

McLean County Unit District No. 5 Board of Education Regular Meeting Agenda

Wednesday, November 10, 2021

Public Session 6:30 PM

Normal West High School

501 N Parkside Rd

Normal, IL 61761

MASKS ARE REQUIRED.

1. CALL TO ORDER AND ROLL CALL

2. ADJOURN TO CLOSED SESSION(5:45p.m.)

Recommended motion: Move to adjourn to closed session to discuss the following matter according to the exceptions provided in the Open Meetings Act and specified as follows:

•2(c)(1) The appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the public body or legal counsel for the public body, including hearing testimony on a complaint lodged against an employee of the public body or against legal counsel for the public body to determine its validity and

•2(c)(2) Collective negotiating matters between the public body and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees and

•2(c)(11) Litigation, when an action against, affecting or on behalf of the particular public body has been filed and is pending before a court or administrative tribunal, or when the public body finds that an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the minutes of the closed meeting.

3. RECESS

4. RETURN TO PUBLIC SESSION

5. PLEDGE OF ALLEGIANCE

6. FOCUS ON STUDENTS AND GOOD NEWS REPORTS

A Illinois School Board Members Day

3

7. SUPERINTENDENT COMMENTS

A Education Pathway

4

B Preliminary Report on Tax Levy

12

8. PUBLIC COMMENTS

9. REPORTS

A Requests for Information Pursuant to the Illinois Freedom of Information Act

The District has received and processed the following requests for information:

1 Diane Benjamin, requested 10.08.21, responded 11.4.21

2 Toni Gorrell, requested 10.23.21, responded 11.2.21

3 Denelle Hetrick, requested 10.26.21, responded 11.4.21

10. ACTION

A Negotiated Contract for 2021-2025 between the Board of Education of

25

Community Unit School District No. 5, McLean and Woodford Counties, Illinois, and Local Union 362, Laborers International Union of North America

11. CONSENT AGENDA

A Approval of Minutes

1 Closed Session 10.27.21

2 Regular Session 10.27.21

B Personnel Matters

63

C Payment of Bills and Payrolls

1 Bills & Payroll Reports

66

D Dissolution of Student Activity Fund

99

E Approve Bids and Recommendation to Purchase a Forklift for the O&M Warehouse

100

F Approve Request for Authorization to Use Fire Prevention and Safety Funds

| | |
|--|-----|
| 1 NCWHS Health Life Safety Amendment | 102 |
| G Approve 2022-2023 Course To Career Guide | 106 |
| 12. BOARD REPRESENTATIVE COMMITTEE MEETING REPORTS, ANNOUNCEMENTS AND COMMENTS | |
| 13. ADJOURNMENT | |

Illinois Association of School Boards

Illinois School Board Members Day

November 15, 2021

Amy Roser-President

Kelly Pyle-Vice-President

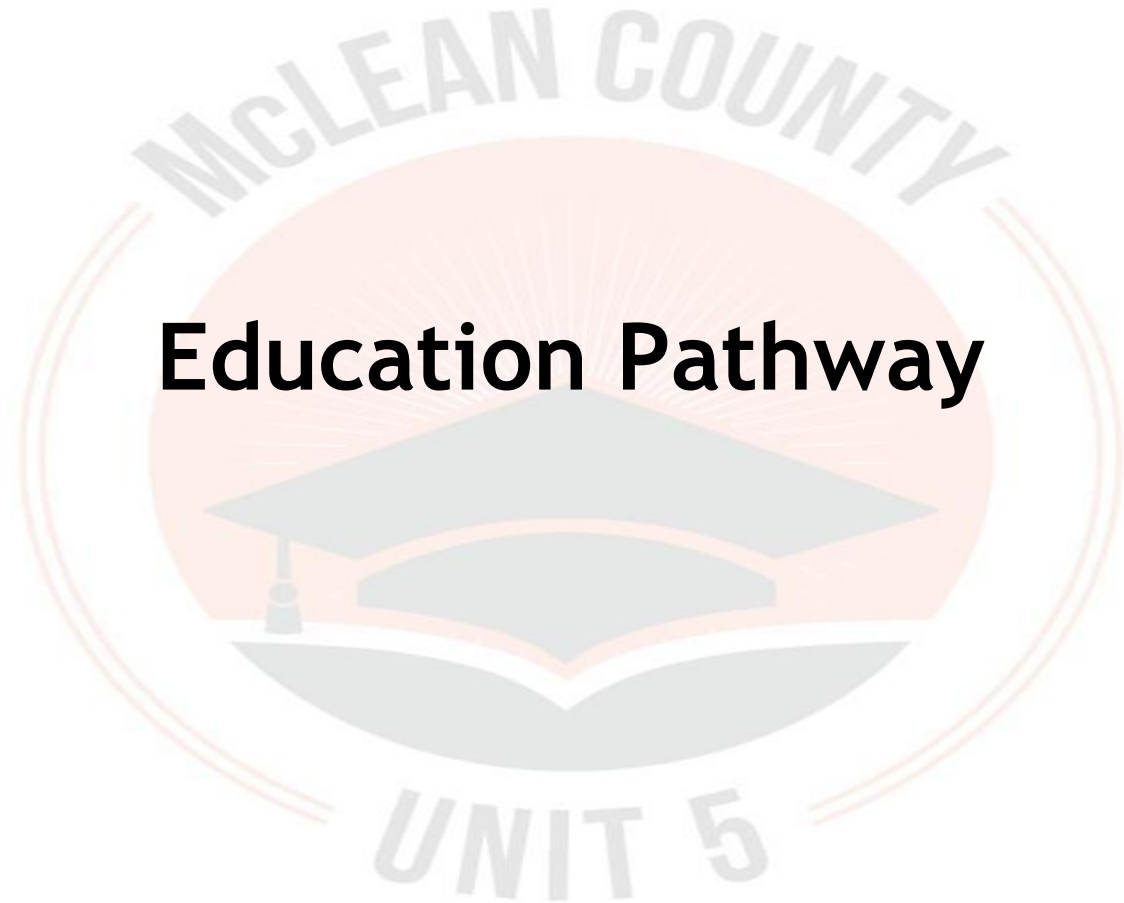
Barry Hitchins-Secretary

Kentrica Coleman-Board Member

Jeremy DeHaai-Board Member

Stan Gozur-Board Member

Alan Kalitzky-Board Member



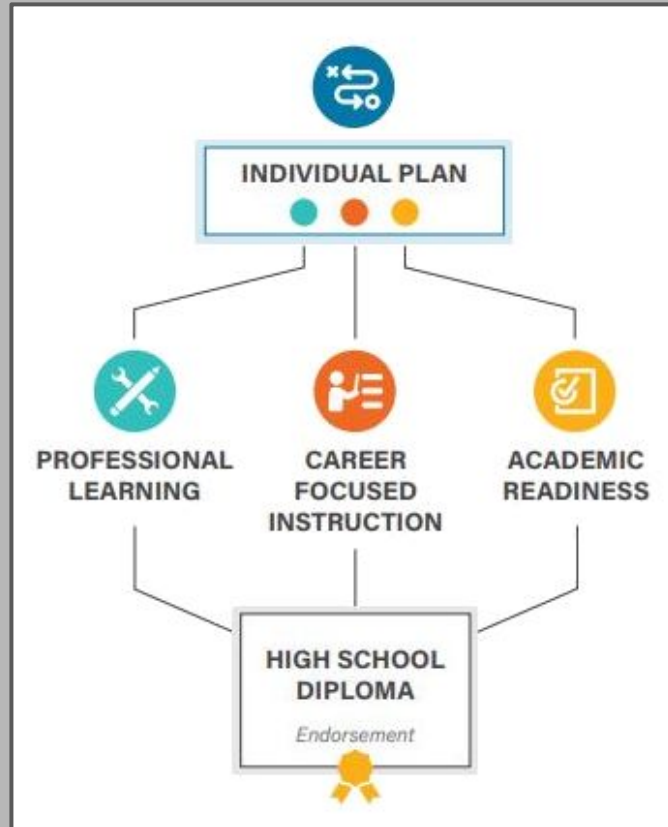
Education Pathway

COLLEGE & CAREER READINESS

College and Career Ready

1. GPA: 2.8/4.0
2. 95% attendance in high school junior and senior year
3. EITHER
 - (A) College and Career Pathway Endorsement under Postsecondary Workforce Readiness Act; OR
 - (B) One academic indicator in each of ELA and Math; Identify a career area of interest by the end of the sophomore year; Three career ready indicators during junior/senior year

COLLEGE & CAREER PATHWAY



INDIVIDUAL PLAN

Each student completing an endorsement must have an individualized plan, which includes college planning linked to early understanding of career goals, financial aid, resume, and personal statement.

Unit 5 High Schools

Postsecondary and Career Expectations

Each student should have an individualized learning plan to help make decisions about career and post-secondary (PS) education or training, to plan a course of study, and to make financial aid assessments with family members.

