

ACADEMIC & STUDENT SERVICES

The Student Services Department assists students to find success in school and to formulate post high school plans. Each student is assigned a counselor who serves as a link between the home and school. Counselors work with students to ensure appropriate course placement, help with study skills and organization, monitor progress in classes, encourage involvement in school activities, and provide communication with parents and guardians. To support post high school planning, the Student Services Department offers a developmental counseling curriculum that provides information about college and career exploration, standardized testing, financial aid, and scholarship opportunities.

GRADUATION REQUIREMENTS AND CREDITS

Graduation Requirements - 22.5 Total Credits

- 4 credits English
- 3 credits Mathematics
- 2 credits Science (1 life science, 1 physical science)
- 3 credits Social Studies
- (1 credit Global Studies or AP Human Geography, 1 credit U.S. History, .5 credit Government, and .5 credit Social Studies elective)
- .5 credit Consumer Education (Personal Finance, Intro to Business, Life Resource Management, or Advanced Placement Economics)
- .5 credit Fine Arts
- 1 credit Illinois Elective (CTE, Fine Arts, or World Languages)
- .5 credit Health
- 3.5 credits Physical Education
- .5 credit Safety/Driver Education or record of satisfactory completion of an accredited private course

Graduation Requirements - non-credit bearing

- Completion of a required Illinois School Day SAT
- Completion of the Free Application for Federal Student Aid (FAFSA) or complete and submit to school the ISBE waiver form

EXPECTED PROGRESSION FOR ACCUMULATION OF CREDITS

Credits are awarded at the end of each semester. One-half credit is awarded for each semester-long course that is successfully completed. Students will be evaluated at the beginning of each academic year for the purpose of determining if they are on track to

graduate.

- Sophomore in good standing: a minimum of 5.5 earned credits
- Junior in good standing: a minimum of 11 earned credits
- Senior in good standing: a minimum of 17 earned credits

ADDITIONAL CREDIT BEARING EXPERIENCES

A student may receive high school credit for successfully completing any of the listed courses or experiences even when it is not offered in or sponsored by the District:

1. Distance learning course, including a correspondence, virtual, or online course
2. Courses in an accredited foreign exchange program
3. Summer school or community college courses
4. College courses offering dual credit courses at both the college and high school level
5. Foreign language courses taken in an ethnic school program approved by the Illinois State Board of Education
6. Work-related training at manufacturing facilities or agencies in a Youth Apprenticeship Vocational Education Program (Tech Prep)
7. Credit earned in a Vocational Academy

The student must seek approval from the Superintendent or designee to receive graduation credit for any non-District course or experience. The Superintendent or designee shall determine the amount of credit and whether a proficiency examination is required before the credit is awarded. As approval is not guaranteed, students should seek conditional approval of the experience before participating in a non-District course or experience. The student assumes responsibility for any fee, tuition, supply, or other expense. The student seeking credit is responsible for (1) providing documents or transcripts that demonstrate successful completion of the experience, and (2) taking a proficiency examination, if requested. The Superintendent or designee shall determine which, if any, non-District courses or experiences, will count toward a student's grade point average and eligibility for athletic and extracurricular activities.

DUAL CREDITS

A student who successfully completes a dual credit course may receive credit at both the accredited college and high school level. The family assumes all responsibility for tuition and fees, some students must provide their own transportation to the institution where the course is taking place, and student completes a secondary education reference form signed by designated school officials.

DUAL CREDITS | UW-OSHKOSH SPECIFIC DUAL CREDIT COURSES

The University of Wisconsin Oshkosh, in cooperation with Community High School District 117, provides the Cooperative Academic Partnership Program (CAPP) for qualified secondary students who may elect to earn college credits (\$100 per credit hour) and required high school

Carnegie units, simultaneously. It is intended that academically able students have the opportunity to realize college level expectations in the familiar and supportive setting of their CHSD117 high school.

While the courses will be taught at the high schools, the use of University facilities is encouraged. Teaching and learning materials are available. Students will be issued photo ID cards upon request and both students and their teachers are encouraged to come to the UW Oshkosh campus to use the library, observatory, and laboratories.

The curriculum is in alignment with what is offered on the University campus. When appropriate, the same tests are used. The grades earned are considered dual credit – high school and University. University transcripts reflect CAPP course credit in the same way as that of other University courses.

