled in eSIR is not eligible to complete the assessment for the College Board's A.P. Seminar 1 course because they will not complete the group component required by this course."

- e. Include information that clarifies the Special Education programs, course offerings, and supports available to students by inserting a Special Education Department section at the front of the Program of Studies guide in a parallel format to the Honors and AP sections. (*see Addendums 1 and 2*)
 - i. Indicate that the curriculum of all Special Education courses aligns to the New Illinois Learning Standards (NILS).
 - ii. List the courses taught in the Special Education Department, which are available exclusively to students who have IEPs.
 - iii. Cite the pages in the departmental sections of the guide where those courses descriptions are located.
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Hinsdale South

1. Change the language in the math section in regards to the recommended graphing calculator by removing Casio as the preferred brand.
 2. Include in the English section the Special Education self-contained *Social Communication* class.
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Hinsdale Central

1. Offer dual credit with College of DuPage for *Earth Science Honors* students who earn a passing score on the community college Compass Math test.
 2. Remove *Applied Math* for next year due to very low enrollment and the increased expectations in the NILS.
 - a. This course was a Foundations class, which is a self-contained Special Education class with placement based on the recommendation of the IEP team.
 - b. Include the new course sequence for Foundations students that will be: *Foundations of Algebra, Foundations of Geometry, and Consumer Math.*
 3. Eliminate *Excel Algebra 2/Trig* as an option due to the fact that so few students need this level of targeted support by their junior year.
 - a. Provide these students with an Excel Guided Study Hall class, where math grades will be progress monitored in order to provide “pull-out” intervention support if needed.
 4. Change *Introduction to Gaming* from a semester to a full-year course to mirror web programming courses at area colleges.
 5. Remove the *General* or *G* level distinction from all courses currently bearing that label in order to more accurately reflect the content of the courses, which is not remedial in nature.
 - a. Continue to ensure that the coursework is college preparatory in its rigor in order for student athletes to earn NCAA credit for the courses.
 - b. Maintain strategic interventions and differentiate instruction for these academically at-risk students to keep them on the college-bound track early in their high school careers.
 - c. Change the following course names:
 - i. *Earth Science General* to *3740 Earth Science*
 - ii. *Biology General* to *3700 Biology*
 - iii. *Algebra 1 General* to *3100 Algebra 1*
 - iv. *Algebra I General S1 Block* to *3141 Algebra 1 S1 Block*
 - v. *Geometry General* to *3200 Geometry*
 - vi. *Geometry General S2 Block* to *3232 Geometry General S2 Block*
 - vii. *Algebra 2 Trigonometry General* to *3300 Algebra 2 Trigonometry*
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Course Fee Changes

1. Increases for Both Schools:

“Last year’s fee for each AP exam as established by the College Board was \$91 with an additional \$45 per exam late-testing fee. For schools participating in AP Capstone in 2014-15, the fee for AP Seminar was \$139. District 86 AP exam fees for the 2015-16 school year will be adjusted to reflect any increases determined by the College Board after the creation of this document.”
2. Decreases for Both Schools:

Ensure that no mention of fees is included in next year’s Program of Studies books for any Special Education Foundations or Adult Opportunities courses in order to match this year’s practice of not collecting these fees.

**ADDENDUM 1
HINSDALE CENTRAL**

Special Education Program Overview

The Special Education Department provides a full continuum of services and supports designed to meet the Individual Education Program (IEP) needs of students. Students in need of special education services can receive instruction and programming through one or more of the following approaches:

- academic accommodations within the regular education classrooms,
- structured assistance within the regular education classrooms through co-taught supports,
- structured assistance outside the regular class through consultation services,
- related services, and
- direct instruction in specialized course offerings

All of the courses below meet the HCHS graduation requirements.

Course Title	Course #	Credit	Grade Offered	Page Number
English 1	1810	1.0	9	
English 2	1820	1.0	10	
English 3	1830	1.0	11	
English 4	1840	1.0	12	
World Cultures	1850	1.0	9	
United States History	1860	1.0	11	
**Reading	1890	1.0	9-12	
Foundations of Algebra and Geometry	1871	1.0	9-10	
Academic Center Resource	9920/9924	NC	9-12	
Study Skills 1	1951/1952	.25/sem.	9	
Study Skills 2	1956/1957	.25/sem.	10	
Learning Strategies 1	1958/1959	.25/sem.	11	
Learning Strategies 2	1961/1962	.25/sem.	12	
**Program Success	1956A/1957A	.25/sem.	9-12	
**Social Communication	2005	1.0	9-12	
**English Foundations	2000	1.0	9-12	
**Math Foundations	2030	1.0	9-12	
**Resource Foundations	2080	1.0	9-12	
**Elective Foundations	2060	1.0	9-12	
**Pre-Voc Foundations	2100	1.0	9-12	
*Social Studies Foundations	2081	1.0	9-12	
*Science Foundations	2050	1.0	9-12	
Health Foundations	2002	0.5	9-12	
*Cooperative Work Training	1931/1932	.5/sem.	10-12	
*Pre Vocational Supervised Job Training	1941/1942	.5/sem.	9-12	
Adult Opportunities	2930	NC	Post 12	
Therapeutic Program			9-12	
* May be taken more than once for credit (maximum 2.0 credits)				
** May be taken more than once for credit (maximum 4.0 credits)				

ADDENDUM 1 HINSDALE SOUTH

Hinsdale South Special Education Program Overview

The Special Education Department provides a full continuum of services and supports designed to meet the Individual Education Program (IEP) needs of students. Students in need of special education services can receive instruction and programming through one or more of the following approaches:

- academic accommodations within the general education classrooms,
- structured assistance within the general education classrooms through co-taught supports,
- structured assistance outside the general education classrooms through consultation services,
- related services, and
- direct instruction in specialized course offerings through a Foundations or Applied philosophical approach:
 - Foundations* courses provide students with an opportunity to focus on functional life skills curriculum within the context of each content area.
 - Applied* courses focus on specific content area concepts and skills with an additional emphasis on practical application.

All of the courses below meet the graduation requirements for either core academic or elective credit.

Department	Foundations Approach	Applied Approach
<i>Business</i>	Foundations Consumer Education Foundations Digital Communication	Prevocational Job Training Cooperative Work Training
<i>English</i>	Foundations English	Applied English Dynamics Applied Reading Fundamentals Applied English 4 Applied Social Communication
<i>FACS</i>	Foundations Foods	
<i>Mathematics</i>	Foundations Math	Applied Math Applied Consumer Math 1 Applied Consumer Math 2
<i>Science</i>	Foundations Science	Applied Earth Science Applied Biology
<i>Social Studies</i>	Foundations Social Studies	
<i>Course descriptions for these courses can be found in the Additional Academic Opportunities section of the Program of Studies.</i>		Applied Learning Strategies Applied Academic Strategies 9, 10, 11/12 Program Success Therapeutic Program Adult Opportunities