| By the end of 8th grade | By the end of 9th grade | By the end of 10th grade | By the end of 11th grade | By the end of 12th grade |
|--|---|---|--|--|
| <p>A student should be supported to:</p> <ul style="list-style-type: none"> *Complete a career cluster survey *Attend career exploration fair | <p>A student should be supported to:</p> <ul style="list-style-type: none"> * Revisit a career interest inventory (Freshmen late start) *Complete an orientation to career clusters (Freshmen late start) *Meet with school counselor to discuss coursework and PS plans (January meeting with counselor) *Explore opportunities for community service and extracurricular activities (volunteer and club fair) *Take at least one practice college entrance exam (PSAT 9) | <p>A student should be supported to:</p> <ul style="list-style-type: none"> * Begin determining eligibility for Dual-Credit, BACC, or AP courses (Homeroom) *Explore potential pathways (Sophomore late start) *Identify coursework that supports the student's PS plan (Pathway booklet) * Identify progress based on college/career readiness indicators (Sophomore late start) *Take at least one practice college entrance exam (PSAT 10) | <p>A student should be supported to:</p> <ul style="list-style-type: none"> * Attend at least one college visit (visit to ISU) * Take at least one college entrance exam (April SAT) * Explore potential interests in careers or college majors (Coursework, Junior late start) *Determine readiness for college-level coursework and enrollment, if appropriate (Homeroom presentation, transportation for assessment) | <p>A student should be supported to:</p> <ul style="list-style-type: none"> *Have a viable PS plan (Senior meeting with counselor) * Complete financial aid necessary for PS plan (Financial aid workshop) * Fill out necessary applications and understand deadlines for PS options (College application workshop) <p>By the end of 12th grade a student should be supported to:</p> <ul style="list-style-type: none"> *Financial aid & scholarship options for chosen PS options (Financial aid presentation, Scholarship presentation) * Understand the pros/cons of a selected career path (Senior meeting, Senior late start) *Explore internship/work programs (Internship/Work program) <p>A student should know:</p> <ul style="list-style-type: none"> *How courses and experiences articulate to degree/credential programs (Senior meeting with counselor) *Estimated costs associated with PS plan (College 101 presentation, CTE fair, and senior meetings) |
| <p>A student should know:</p> <ul style="list-style-type: none"> * The concept of career clusters * The relationship between school performance and PS plans. | <p>A student should know:</p> <ul style="list-style-type: none"> *One or two potential career clusters for further exploration and development (career assessment) *The relationship between HS coursework, attendance, and grades to PS plans (Freshmen late start, Homeroom) *Importance of community service, leadership, and extracurricular activities (Homeroom and activity fair) *The different PS options for students after high school and the pros/cons of each (Freshmen late start). | <p>A student should know:</p> <ul style="list-style-type: none"> *Educational requirements, costs, and related information to potential careers (Career exploration online) * Benefits of early college credit opportunities (Homeroom presentation). * General timing of PS entrance exams and applications (Sophomore late start) *Different PS options for students after high school and the pros/cons of each (Sophomore late start) | <p>A student should know:</p> <ul style="list-style-type: none"> *Applications, deadlines, and potential certifications for college/career plans (College Night) *3-5 potential PS options (Junior late start) *Financial aid options for chosen PS options (Junior late start) *Courses required to fulfill PS plan (Course selection, Junior late start) *What to look for when visiting a college (Junior late start) | |



- Career Exploration and Development
- Financial Aid and Literacy
- Post-Secondary Education Exploration, Preparation, and Selection

PROFESSIONAL LEARNING

Awareness, exploration, and preparation activities that provide opportunities for students to interact with adults in their workplace

9th

10th

11th

12th

At least 2 career exploration activities or
1 intensive experience

60 cumulative hours of paid or credit supervised career
development experience with a professional skills assessment

At least 2 team-based challenges with adult mentoring

Introduction To Education

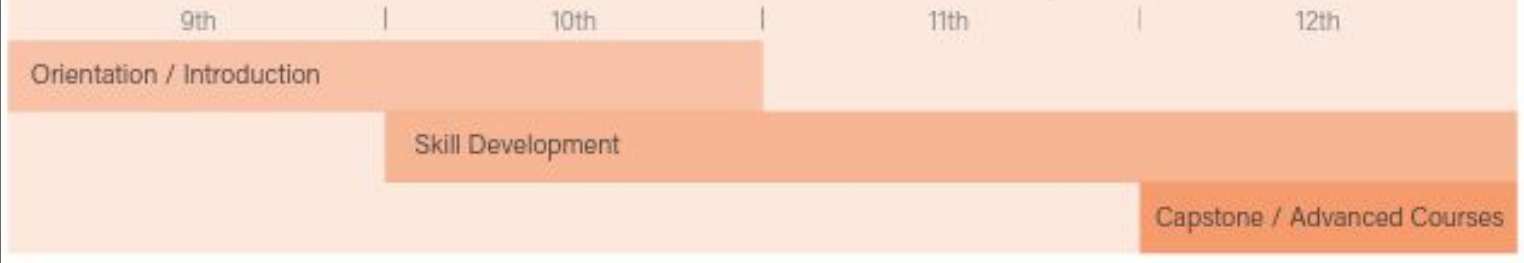
A minimum 15-hour clinical component is required for this class. Heartland Community College dual credit can be achieved for Introduction to Education.

Education Internship Program

Is designed for career exploration within the field of education. This course builds on the knowledge and skills developed in Introduction to Education and provides an introduction to multiple subcultures present in the American classroom. The student will participate in a workplace experience while interning with a mentor in a school setting, which is reflective of the student's career interest. Essential career skills will be correlated with soft skills and academic skills in a project-based format.

CAREER-FOCUSED INSTRUCTIONAL SEQUENCE

Two years of secondary coursework, or equivalent competencies, that articulate to a postsecondary credential with labor market value. Must include at least 6 hours of early college credit.



- Child Development (0.5 credit) - students earn ECE Level 1 Credential
- Educating Young Children 1 (1 credit) - preschool practicum
- Educating Young Children 2 (1 credit) - dual credit course
 - *Both EYC I and II are optional in the pathway - if a student is NOT interested in younger elementary or Early Childhood, they can go to Intro to Ed after Child development*
- Introduction to Education (1-2 credits) - dual credit course
- Education Internship (1-2 credits) - community based internship
 - *This is different than regular internship - it is specific to those in the education pathway AND seniors that are interested in teaching can take Education Internship without taking other courses in the pathway.*

ACADEMIC READINESS

Ready for non-remedial coursework in reading and math by high school graduation through criteria defined by district and local community college

Academic Indicators

ELA

ELA Advanced Placement (AP) Exam (Score of 3 or Higher)

ELA AP Course (Grade of A, B, or C)

Dual Credit English Course (Grade of A, B, or C)

International Baccalaureate (IB) ELA Course (Grade of A, B, or C)

IB Exam (Score of 4 or Higher)

Transitional English (Grade of A, B, or C)

Minimum ACT Subject Scores of English: 18 and of Reading: 22

Minimum SAT Subject Score of Evidence-Based Reading and Writing: 540

MATH

Math AP Exam (Score of 3 or Higher)

Math AP Course (Grade of A, B, or C)

Dual Credit Math Course (Grade of A, B, or C)

IB Math Course (Grade of A, B, or C)

IB Exam (Score of 4 or Higher)

Transitional Math (Grade of A, B, or C)

Algebra II (A, B, or C)

Minimum ACT Subject Score of Math: 22 and Math Course in Senior Year

Minimum SAT Subject Score of Math: 540 and Math Course in Senior Year

STUDENT TESTIMONIAL

Lillian Rediger - Illinois State University

Marissa Hagler - Illinois Wesleyan University

[Abbie Lee - University of Nebraska](#)



McLean County Unit District 5

Proposed Property Tax Levy 2021

Presented November 10, 2021

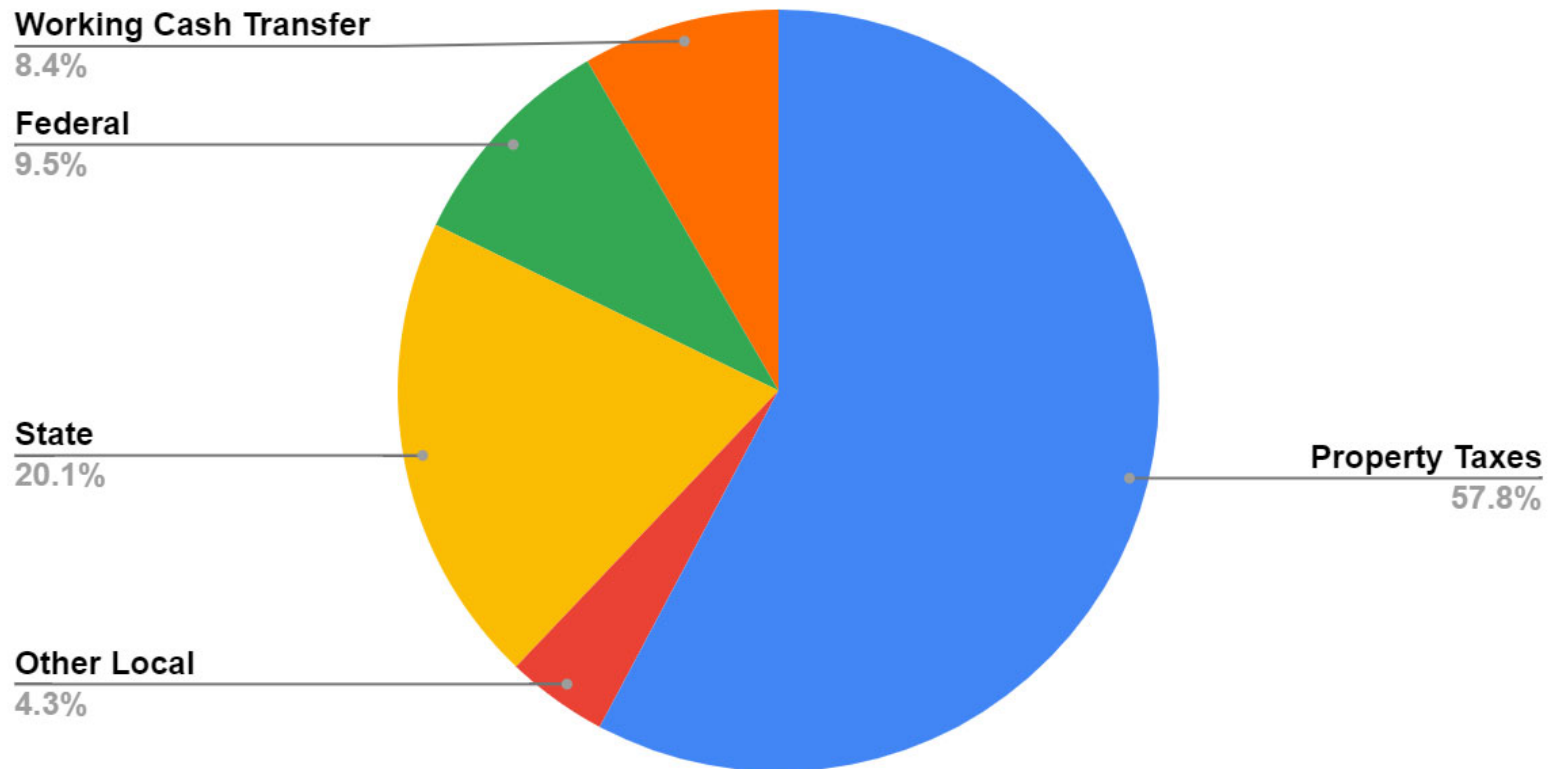
Levy Calendar

- October 21: Meeting with County Supervisor of Assessments
- November 10: Present & Review Tentative Tax Levy
- December 8: Board Consideration to Adopt Levy Resolution
- December 28: Last Date to File Levy
- March/April: Verify Levy & Extension with County
- May/June: County Extends & Collections Begin

Why the levy is important

2021-22 Revenue

Education, Operations & Maintenance, Transportation & Tort Funds



Levy Components - Example

- The County calculates the final tax rate and the extension is based on the actual EAV, the levy set by the School Board, and the statutory maximum rates.