UW-Oshkosh Prerequisites for Dual Credit Enrollment: Must meet at least one of these three requirements to enroll:

- Class rank in top 25 percent
- GPA of 3.25 or above on a 4.0 scale
- ACT score of 24 or higher and one of the following:
 - Rank in top 50 percent of class
 - GPA of 2.75 or above

Special situations will be allowed based on recommendations by the adjunct.

INDEPENDENT RESEARCH STUDY

Elective 11-12, 1 semester, .5 credit

Students who wish to design and complete individual research study projects geared toward their particular interests, aptitudes, and needs will have the opportunity of experiencing an “Independent Research Study.” This research study provides the student with an opportunity to participate in the creation of unique academic learning experiences geared toward individual needs, interests, aptitudes, and desired outcomes. The content areas for a research study are not limited in order to provide broad academic opportunities. Part of the course will be for the student and cooperating teacher to design a rubric that will be used to measure successful completion. Plans must be approved by the department chair and assistant principal, as well as the cooperating faculty members. A summative project that shows the desired outcomes based on the rubric will be presented to the department chair and assistant principal at the end of the semester. The cooperating teacher will supervise and grade the project. Projects will be completed outside of the normal school day or during a free period and will typically be completed within one semester, but can extend longer, if approved.

ACADEMIC SERVICES

FULL TIME STUDENT

Students are encouraged to enroll in seven courses with a lunch hour each semester; however, students are required to enroll in a minimum of six courses or a potential of three credits each semester to be considered a full-time student. Students who do not meet these minimum criteria are ineligible for the honor roll.

TRANSFER GRADES

Transfer grades from accredited schools are incorporated into the grading and credit system of Community High School District 117 schools and are weighted accordingly. Permission for awarding credit from accredited correspondence or other external educational programs may be granted with prior approval. Students should see their counselor for more details. Private driver education school completion does not earn credit and is assigned a grade of “P” to fulfill the graduation requirement.

CLASS SCHEDULING

The school’s schedule of classes is based on students’ enrollment requests. Students will meet individually with their counselors to plan and select courses for the following year. Course selections are based on course sequence, graduation requirements, and post high school plans. Students’ individualized schedules are available in August via the Infinite Campus portal for the upcoming school year.

REQUEST FOR COURSE CHANGES

Course changes are primarily limited to: 1) student needs a course to meet graduation requirements, 2) student did not meet the prerequisite for the course, 3) student needs a minimum of six courses or three potential credits each semester, or 4) student took a course during summer school.

WITHDRAWING FROM A SCHEDULED CLASS

Students are expected to remain in the courses for which they have registered for the entire school year. The school cautions all students to carefully consider any withdrawals. District 117 students are not considered full-time students unless they are enrolled in a minimum of six credit classes. A student may not be allowed to drop a course, if, in doing so, the student would fall below the 6 credit class minimum requirement. The withdrawal procedure involves input from the student, counselor, teacher, department chair, parent and administrator.

TRANSCRIPT IMPLICATIONS FOR DROPPING A COURSE

1. If a student withdraws from a class before the first progress of each semester, no

grade is recorded on the transcript.

2. If the student withdraws from a class after the first progress of each semester, the student will receive a “W” if the student is passing at the time of the drop or a “WF” if the student is failing at the time of the drop. The withdrawal will be recorded on the student’s transcript.

PROGRESS AND GRADE REPORTS

Student academic progress can be monitored via the Infinite Campus Portal. Parents and guardians can access grade reports on the Infinite Campus app or web portal at the conclusion of each semester.

SCHOOL YEAR/SUMMER SCHOOL

The school year consists of two semesters. A summer program allows students to earn credit for required and select elective courses. Summer school brochures are available in spring in the Student Services Office and on the district’s website as well as individual school web pages.

Each semester is approximately 18 weeks in length. Credit is awarded for all courses in which the student earns a grade of “D-” or above. Second semester grades are not dependent upon first semester grades. One half credit is awarded for the successful completion of a course each semester, and the credit is recorded on the permanent record or transcript. Only semester grades are recorded on the student’s transcript.

GRADE POINT AVERAGE

Grade points are awarded for grades in all classes.