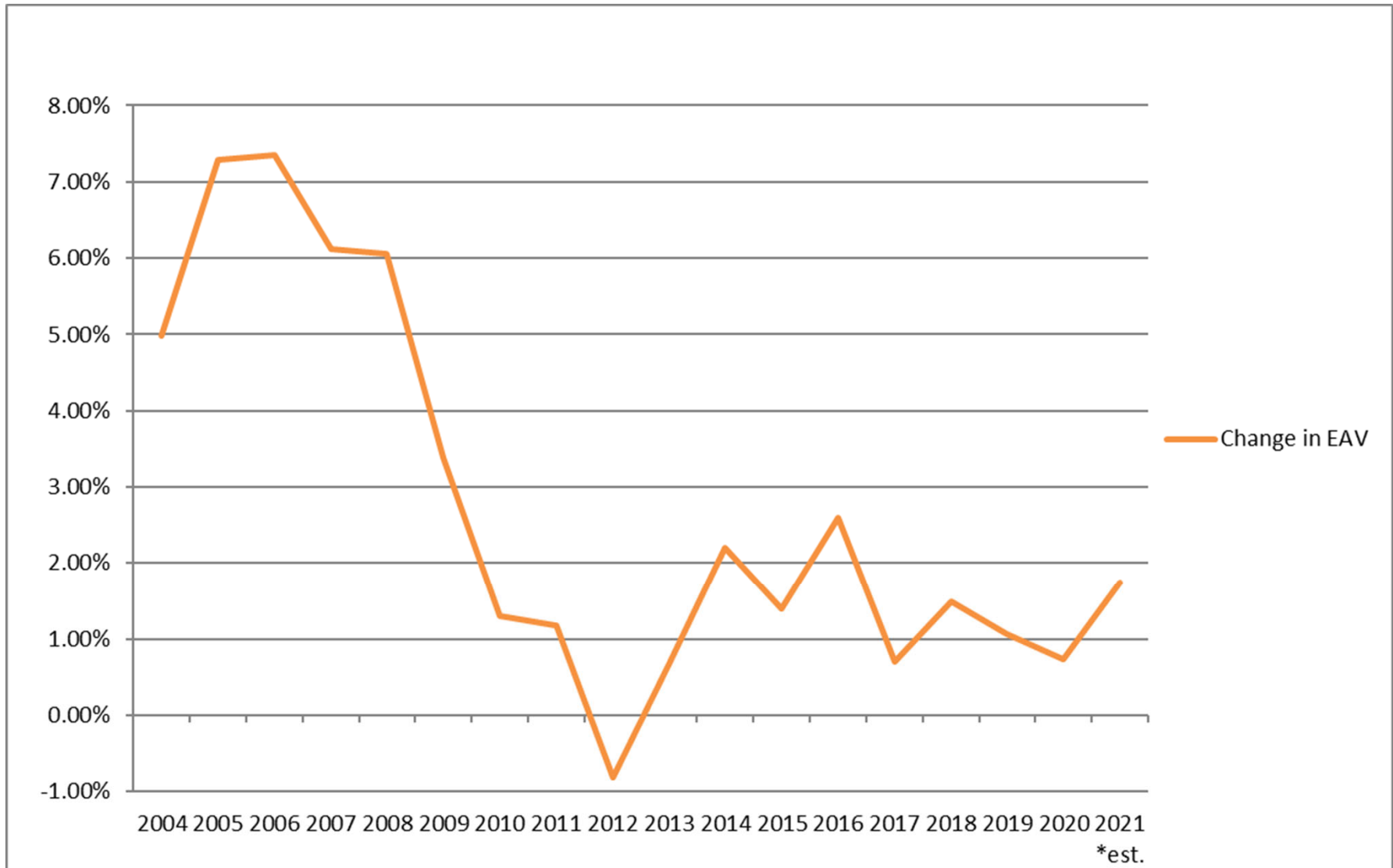
$$\frac{\$27,200,000 \text{ Levy}}{\$1,000,000,000 \text{ EAV}} = \$2.72 \text{ per } \$100$$

EAV estimates

- Estimated 1.75% actual increase in equalized assessed value.
- Proposed levy assumes a 3.78% in equalized assessed value.
- \$9,000,000 in new construction.

* EAV is not determined by the District.

Historical EAV



Unit5

Estimated Actual 2021 Extension

| | Actual EAV \$2,274,537,267 | | Estimated EAV \$2,314,243,520 | | |
|---|-------------------------------|---------------|----------------------------------|---------------|-------------|
| | Extension | Tax Rate 2020 | Levy | Tax Rate 2021 | |
| Educational | 61,867,414 | \$2.72 | 62,947,424 | \$2.72 | |
| Operations & Maintenance | 11,372,686 | \$0.50 | 11,571,218 | \$0.50 | |
| Transportation | 4,549,075 | \$0.20 | 4,628,488 | \$0.20 | |
| Working Cash | 1,137,269 | \$0.05 | 1,157,122 | \$0.05 | |
| Municipal Retirement | 1,800,070 | \$0.08 | 2,250,000 | \$0.10 | |
| Social Security | 2,650,065 | \$0.12 | 2,250,000 | \$0.10 | |
| Fire Prevention & Safety | 1,137,269 | \$0.05 | 1,157,122 | \$0.05 | |
| Tort Immunity | 5,750,030 | \$0.25 | 5,850,000 | \$0.25 | |
| Special Education | 909,815 | \$0.04 | 925,698 | \$0.04 | |
| Leasing | 1,137,269 | \$0.05 | 1,157,122 | \$0.05 | |
| Sub-total | 92,310,960 | \$4.06 | 93,894,194 | \$4.06 | |
| Debt | 36,132,163 | \$1.59 | 36,209,882 | \$1.56 | |
| *Rate set by McLean & Woodford Counties | | | | | Levy Growth |
| Total Levy | 128,443,123 | | 130,104,076 | | 1.29% |
| Total Rate | | \$5.647 | | \$5.622 | Rate Change |
| | | | | | -\$0.025 |

Unit5

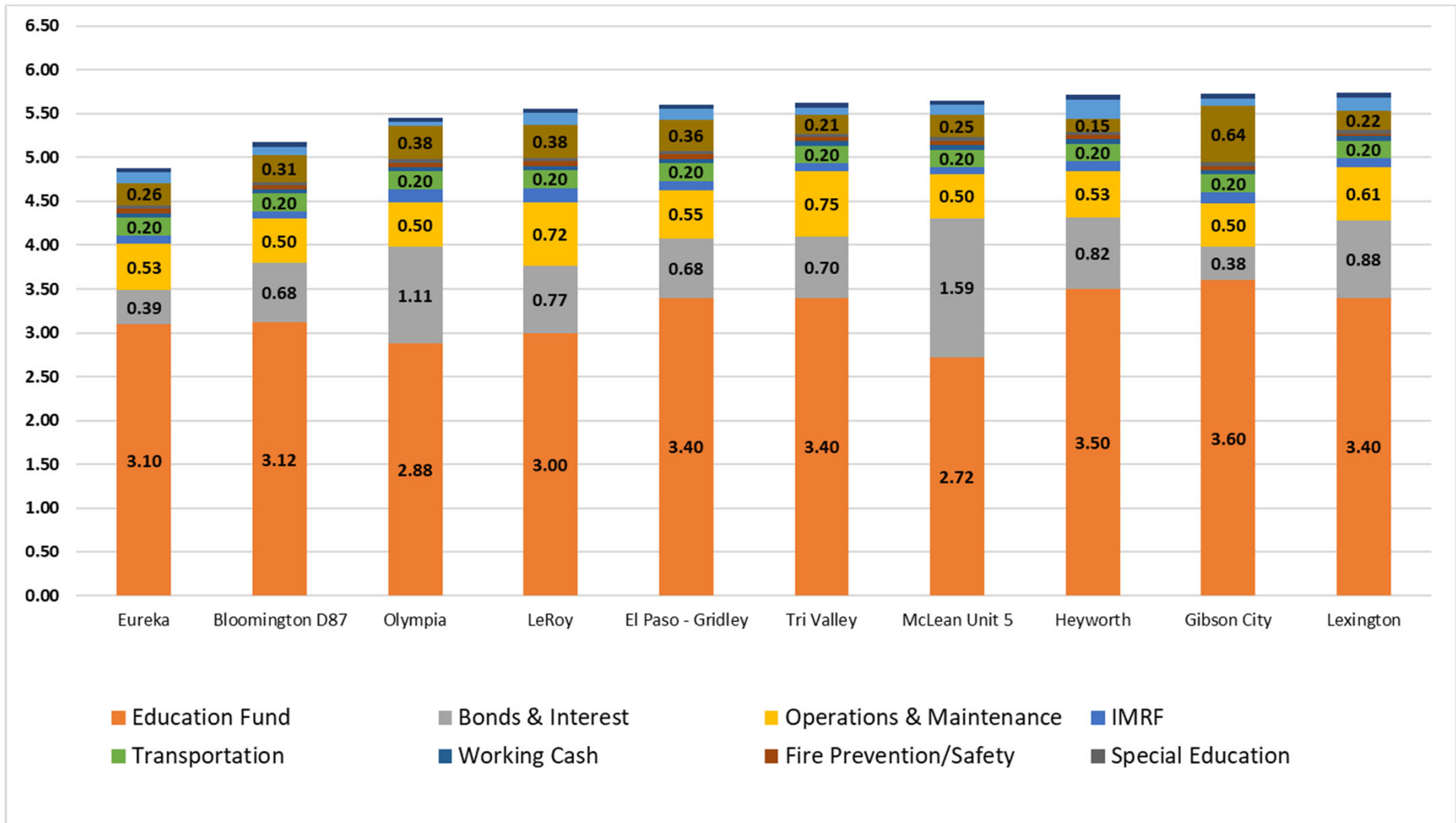
Proposed 2021 Levy

| | Actual EAV | Extension | Tax Rate 2020 | Estimated EAV | Levy | Tax Rate 2021 | |
|---|-----------------|-------------|---------------|-----------------|-------------|---------------|-------------|
| | \$2,274,537,267 | | | \$2,360,528,419 | | | |
| Educational | | 61,867,414 | \$2.72 | | 64,206,373 | \$2.72 | |
| Operations & Maintenance | | 11,372,686 | \$0.50 | | 11,802,642 | \$0.50 | |
| Transportation | | 4,549,075 | \$0.20 | | 4,721,057 | \$0.20 | |
| Working Cash | | 1,137,269 | \$0.05 | | 1,180,265 | \$0.05 | |
| Municipal Retirement | | 1,800,070 | \$0.08 | | 2,250,000 | \$0.10 | |
| Social Security | | 2,650,065 | \$0.12 | | 2,250,000 | \$0.10 | |
| Fire Prevention & Safety | | 1,137,269 | \$0.05 | | 1,180,265 | \$0.05 | |
| Tort Immunity | | 5,750,030 | \$0.25 | | 5,850,000 | \$0.25 | |
| Special Education | | 909,815 | \$0.04 | | 944,212 | \$0.04 | |
| Leasing | | 1,137,269 | \$0.05 | | 1,180,265 | \$0.05 | |
| Sub-total | | 92,310,960 | \$4.06 | | 95,565,079 | \$4.05 | |
| Debt* | | 36,132,163 | \$1.59 | | 36,209,882 | \$1.53 | |
| *Rate set by McLean & Woodford Counties | | | | | | | Levy Growth |
| Total Levy | | 128,443,123 | | | 131,774,961 | | 2.59% |
| Total Rate | | | \$5.647 | | | \$5.582 | Rate Change |
| | | | | | | | -\$0.0646 |

Home Owner Impact

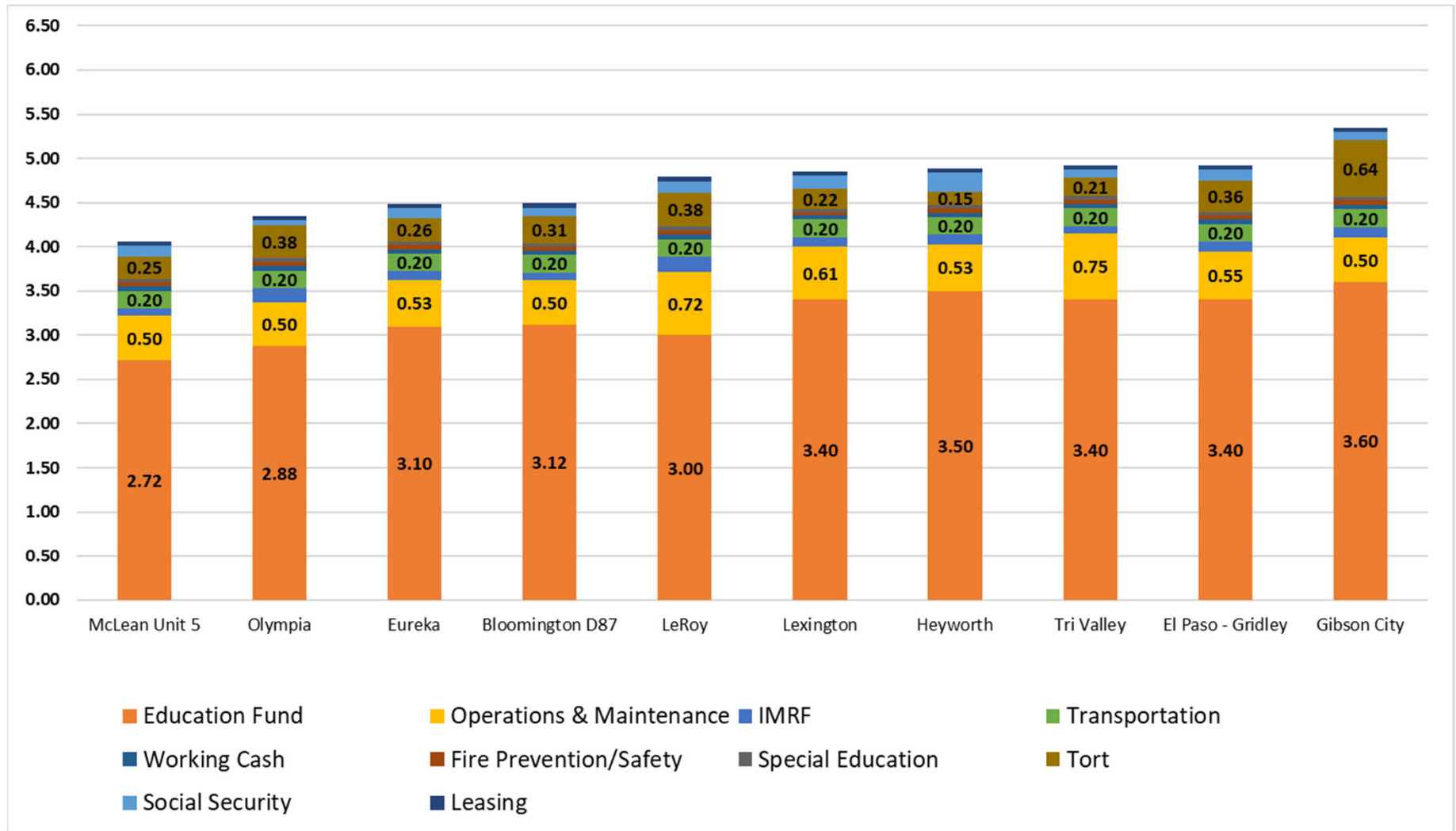
- Dependent on tax rate and equalized assessed value.
- Tax rate projected to decrease slightly.
- Home owner could still see an increase in taxes if their equalized assessed value increased.

Tax Rates by District 2020

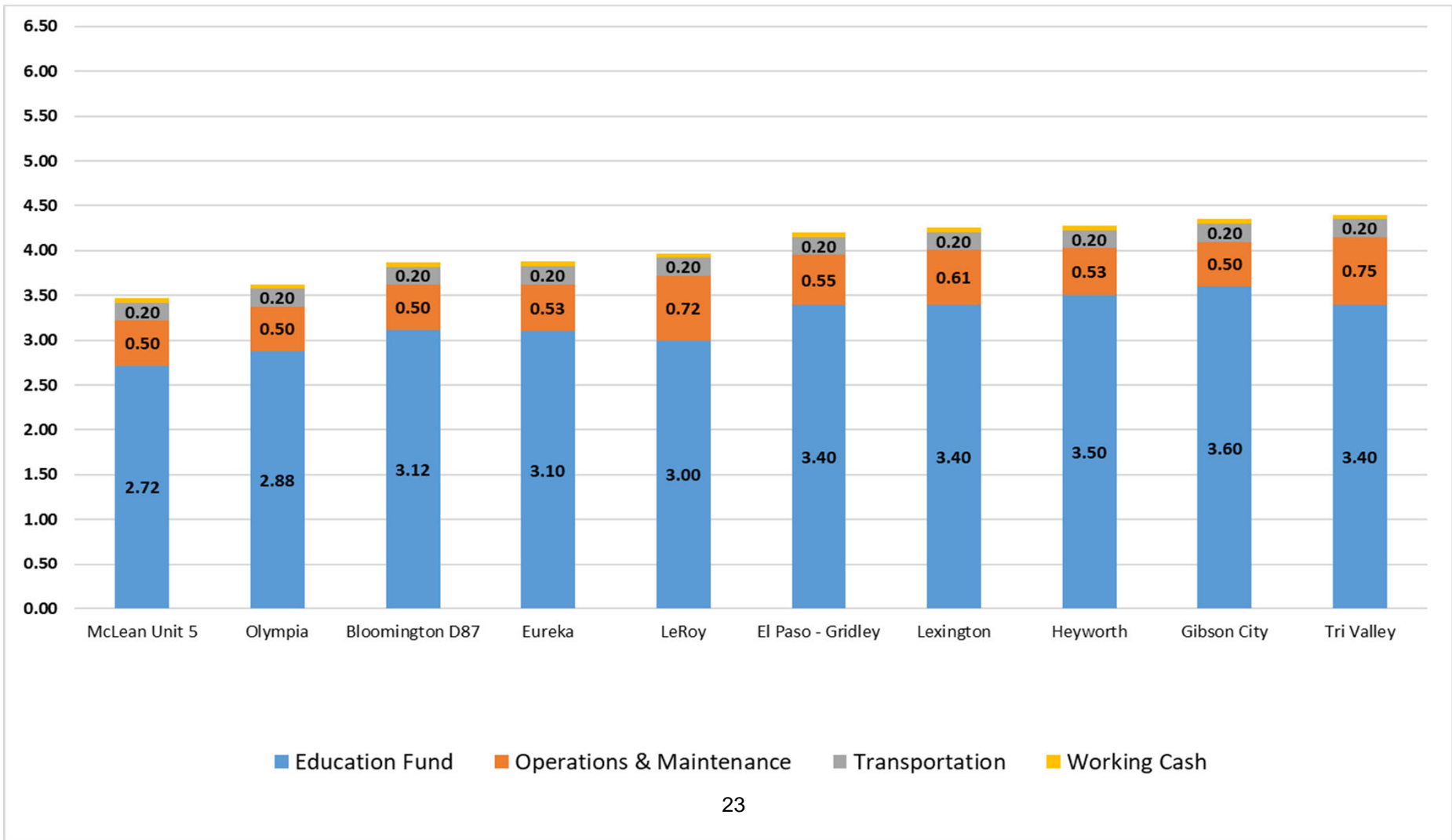


Unit5

Tax Rates by District 2020 – Excluding Bonds & Interest



Tax Rates by District 2020 – Operating



QUESTIONS

NEGOTIATED CONTRACT

For

2021-2025

Between

**BOARD OF EDUCATION
Community Unit School District No. 5
McLean And Woodford Counties, Illinois**

And

**LOCAL UNION 362
Laborers' International Union
Of
North America**

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ARTICLE 1 - PARTIES AND SCOPE

Section 1

This agreement made and entered into between the Board of Education of Community Unit School District No. 5 of McLean and Woodford Counties, Illinois hereinafter referred to as the “Board” and Laborers' International Union of North America, Union Local 362, Bloomington, Illinois, hereinafter referred to as the “Union.”