- A: 4.0
- B: 3.0
- C: 2.0
- D: 1.0
- F: 0.0

Weighted grades

Honors and AP courses are weighted as shown below.

- A: 5.0
- B: 4.0
- C: 3.0
- D: 1.0
- F: 0.0

TRANSCRIPT DESIGNATION FOR REPEATING A FAILED COURSE

If a student repeats and passes a previously failed course, the GPA weight designation of the failing grade will be changed to zero, effectively removing its impact on the student's GPA. If the course is repeated during the fall or spring semester, the new grade will be recorded in the term that the course is repeated and passed, and the student will receive the appropriate credit and grade points. If the course is completed in Summer School, via the Credit Recovery program, it will be designated with a "P" (Pass) which does not impact the student's GPA but reflects an earned credit.

GRADUATION DISTINCTIONS

CLASS RANK

District 117 does not report class rank.

HONOR ROLL

Two honor rolls are published for each semester: High Honor Roll and Honor Roll. The High Honor Roll requires a minimum semester grade point average of 4.0 in academic subjects with no grade lower than "C." The Honor Roll requires a minimum semester grade point average of 3.6, with no grade lower than "C." Only full time students are eligible for honor roll status.

HONOR GRADUATES

Community High School District 117 schools do not recognize valedictorian or salutatorian designations. At graduation, designations for honor and high honor graduate status are conferred according to the following school board policy: honor graduate status will require a minimum cumulative GPA of 3.6. For high honors status, students must have a minimum cumulative 4.0 GPA with no grade lower than a "C."

CUM LAUDE

The Cum Laude program is a rigorous educational, service, and social experience that provides students with an opportunity to excel and show exceptional growth for the post-secondary world. Visit the Cum Laude [website](#) for more information.

DEPARTMENT DISTINCTIONS

Departments offer opportunities to recognize outstanding achievements through a variety of distinctions.

ELIGIBILITY FOR GRADUATION

Seniors may participate in graduation ceremony upon completion of all graduation requirements and financial obligations.

EARLY GRADUATION

Seniors who plan to meet graduation requirements at the end of seven semesters should notify their counselor prior to senior year course selection and must file a completed application with their counselor before the end of Progress 1 of their senior year.

COLLEGE & CAREER EXPLORATION

One of the primary roles of the Student Services department is to support students with post-secondary planning. School counselors are central to the process of planning for students next steps after high school. Counselors use a tool called Naviance that can be accessed at naviance.com. Within Naviance are several college and career search tools. Counselors make visits to academic classes to work with students throughout the year to take advantage of several of those tools and help steer their college and career planning. All of the Naviance tools are accessible to students at any time and tied directly to their school chsd117 account log-in.

ARMED FORCES

District 117 supports students who are interested in learning about service in the United States Armed Forces. Military representatives are given the same opportunity as college representatives to provide information to interested students. Announcements are made to student email with upcoming military visits and those representatives can most often be found in the commons areas of the buildings.

ASVAB

The ASVAB Test is intended for students in the 10th, 11th, and 12th grades. The program provides tools, including the test battery and interest inventory developed by the Department of Defense to help high school and postsecondary students across the nation learn more about career exploration and planning. Results of the aptitude test and the interest inventory enable students to evaluate their skills, estimate performance in academic and vocational endeavors, and identify potentially satisfying careers. This test is given by the military in cooperation with the Student Services Department each year.

COLLEGE FINANCIAL ASSISTANCE

Students attending college may qualify for one or more forms of financial assistance. Agencies

determine the amount of financial assistance by analyzing family income and assets against anticipated college costs. Since the preponderance of need-based assistance is federal aid, annual adjustments to the application process and forms must be made. Students wishing to apply for need-based aid or scholarships must complete the FAFSA after October 1 of senior year. The Free Application for Federal Student Aid (FAFSA) forms are available online at www.fafsa.gov. Annual adjustments to the application process and forms must be made. In addition to need-based aid, students may qualify for aid based on academic achievement, or they may receive assistance due to their participation in academic competition. Information regarding such sources of assistance is posted on Naviance.

Each school manages a local scholarship program that is funded by various organizations and families for the benefit of college-bound seniors. Applications for this program are available each spring, and the recipients are announced at the annual Honors Night Program in May. We strongly recommend that students and parents/guardians refer specific financial aid questions to the financial aid administrator of the college or university the student plans to attend.