Section 2

This agreement shall remain in full force and effect from July 1, 2021 through June 30, 2025, and shall continue in effect from year to year thereafter unless either party to this agreement gives ninety (90) days or more written notice, prior to the expiration date of this agreement, by registered or certified mail, expressing the desire to make amendments to the agreement, upon expiration of same.

Section 3

This agreement shall supersede all written agreements covering bargaining unit members now in force.

ARTICLE 2 - DUES DEDUCTION

Section 1 **Dues Deduction**

The Board shall deduct from each bargaining unit member’s pay the current dues of the Union provided that the Board has a bargaining unit member executed authorization for continuing dues deduction, the amount of which shall annually be certified by the Union. The authorization shall remain in effect from year to year except that the bargaining unit member may revoke it upon written request.

All dues deducted by the Board shall be remitted to the Union no later than thirty (30) school days after such deductions are made.

ARTICLE 3 - THE PURPOSE

The purpose of this agreement is to set forth the agreement between the Board and the Union regarding hours of work, working conditions, and wages, and to establish effective and impartial procedures for the peaceful settlement of grievances.

ARTICLE 4 - UNION RECOGNITION

The Board recognizes the Union as the exclusive bargaining representative for all full and part-time maintenance and custodial employees, excluding mechanics, garage personnel, summertime helpers, substitutes, non-regular part-time employees, students, the Executive Director of Operations, the Director of Custodial Operations, the Operations Coordinator, the Manager of Special Maintenance Grounds/Warehouse/Operations, and the Manager of Special Maintenance HVAC and Operations. Substitutes are defined as any person employed to replace any regular employee who is temporarily absent from duty.

If, at any time, the Board decides to conduct a feasibility study with a private service company to provide custodial and/or maintenance services for the district, an equal number of members from the district and Union shall form a committee for such a study.

Any employee who works a total of 1,600 hours or more in the same position and is performing custodial or special maintenance work shall become part of the bargaining unit. If the position becomes a full-time position, it shall be posted for bid per Article 12 – Seniority, Section 4 – Promotions and Job Vacancies.

ARTICLE 5 - LIABILITY CLAUSE

It is understood and agreed that the District Council and the Union are acting only as agents to negotiate and execute this agreement and shall not be held liable for a bargaining unit member's breach of contract unless the District Council has instigated, encouraged, or participated in the breach of contract.

ARTICLE 6 - INVALIDITY AND SEVERABILITY

Should any part of or any provision herein contained be rendered or declared invalid or illegal by any reason of any existing or subsequently enacted legislation, or by any order of a court of competent jurisdiction, such invalidity or illegality shall not invalidate the remaining portion hereof; provided, however, upon invalidity or illegality, the parties agree to meet to renegotiate an article or provision which will meet the objections to this invalidity.

ARTICLE 7 - UNION LOCAL 362 REPRESENTATIVE

It is agreed that the business manager of the Union or a designated representative will have the right to visit all sites where bargaining unit members are employed subject to notifying the principal of the school or designee when arriving on the premises. It is further agreed that the visitations shall not interfere with work performed by the bargaining unit member. The Union's designated representative will have proper credentials such as a letter signed by the business manager authorizing the representative to act on behalf of the Union, or business card identifying the representative.

ARTICLE 8 - UNIT #5 UNION REPRESENTATIVE

Section 1

The Union may appoint one or more Union representatives from the bargaining unit members whose duty it will be to see that the terms of this contract are met.

Section 2

It is agreed and understood that no Union representative shall perform said duties during working hours unless approved or requested by the Superintendent or designee.

Section 3

No Union representative shall be discharged due to the performance of duties as a Union representative unless the provisions of Article 8, Section 2 of the Negotiated Contract are violated. No Union representative shall be discriminated against due to the affiliation with the Union or because of activities on behalf of the Union.

ARTICLE 9 - VACATION, HOLIDAYS, AND LEAVES

Section 1 **Vacation**

Each full-time, 12-month bargaining unit member shall earn vacation as follows:

| | |
|---|--------------------------|
| After One (1) Full Year of Service | Two (2) Weeks With Pay |
| After Eight (8) Full Years of Service | Three (3) Weeks With Pay |
| After Twenty (20) Full Years of Service | Four (4) Weeks With Pay |

A new bargaining unit member having less than one (1) full year of service by July 1 will be allowed two (2) full weeks if employment began before the previous October 1. If employment began on or after October 1 and before February 1, one (1) week of vacation will be granted. If employment began after February 1, the bargaining unit member will not have any vacation the first summer.

Vacation time can be used between July 1 and June 30 each year. Vacation time cannot be used the first week and the last week of student attendance days.

Except as limited below, bargaining unit members may use their vacation in a combination of ways – in individual days and in increments of whole work weeks.

Bargaining unit members with one (1) or two (2) weeks vacation must take all their vacation on non-student attendance days or during the summer months. Bargaining unit members with three (3) weeks vacation may take one (1) week of their vacation in individual or contiguous days during the school year; however, they must use the remaining two (2) weeks on non-student attendance days or during the summer months. If one (1) week or less vacation remains during the summer months, such remaining vacation must be used contiguously. If more than one (1) weeks vacation remains during the summer months, a minimum of one (1) week must be used contiguously, but any remaining vacation may be taken in individual days.

Bargaining unit members with twenty (20) years or more of service with the school district may use their vacation at any time through the year.

All vacations of one (1) week or longer shall be scheduled by May 1st of each year. Vacations of less than one (1) week in duration shall be scheduled two (2) weeks prior, except in the event of an emergency.

Vacation can be taken in conjunction with holidays.

At the discretion of the supervisor of maintenance/grounds services, maintenance and special maintenance bargaining unit members may take vacation at other times than specified above. Further, at the discretion of Director of Operations or his designee, a custodian with two (2) weeks vacation may take up to five (5) days vacation on student attendance days, either in individual days or contiguously, while school is in session for the purpose of attending a once in a lifetime event, such as a child's graduation or wedding held out of state. Permission shall not be granted for recreational purposes.

Bargaining unit members shall be allowed to take vacation during spring break providing notice is given to the Employer no later than February 28th of each year and the vacation does not include student attendance days. The Employer, however, shall have the right to require a skeletal crew to work and to require sufficient employees to work to provide services for athletic events or other activities during

spring break. Any employee required to work during spring break shall be paid at the applicable standard rate unless overtime is authorized by some other provision of this Agreement.

Vacation time cannot be accumulated.

In the event a bargaining unit member has to use bereavement leave while on vacation, the bargaining unit member will retain the unused vacation days and be allowed to use the days at another time.

Section 2 **Holidays**

A bargaining unit member shall not be expected to work on New Year's Day; Martin Luther King, Jr. Day (third Monday in January); President's Day (third Monday in February); Good Friday; Casimir Pulaski Day (first Monday in March); Memorial Day (last Monday in May); Juneteenth National Freedom Day (June 19th); Independence Day; Labor Day (first Monday in September); Columbus Day (second Monday in October); General Election Day 2022 (November 8, 2022); Veterans Day; Thanksgiving Day (fourth Thursday in November); Friday after Thanksgiving Day; Christmas Eve and Christmas Day. When New Year's Day, Juneteenth National Freedom Day, Independence Day, Veteran's Day, Christmas Eve, or Christmas Day do not fall on a regular work day, one (1) regular work day shall be allowed off which shall be observed as provided below. In addition to these holidays, one day each shall be allowed off, with pay, during winter break and spring break.

| <u>Holiday</u> | <u>Observed On</u> |
|---------------------------------|--|
| New Year's Day | Friday (if falls on Saturday) Monday (if falls on Sunday) |
| Juneteenth National Freedom Day | Wednesday during spring break |
| Independence Day | Friday (if falls on Saturday) Monday (if falls on Sunday) |
| Veterans Day | First Friday after end of school term |

The following days will be observed for Christmas Eve, Christmas Day, and the additional day off when Christmas Day falls on:

- Monday - Monday and Tuesday and Wednesday off
- Tuesday - Monday and Tuesday and Wednesday off
- Wednesday - Monday and Tuesday and Wednesday off
- Thursday - Wednesday and Thursday and Friday off
- Friday - Wednesday and Thursday and Friday off
- Saturday - Wednesday and Thursday and Friday off
- Sunday - Thursday and Friday and Monday off

When Good Friday falls within spring break, Thursday will be a day off. If spring break does not include Good Friday, the Friday during spring break will be a day off. If any negotiated holidays are waived or not observed by the Unit 5 Board or the state or federal government, in lieu of that holiday, bargaining unit members will be allowed one additional day off with pay, per holiday waived/not observed, at spring break or winter break.

Third shift bargaining unit members will be scheduled to work on second shift the day preceding a holiday.

If a holiday falls during any bargaining unit member's vacation, then an extra day of vacation will be allowed provided such member is at work the last workday preceding and the workday following the vacation. No other leaves can be used to extend or replace a vacation day during the vacation period.

Each party recognizes that the preceding language of this Section 2 Holidays was written before the possibility existed of a new position that might not have a traditional Monday through Friday work week. In the event the normal work week of an employee is not the traditional Monday through Friday work week, the employee shall nevertheless receive the same number of days off by reason of holidays and the same amount of pay by reason of holidays as the employee would receive if the employee had a traditional Monday through Friday work week. Representatives of the Employer and the Union shall confer as to the details relating to holidays in order to assure that an employee working a non-traditional work week receives, relative to holidays, parity with all other employees.

Section 3 **Leaves**

Paid Leaves

Sick Leave

Each full-time bargaining unit member shall be entitled to eleven (11) days sick leave per year without loss of pay. Sick leave may be taken in two (2) hour increments. Unused days of sick leave shall accumulate up to a maximum of 260 days usable in any one (1) year for nine (9) month employees and a proportionate increase for extended contracts. A bargaining unit member employed for more than the regular nine (9) months of school shall be entitled to extra days of sick leave based upon one (1) day for every additional month or major fraction thereof.

Sick leave shall be interpreted to mean personal illness, quarantine at home, or serious illness or death in the immediate family or household. The immediate family for the purpose of this article shall include parents, legal guardians, children, spouse, brothers, sisters, grandparents, great-grandparents, grandchildren, parents-in-law, daughters-in-law, sons-in-law, brothers-in-law, sisters-in-law, grandparents-in-law, great-grandparents-in-law, aunts, uncles, and all step relatives in the aforementioned relationships.

An employee may utilize sick leave for doctor or dental appointments when no other arrangements can be secured outside working hours.

The Board may require a physician's certificate as proof of illness or fitness to resume duties after any absence. If the Board does require a physician's certificate or a certificate from a spiritual healer as the basis for pay during a leave of less than three (3) days, the Board shall pay from district funds the expenses incurred by the bargaining unit member in obtaining the required certificate.

The Board or appropriate administrator shall furnish each bargaining unit member, within thirty (30) days of the commencement of school, a written statement setting forth the total sick leave credit and the actual total accumulated sick leave days.

Bereavement Leave

Bereavement leave will be granted to allow a bargaining unit member to be absent for up to three (3) days to deal with funeral matters of the immediate family. The immediate family for the purpose of this article shall include parents, legal guardians, children, spouse, brothers, sisters, grandparents, great-grandparents, grandchildren, parents-in-law, daughters-in-law, sons-in-law, brothers-in-law, sisters-in-law,

grandparents-in-law, great-grandparents-in-law, aunts, uncles, and all step relatives in the aforementioned relationships. These days will not be charged against the bargaining unit member's sick leave or vacation allotment.

Personal Leave

Two (2) personal leave days shall be granted to bargaining unit members to be used at the convenience of the bargaining unit member. Except for an emergency, a bargaining unit member shall give at least one (1) week notice, no more than eight (8) bargaining unit members throughout the district shall be permitted to take a personal day on the same day, and no more than one (1) custodian assigned to a specific building per shift shall be permitted to take a personal day on the same day. Personal leave days shall be granted on a "first come – first serve" basis. Unused personal days may be added to accumulated sick leave.

Jury Duty Leave

A bargaining unit member who serves on a jury or is subpoenaed as a witness shall receive full pay for the time served provided that *non mileage* compensation received for jury duty is paid by the bargaining unit member to the District. Bargaining unit members that are not scheduled for jury duty shall find out the night before whether or not they are to report. If not, they should report for work at the usual time.

Military Leave

The District will comply with the Uniformed Services Employment and Reemployment Rights Act ("USERRA"), the Illinois Service Member Employment and Reemployment Rights Act ("ISERRA"), 330 ILCS 61/1-1 et seq., and Section 10-20.7b of the Illinois School Code (105 ILCS 5/10-20.7b), as amended from time to time.

A bargaining unit member who is a "service member" as defined in ISERRA, is entitled to military leave while performing "active service".

During such leaves, the bargaining unit member's seniority and other benefits shall continue to accrue. A bargaining unit member who is absent on military leave shall, minimally, for the period of military leave, be credited with the average of the performance ratings or evaluations received for the 3 years immediately before the absence for military leave. Additionally, the rating shall not be less than the rating that he or she received for the rated period immediately prior to his or her absence on military leave.

During periods of military leave for annual training, the bargaining unit member shall continue to receive full compensation (i.e. concurrent compensation) for up to 30 days per calendar year.

During periods of military leave for active service, public employees shall receive differential compensation subject to the following:

1. Differential compensation for voluntary active service is limited to 60 work days in a calendar year.
2. Differential compensation shall not be paid for active service without pay.
3. Bargaining unit members who have exhausted concurrent compensation for annual training in a calendar year shall receive differential compensation when authorized in the same calendar year.

At the expiration of the leave period, the Board will make every effort to offer the member the same or similar position as that which was held prior to the leave of absence.

A bargaining unit member will remain an employee of the school district while on this leave. Union dues will be waived while exercising this leave.

Emergency Absence

The Director of Operations at his/her absolute discretion may allow emergency leave with pay if an employee has an emergency and has exhausted all personal days, vacation days and any compensatory time. Paid emergency leave shall not be granted for reasons qualifying for sick leave, whether or not an employee has exhausted sick leave, and shall not be granted for any weather related reason with the exception there are weather related road closures that would not permit a bargaining unit member to travel. The Director of Operations at his/her absolute discretion may allow emergency leave without pay for any weather related reason when school is cancelled. When the Director of Operations expressly directs an employee not to report to work due to weather related reasons it shall be with pay.

Injury During Performance of Duties

Any bargaining unit member injured during the performance of duties must report the injury to his or her supervisor as soon as practicable, but not later than forty-five (45) days after the injury or per the Illinois Workers' Compensation Act. Bargaining unit members shall be entitled to a maximum of three (3) days absence with pay for work related injuries provided a licensed physician certifies that the bargaining unit member is unable to perform the duties of the position. If after three (3) days the bargaining unit member is still unable to perform the duties of the position, accumulated sick leave may then be used, at the bargaining unit member's option, provided the member is unable to perform any temporary light duty work offered, the work offered accommodates any physician restrictions, and the member's physician certifies the member's condition at the end of each pay period. The member will cooperate with the District administration to ascertain and clarify any restrictions from the member's physician. Further, the Board reserves its right to require the bargaining unit member submit himself, at the expense of the Board, for examination to a duly qualified medical practitioner or surgeon selected by the District. In addition, the bargaining unit member shall be entitled to any worker's compensation benefits while using accumulated sick leave, but in no event shall the member receive more than a regular day's net pay.

Unpaid Leaves

Medical Leave

Each full-time bargaining unit member shall be entitled to ten (10) days medical leave annually.

A bargaining unit member employed for more than the regular nine (9) months of school shall be entitled to extra days of medical leave based upon one (1) day for every additional month or major fraction thereof.

Unused days of medical leave shall accumulate up to a maximum of 143 days usable in any one (1) year for nine (9) month employees and a proportionate increase for extended contracts. Medical leave may only be used at such time as accumulated sick leave has been exhausted.

Medical leave shall be used only for personal illness and is not granted for any other reason.

The Board may require a doctor's certificate as proof of illness or fitness to resume duties after any absence.

Use of allotted medical leave days in any one bargaining unit member's contract will not affect the vacation days to which the member would otherwise be entitled.

During a leave for personal illness in any one bargaining unit member's contract year, the medical leave days the member would otherwise be entitled to for that year will not be affected.

Medical leave is terminated on the last day of each individual's contract year, and such termination shall not affect the accumulated total of medical leave.

Leave for Personal Illness

The decision to grant a leave for personal illness for any length of time shall only be made by the Board.

A request for a leave for personal illness should be made of the Board prior to such time as accumulated medical leave has expired and accompanied by a doctor's certificate as proof of disability.

The beginning date of a leave for personal illness is the first working day the bargaining unit member is absent for illness, after all sick and medical leave days are exhausted.

When granted a personal illness leave, the Board will maintain the hospitalization insurance coverage for said bargaining unit member through the month following the date of the beginning of such leave and/or according to provisions set forth in the Family and Medical Leave Act of 1993. Coverage beyond the Board's contribution will be an option of the bargaining unit member by remitting the premium on a monthly basis; however, the last day of coverage will not be extended beyond the last day the bargaining unit member is considered employed by the Board, unless the bargaining unit member is eligible for coverage as a retiree.

Leave for personal illness will be terminated on the last day of each bargaining unit member's contract year. Such termination shall not affect the accumulated total of medical leave.

Leave Without Pay

The Board recognizes that a leave without pay is sometimes necessary due to circumstances beyond a bargaining unit member's control. Therefore, a principal or central office administrator may grant a leave without pay in response to a bargaining unit member's request for absence from work that does not fall under any other leave policy. Each bargaining unit member home based at a specific school shall submit the request to the principal. Each bargaining unit member employed at other locations throughout the district shall submit requests for leave without pay to the central office administrator to whom the member reports.

Unless circumstances warrant, leave without pay shall not be granted immediately prior to or immediately following holidays or vacations.

The pay for a bargaining unit member who is granted a leave without pay shall be reduced as per the salary contract (nine months-185 days; ten months-205 days; eleven months-225 days; twelve months-245 days) for each one-half (1/2) day absent.

Parental Leave

The Board may grant a bargaining unit member a parental leave without pay for a specified period of time with a one (1) year maximum.

All benefits available to a bargaining unit member shall be suspended during a maternity leave unless otherwise allowed according to provisions set forth in the Family and Medical Leave Act of 1993, and the bargaining unit member shall not advance on the salary schedule for the year(s) in which the leave is taken. The bargaining unit member may maintain membership in the group health insurance program during the leave by remitting in advance payments of all premiums due. These payments shall be made to the Business Office.

At the expiration of the leave period, the Board will offer the bargaining unit member a position with the District and every effort will be made to offer the bargaining unit member the same or similar position as that which was held prior to the leave of absence.

Family Hardship Leave

The Board may grant a bargaining unit member a leave of absence without pay for a specified period of time with a one (1) year maximum. In no instance shall this leave be granted unless the Board determines that a suitable replacement can be hired.

1. A bargaining unit member shall not be eligible for sick leave pay during the period of a family hardship leave, nor will a member be eligible for family hardship leave if the member has applied for or used sick leave, medical leave and/or personal illness leave in reference to the reason that family hardship leave is being requested.
2. All benefits available to a bargaining unit member shall be suspended during a family hardship leave. The member may maintain membership in the group health insurance program during the leave by remitting to the business office, in advance, payments of all premiums due and/or according to provisions set forth in the Family and Medical Leave Act of 1993.

At the expiration of the leave period, the Board will offer the bargaining unit member a position with the district, and every effort will be made to offer the bargaining unit member the same or similar position as that which was held prior to the leave of absence.

Review of Leave Decisions

Any bargaining unit member who feels there are extenuating circumstances which would justify a different decision than was given by the immediate supervisor may request a review of that decision by a committee consisting of the assistant superintendent of operations, the business manager of Local 362, and the bargaining unit member's immediate supervisor. The decision of this committee will be final.