Two evening programs will be offered to assist with the financial aid process. A financial aid night is designed for any aged student and their parent/guardian. At this program, an expert in the field will discuss various types of financial aid, loans, and scholarships. A second event, targeting seniors and their parents/guardians, will be a hands-on workshop to assist in the completion of the FAFSA.

COLLEGE STUDENT ATHLETES

Colleges may be affiliated with the NCAA or NAIA. Each organization requires a student register with them and meet eligibility requirements. These requirements vary, but they include a minimum grade point average in a specified number of core college preparatory courses and minimum ACT or SAT score. Students and parents/guardians should visit the website of the appropriate athletic affiliation (NCAA/NAIA) for more information. Athletes interested in college-level competition should complete the NCAA Clearinghouse eligibility form online after their sixth semester in high school (the summer prior to senior year). The eligibility form can be found at www.eligibilitycenter.org.

ASSESSMENTS

We believe quality instruction must always be based on accurate data in order to systematically meet all students at their respective levels of development and encourage consistent growth. Testing is an integral aspect of this process. Our goal at CHSD117 is to strike an ideal balance between accurate assessment and quality instruction. It is our sincere hope that we strategically and intentionally use assessment for learning while at the same time, we have looked to make

calculated decisions on what assessments will provide us with the most crucial information in identifying and meeting the needs of all of our students. The most current assessment calendar for the 2020-21 school year can be viewed [here](#).

STAR ASSESSMENT

Freshmen students will take the math and reading STAR assessments in the fall. This universal screener will support our work in meeting the educational needs of all students.

ACT

The ACT, a fee-based college entrance examination, is recommended during the junior year for those considering colleges or universities. Registration is completed online at www.act.org.

PSAT/NMSQT

For all juniors, the PSAT/NMSQT administered in October also serves as the qualifying exam for the National Merit Scholarship (NMSQT) competition.

PSAT 9, PSAT 10, AND SAT

The Preliminary Scholastic Aptitude Test and Scholastic Aptitude Tests are administered to all freshmen, sophomores, and juniors in April. These are state mandated and funded assessments. The school day SAT is a state required graduation requirement. Students can register for additional SAT tests online at <https://collegereadiness.collegeboard.org/sat/register>.

SAT SUBJECT TESTS

SAT Subject Tests are fee-based examinations required by specific colleges and universities. Additional information is available in the Student Services Office or online at www.collegeboard.com.

INTERVENTION SERVICES

MULTI-TIERED SYSTEM OF SUPPORT

The Student Support Team meets on a regular basis to provide a systematic and professional response to students showing signs of academic or behavioral concerns. Referrals to the team may be made by any staff member, including classroom teachers, counselors, deans, social workers, psychologists, coaches, and non-certified staff. Referrals can also be made by administrators, parents/guardians, family members, and other students. The only criterion required for a referral is that the person making the referral be concerned about the welfare of the student in question.

STUDENT GROUPS

Student support groups are formed based upon the needs and interests of students. A support group brings together students attempting to cope with similar concerns.

These groups meet once a week under the direction of one or more counselors, social workers, and psychologists. Support groups are designed to educate students about how to cope best with specific issues and concerns, while providing students with appropriate levels of support in their efforts for academic success. Support groups are not therapeutic and should not be viewed as a replacement for therapeutic counseling that a student may be participating in through a community agency or mental health facility. Students are limited to participation in one support group program at any given time.

STUDENT ASSISTANCE PROGRAM (SAP)

The Student Assistance Program (SAP) helps students and parents/guardians cope with today's challenges by bringing together students, families, school, and community. A comprehensive SAP provides prevention and education to encourage healthy lifestyles through support and intervention services targeting alcohol, tobacco, and other drugs (ATOD).

Community High School District 117 believes that parents/guardians have the strongest influence over their children's choice to experiment with and/or use ATOD; however, because adolescents spend about one-third of their waking hours in school and at school-related functions, the school has a unique opportunity to reduce substance abuse on the part of students and provide solutions through the SAP. District 117 recognizes that ATOD use not only interferes with a student's ability to learn, but also leads to a multitude of other problems for students and their families. A major goal of the SAP is to intervene early on behalf of those students who are beginning to show signs of escalating academic, attendance, and behavioral problems at school.