ARTICLE 10 - HOURS WORKED

Section 1 **Normal Working Day**

The normal working day shall be eight (8) consecutive hours plus a 30-minute duty-free lunch time, and the work week shall be forty (40) hours consisting of five (5) consecutive days. There will be one fifteen (15) minute break for each four (4) hours of scheduled work. All elementary, junior high and high school custodians shall be allowed to work 6:30 a.m. to 3:00 p.m. during the summer.

The schedule shall be as follows:

| <u>Custodian</u> | | |
|------------------|---|------------|
| 6:30 a.m. | - | 3:00 p.m. |
| 3:00 p.m. | - | 11:30 p.m. |

10:00 p.m. - 6:30 a.m.

Split Shift Custodian
(NCHS, NCWHS, KJHS, CJHS, PJHS & EJHS)

10:00 a.m. - 6:30 p.m.

(Offered on a voluntary seniority basis to second shift custodians currently working in the school)

Maintenance

6:30 a.m. - 3:00 p.m.

3:00 p.m. - 11:30 p.m.

Custodian/Maintenance Floater (Mon.-Fri.)

Any eight (8) consecutive hours plus a 30 minute duty-free lunch over a regularly scheduled shift (e.g. 1st, 2nd, 3rd) or a split shift between the hours of 10:00 a.m. and 6:30 p.m.

(Cannot be required to work two shifts with less than 8 hours in between)

Custodian/Maintenance Floater (Wed.-Sun.)

Any eight (8) consecutive hours plus a 30 minute duty-free lunch over a regularly scheduled shift (e.g. 1st, 2nd, or 3rd) or a split shift between the hours of 10:00 a.m. and 6:30 p.m.

on Wednesday through Sunday

(Cannot be required to work two shifts with less than 8 hours in between)

If a Custodian/Maintenance Floater position is eliminated, the Custodian/Maintenance Floater (Wed.-Sun.) position(s) shall be eliminated prior to the Custodian/Maintenance Floater (Mon.-Fri.).

Except where otherwise agreed to between the Board and the Union, maintenance and special maintenance employees will participate in snow removal when directed by their supervisor.

No employee shall be assigned a shift differing from those set forth in the schedule above unless such assignment has been approved by the Employer and the Union.

The number of work days for full time twelve month employees for each year of the Agreement shall be as follows:

| <u>Year</u> | <u>Days</u> | <u>Hours</u> |
|-------------|-------------|--------------|
| 2021-2022 | 261 | 2088 |
| 2022-2023 | 261 | 2088 |
| 2023-2024 | 260 | 2080 |
| 2024-2025 | 261 | 2088 |

Section 2 Overtime

Overtime beyond forty (40) hours paid per week shall be paid at the bargaining unit member’s regular hourly rate on a time and one-half basis. Each bargaining unit member employed less than forty (40) hours per week shall be paid at the regular rate until forty (40) paid hours are accumulated; then overtime pay goes into effect. Except for bargaining unit members whose regular scheduled work week includes Sunday, hours worked on a Sunday shall be paid at the rate of double time. Further, bargaining unit members whose regular scheduled work week includes Sunday shall be paid at the rate of time and one-half for the first non-scheduled work day and at the hourly rate of double time for hours worked on their second non-scheduled work day during a week. All bargaining unit employees shall be paid double time for working a holiday. Holidays are defined as Holidays listed in Article 9 – Vacation, Holidays and

Leave, Section 2 – Holidays. Overtime may be paid in compensatory time off as provided in the Fair Labor Standards Act. Compensatory time shall not be used except by mutual agreement. Compensatory time may accumulate up to three (3) days. Unused compensatory time will be paid to the bargaining unit member at the end of each school year. A response for compensatory time off shall be given to the employees no later than 24 hours after the request. Bargaining unit members shall, however, have no expectation of compensatory time being approved.

Overtime rates will be based on each one-half (1/2) hour. There will be a minimum of one-half (1/2) hour paid for any overtime and the fraction of an hour over the full hour will be counted as a half hour.

It shall be the duty of the supervisor of custodial services or supervisor of maintenance/grounds (whichever applies) to decide when there is to be overtime. All overtime will be offered by seniority on a rotating basis by school or by maintenance or special maintenance. If additional help is needed in a school where there is overtime and all custodians in that school have been offered the overtime, then it will be offered to other custodians by using a volunteer list, which shall be updated once a year.

Section 3 **Minimum Credit**

When a bargaining unit member is called in for extra work, credit for a minimum of two (2) hours will be granted at the appropriate overtime rate. Any work in excess of two hours up to normal starting time shall be at the appropriate overtime rate. Snow removal for custodians shall be included in this section.

Section 4 **Relief Time**

Bargaining unit members working overtime will be entitled to an additional fifteen (15) minutes paid relief time for every four (4) hours worked.

Section 5 **On-Call Pay**

Special maintenance employees who are on call shall be paid an additional three (3) hours of overtime for the week they are assigned to be on call.

ARTICLE 11 - PAYDAY

Section 1 **Paydays**

Each bargaining unit member shall be paid on the 15th and 30th of each month. If the 15th or the 30th falls on a weekend or a bank holiday, the bargaining unit members shall be paid the last work day prior to the weekend or bank holiday. All new hires and any bargaining member who signs an authorization shall be paid by direct deposit. Any time after July 1, 2009, provided bargaining unit members have received at least ninety (90) days' advanced notice and there are no other categories of employees in the District who are not paid by direct deposit, the District may pay all bargaining unit members by direct deposit. Regardless of the method of payment, bargaining unit members shall at the time of payment be informed of the bargaining unit members' hourly rate of pay.

Section 2 **Final Pay Checks**

When a bargaining unit member is laid off or discharged, wages shall be paid in accordance with the Wage Payment and Collection Act. When a bargaining unit member chooses to quit the employ of the district, final payment of wages shall be on the next regular payday.

Section 3 **Use of Social Security Numbers**

On all documents where it is necessary to have a social security number, only the last four (4) digits shall be reflected unless some law, regulation or official guideline published by a state or federal agency requires the full social security number.

ARTICLE 12 - SENIORITY

Section 1 **Definition**

For purposes of this Agreement, seniority shall accrue from the first day of continuous service of a bargaining unit member in the bargaining unit.

Section 2 **Probationary Period**

Each bargaining unit member shall be considered a probationary employee for the first ninety (90) days of continuous service, after which seniority shall date back to the date of hire. There shall be no seniority among probationary employees, and an employee may be laid off, discharged, or otherwise terminated during that period at the sole discretion of the Board.

Section 3 **Seniority Principle**

Seniority will be the determining factor when two or more bargaining unit members apply for a non-head custodial position. A head custodian applying for a head custodian position at the same pay level and shift (e.g. Head Custodian Elementary/Unit Office, Head Custodian Junior High, Head Night Custodian High School, Head Day Custodian High School) shall be given preference over non-head custodian or maintenance applicants or head custodian applicants at different pay levels or shifts.

In all other cases, management shall have the right to select the best candidate for a position based on past and present experience, job performance, outside employment, skills and current certifications, flexibility, and/or ability to work with others.

A copy of the seniority list will be posted at all schools and a copy will be given to the local Union.

In the case of layoffs when working forces are being decreased, and recalls when working forces are increased, seniority according to classification (i.e. custodian, maintenance, special maintenance) will be the determining factor.

If a bargaining member is recalled within twenty-four (24) months of layoff, the bargaining unit member shall be reinstated with the original date of hire and retain the seniority the bargaining unit member had at the time of layoff.

Reduction of a Custodian

A custodian subject to a reduction shall first bump another custodian with the least seniority at the same pay level and shift before bumping a custodian with less seniority at a different pay level and/or shift. If there is no custodian at the same pay level and shift, the custodian subject to a reduction may bump the least senior custodian at another pay level and/or shift who has less seniority.

Reduction of a Maintenance or Special Maintenance Position

A maintenance or special maintenance person subject to a reduction, may bump another maintenance or special maintenance person within the same classification (i.e. maintenance or special maintenance) and

job description (i.e. carpenter, electrical, groundskeeper, HVAC, painter, plumber, warehouse, and filter crew for special maintenance and warehouse and delivery for maintenance) and with the least seniority. If the maintenance or special maintenance person does not have more seniority than another maintenance or special maintenance person within the same classification and job description and he moved from a different classification, he may bump the person with the least amount of seniority in that previous classification.

If there is a reduction at any level and there is a part-time position at that level, the part-time position will be reduced prior to a full-time position.

Section 4 **Promotions and Job Vacancies**

All full and part-time job vacancies and any newly created position shall be posted in a place that all bargaining unit members can view within five (5) working days of the vacancy or creation of the new position. The posting shall include job qualifications and hours of work. The posting shall remain posted for a period of five (5) working days. The vacancy or newly created position shall be filled within fifteen (15) working days after the posting has expired. Subject to Section 3 of this Article, the vacancy or position shall be filled by a member of the bargaining unit, provided the member has applied for and is qualified for the vacancy or position. A joint labor/management committee consisting of the Assistant Superintendent of Human Resources and Director of Operations and a representative of the Union will be formed to determine the qualifications of the applicants. If the labor/management committee feels the applicants are not qualified, the District will seek outside candidates, only after exhausting all efforts to find qualified personnel within the District. To ensure qualified personnel within the bargaining unit, a training program will be established for continually upgrading the skills of bargaining unit members for future promotions or job opportunities.

Section 5 **Day Custodian Leave Replacement**

When the day custodian is off work due to scheduled leave time, the second shift custodians, from the same school by seniority, shall be offered to work days.

ARTICLE 13 - GRIEVANCE PROCEDURE

Section 1 **Definition**

A grievance shall mean a written complaint by the Union or a member of the bargaining unit that there has been an alleged violation, misinterpretation, or misapplication of the specific provisions of this agreement.

Section 2 **Purpose**

Each bargaining unit member covered by this agreement shall have the right to present grievances in accordance with these procedures, the purpose of which is to secure, at the lowest possible administrative level, equitable solutions to valid grievances which may arise. No reprisals shall be taken by the employer against any bargaining unit member because of the bargaining unit member's participation in a grievance.

Section 3 **Representation**

The grievant has the right to have a Union representative of their choice present in the grievance procedure provided the chosen Union representative is available to attend grievance meetings scheduled

within the contractual timelines for holding grievance meetings. The grievant shall be present at all grievance discussions unless the Board, Union, and the grievant mutually agree that the grievant's presence is not desirable or necessary. When the presence of the grievant at a grievance hearing is required by either party, illness or incapacity of the grievant shall be grounds for any necessary extension of grievance procedure time limits.