DRUG TESTING

District 117 provides mandatory and random drug testing utilizing hair analysis. Students choosing to participate in a competitive, co-curricular activity, enrolled in drivers education, or utilize the school's parking facilities, are subject to random drug testing. Parents or guardians who have concerns or are seeking advice about keeping their child drug-free can contact District 117 about random drug testing.

STRATEGIC LEARNING

Elective 9-12, 1 semester, .5 credit

Prerequisite: Recommendation by a District 117 faculty member or 8th Grade School

This course provides a supportive learning environment to help students achieve their academic goals. This Tier II/III RtI Intervention Strategy enables students to become more effective learners by setting goals and engaging in self-directed progress monitoring. Students receive individual and small group instruction from a general education teacher or a learning behavior

specialist in areas such as time management, organization, goal setting, note-taking, study skills, test taking, and self-advocacy. Time will also be allotted for students to complete assignments from other courses. Parents/ guardians and counselors receive regular feedback from the course instructor.

DEPARTMENT SPECIFIC INTERVENTIONS

See the Math Department section of the Curriculum Guide for more information about:

MATH IMPROVEMENT

MATH 2 SUPPORT

MATH 3 SUPPORT

See the English Department section of the Curriculum Guide for more information about:

READING IMPROVEMENT

ENGLISH AS A SECOND LANGUAGE

SUPPORTED STUDY HALL

Prerequisite: Recommendation by a District 117 faculty member

This non-credit bearing class provides a structured study hall to help students who need organizational and academic assistance within their school day. Students will be monitored by a learning behavior specialist and are given time to work on classwork from a variety of subjects.

SPECIAL EDUCATION SERVICES AND PROGRAMS

Community High School District 117 serves students with special needs through a range of service delivery models. The goal is to meet the academic and emotional needs of students within the least restrictive environment appropriate to the individual student. To offer a full continuum of special education options, District 117 employs SEDOL, Special Education District of Lake County, to provide special education services unique to individual children and their families.

CONSULTATION SERVICES

The consultation service is designed to meet the needs of individual students who require minimal services. These students self-advocate and can independently seek academic assistance on a majority of coursework. Students who receive consultation services are fully mainstreamed in District 117 courses and electives.

CO-TEACHING MODEL

The co-teaching model is designed to meet the needs of students with disabilities within the

general education classroom. Classes are taught by two teachers: one special education teacher and one general education teacher. This model is designed to allow students to access curriculum with accommodations in the general education classroom.

RESOURCE SERVICES

The resource service is designed to meet the needs of students who may need tutorial and organizational assistance. The students in this program are primarily enrolled in general education courses and electives. Resource services are provided on a flexible delivery model that will vary based on each student's needs. Resource is a service and does not count for course credit.

INSTRUCTIONAL SERVICES

Instructional classes are designed to meet the needs of students who may need assistance and a modified curriculum. Instructional classes provide more individual attention than general education classes are able to provide. These classes offer differentiated instruction and the content delivery is multimodal in nature. Instructional classes will be selected based on the individual student's ability level in each subject area and offered on a rotational basis.

LEARNING OPPORTUNITIES PROGRAM

The LOP program is intended for students who need a modified curriculum and support in functional life skills and academic areas. This program has a classroom aide and social-skill building opportunities with a strong focus on post high school needs and goals. Community field trips, post-secondary employment, independent living, and education skills are emphasized. The students work with pre-vocational staff to gain experience in the work community and offered on a rotational basis.

EMOTIONAL DISABILITIES PROGRAM

The ED self-contained program is intended for students who have difficulty developing and maintaining interpersonal relationships with peers and adults. The focus of the program is to increase student's self-control, to form positive relationships, and to foster academic success. The program has a behavioral management/level system, classroom aide, and counseling services. Students may participate in classes outside of the program based on behavioral and academic progress as determined by the IEP team.

RELATED SERVICES

Related services are available to District 117 special education students. Some services are provided through SEDOL staff. Services include individual and group counseling, occupational therapy, speech and language therapy, physical therapy, assistive technology, transition services, vision, and hearing impaired services. Related services contact logs are available to parents and guardians upon request.