Section 4 **Time Limits**

A grievance must be filed within ten (10) working days; working days in this Article are defined as Monday through Friday excluding holidays and any leave time, of the occurrence of the event which gave rise to the grievance. The number of days indicated at each step in the procedure shall be considered as the maximum allowable to the parties and every effort shall be made to resolve the grievance as rapidly as possible. Timelines may be extended by mutual consent.

Section 5 **Procedures**

The parties acknowledge that it is usually most desirable for a grievant and the grievant's immediate supervisor to resolve problems through informal and free communications. If, however, the informal process fails to satisfy the grievant, a grievance may be processed in the following manner and the grievant may be accompanied by a representative of choice:

Step One

The grievant or the Union shall file the grievance in writing with the immediate supervisor, or supervisor of maintenance services or supervisor of custodial/grounds (whichever applies) who shall certify by signature the date the grievance was received. The written grievance shall state the nature of the grievance, shall note the specific clause or clauses of the Agreement which are applicable, and shall state the remedy requested. The supervisor shall arrange for a meeting to take place with the grievant within ten (10) working days after receipt of the grievance. The supervisor shall make a decision on the grievance and communicate it in writing to the grievant and the superintendent within five (5) working days of the meeting.

Step Two

In the event a grievance has not been satisfactorily resolved at Step One, the grievant may present the grievance within ten (10) working days to the assistant superintendent for operations and human resources who will follow the same provisions as established in Step One.

Step Three

If the grievance is not satisfactorily resolved at Step Two, the grievance shall proceed to binding arbitration. The Union shall submit to the superintendent a written request on behalf of the Union and the grievant to enter into binding arbitration. If a demand for binding arbitration is not filed within twenty (20) working days of receipt of the Step Two decision, then the grievance shall be deemed withdrawn.

Arbitration proceedings shall be conducted by an arbitrator to be selected by the two parties from a roster of arbitrators provided by the Federal Mediation and Conciliation Service. Within seven (7) working days after the Union requests binding arbitration, the two parties will request the FMCS provide a panel of seven (7) arbitrators. Each of the two parties will alternately strike one (1) name at a time from the panel until only one (1) name shall remain. The remaining name shall be the arbitrator. Expenses for the arbitrator's services shall be borne equally by the Board and the Union.

The arbitrator, in the opinion, shall not amend, modify, nullify, ignore, or add to the provisions of the agreement. The arbitrator's authority shall be strictly limited to deciding only the issue or issues

presented to him/her in writing by the Board and the Union, and the decision must be based solely upon the arbitrator's interpretation of the meaning or application of the express relevant language of the agreement.

ARTICLE 14 - NO STRIKE - NO LOCKOUT

During the term of this agreement and any extension thereof, no bargaining unit member covered by this agreement, nor the Union, nor any person acting on behalf of the Union shall ever or at any time engage in, authorize, or instigate any picketing, any recognition of any picket line on the Board's premises, any strike, slow-down, or other refusal to render full and complete services to the Board, or any activity whatsoever which would disrupt in any manner in whole or in part the operation of the district. During the term of this agreement and any extension thereof, there shall be no lockout by the Board.

ARTICLE 15 - GENERAL CONDITIONS

Section 1 Meal Periods

There will be thirty (30) minutes allowed for a meal. The meal period shall be duty free, except if a bargaining unit member is required to work during a meal period, a different meal period will be given or the member will be compensated for one-half (1/2) hour at overtime time pay.

Section 2 Notification of Illness

When a bargaining unit member is ill and not going to report for duty, the building principal or the supervisor of maintenance/grounds services or supervisor of custodians (whichever applies) should be notified as soon as possible. A day bargaining unit member should notify the supervisor one and one-half (1-1/2) hours prior to starting time, a second shift bargaining unit member should notify the supervisor by noon, and a third shift bargaining unit member should notify the supervisor by 3:00 p.m. When a day bargaining unit member is scheduled to open the school for the Before School Program and calls in sick there shall be other arrangements for the school to open.

Section 3 Leaving Assignment During Working Hours

When leaving the school buildings during their scheduled hours, a bargaining unit member shall notify the head custodian or principal or other designated person.

Section 4 Meeting With Administrator or Supervisor

When any bargaining unit member is required to appear before an administrator or supervisor, the bargaining unit member shall:

- a. Be given at least forty-eight (48) hours prior written notice of the reasons for such meeting or interview; unless it is an emergency situation, and,
- b. Be entitled to have a representative of the Union present to advise him/her and represent him/her during such meeting or interview.
- c. Meeting will be set by the administration and attendance can be made mandatory.

Section 5 Hepatitis B Vaccination

Required vaccinations shall be made available to bargaining unit members who have occupational exposure to blood at no cost, at a reasonable time and place, and under the supervision of a licensed

physician/licensed health care professional. If a vaccination is not required by law, a bargaining unit member may elect to not receive a vaccination by signing a waiver and release of the District.

Section 6 Smoking Cessation

The Board and Union agree to work together to implement Board Policy 6020 regarding use of tobacco and tobacco products on school property. Employees found in violation of the policy will be treated in the following manner:

1. **First Offense**: There will be verbal recognition of the offense and reprimand by the immediate supervisor. The bargaining unit member will be requested to enter a smoking cessation program.
2. **Second Offense**: There will be written notice given by the immediate supervisor that additional violations will be considered insubordination and the bargaining unit member will be requested to enter a smoking cessation program.
3. **Third Offense**: The bargaining unit member will be required to enter a smoking cessation program or face remediation proceedings.
4. **Fourth Offense**: Any subsequent violation will lead to an Executive Session of the Board and superintendent regarding the status of the bargaining unit member's position.

Section 7 Employee Discipline/Dismissal

The following administrative procedure for the discipline or eventual dismissal of an employee is agreed to and will be followed. Depending upon the circumstances, Steps 1, 2 and 3 and the 24-hour notice requirement may be omitted.

When an immediate supervisor has a concern about the performance of an employee, the following steps will be followed:

- Step 1: The bargaining unit member's immediate supervisor will ask the Union to meet with the bargaining unit member to discuss the concern. (No written record.)
- Step 2: Failure of Step 1 to remedy the situation will result in a meeting with the bargaining unit member's immediate district supervisor, the bargaining unit member, and a Union representative. (A written report will be filed.)
- Step 3: Failure of Step 2 to remedy the situation will result in a meeting with the bargaining unit member's immediate district supervisor, the bargaining unit member, and a Union representative. (A written reprimand with a list of corrective steps for the bargaining unit member will be filed with the director of personnel and will be placed in the bargaining unit member's personnel file.)
- Step 4: Failure to remedy at Step 3 will result in a meeting with the assistant superintendent of school operations, the bargaining unit member's immediate district supervisor, the bargaining unit member, and a Union representative to determine discipline. (Discipline may include suspension without pay and/or a recommendation to the Board for dismissal.)

There shall be a 24-hour notice to the employee prior to the above step meetings.

Individual personnel files may be reviewed by the employee in the presence of the assistant superintendent of operations and human resources with a 24-hour notice. Requests to remove items must

be in writing to the assistant superintendent of operations and human resources. Written reprimands shall be removed from personnel files after twelve (12) months from the date of reprimand if no other occurrences of the same nature happen within the twelve (12) months. Letters of suspension shall be removed from personnel files after twenty-four (24) months if no other occurrences of the same nature happen within the twenty-four (24) months.

Section 8 Building Checks

At the discretion of management, building checks may be included as part of the regular duties of a Custodian/Maintenance Floater (Wed.-Sun.). For all other bargaining unit members, the following applies with respect to building checks:

Building checks for a high school will be paid at a minimum of two (2) hours.

Building checks for a junior high and elementary school will be paid at a minimum of one (1) hour.

Building checks will be done at a time that is convenient to the employee as long as it is done between the hours of 5:00 a.m. and 12:00 p.m. If a supervisor mandates that an employee perform the building check at a designated time, the employee shall receive an additional hour of overtime. If the employee has to return to perform any work, the one (1) hour minimum or two (2) hour minimum times shall apply.

Section 9 AIDS Notification

If the administration is aware of a student who has AIDS, they will notify the appropriate bargaining unit members on a “need to know” basis.

Section 10 Assault Upon an Employee

An employee shall promptly report to his/her supervisor any alleged case of assault on such employee while performing his/her assigned duties. The employer shall render reasonable assistance, including legal counsel, to such employee in connection with any prosecution by the state’s attorney or other public prosecutor of the person who allegedly assaulted such employee. An employee shall not be held liable for stopping a fight between two or more students.

Section 11 Use of Security Camera and GPS Systems

Surveillance equipment and GPS systems will not be utilized to routinely observe employee performance or as documentation in the employee evaluation process. Surveillance equipment and GPS systems may be reviewed by the District personnel in connection with investigation of suspected misconduct.

Section 12 Computer Training

If bargaining unit members are required by the Board to use a computer and/or software programs in order to perform the duties of their job, the Board will provide training and a reasonable amount of time during the normal work hours to perform those duties.

ARTICLE 16 - MANAGEMENT RIGHTS

It is expressly understood and agreed that all functions, rights, powers, or authority of the administration of the district and the Board which are not specifically limited by the express language of this agreement

are retained by the Board, provided, however, that no such right shall be exercised so as to violate any of the specific provisions of this agreement. Employee discipline and dismissal shall be for just cause.

ARTICLE 17 - WAIVER OF ADDITIONAL BARGAINING

The parties acknowledge that during the negotiations which resulted in this agreement, each had the unlimited right and opportunity to make demands and proposals with respect to any subject or matter not removed by law or by specific agreement of the parties, and that the understandings and agreements arrived at by the parties after the exercise of that right and opportunity are set forth in this agreement. Therefore, the Board and the Union, for the life of this agreement, each voluntarily and unqualifiedly waives any right which might otherwise exist under law, practice, or custom to negotiate over any matter during the term of this agreement, and each agrees that the other shall not be obligated to bargain collectively with respect to any subject or matter referred to, or covered in this agreement, or with respect to any subject or matter not specifically referred to or covered in this agreement, even though such subject or matter may not have been within the knowledge or contemplation of either or both of the parties at the time that they negotiated or signed this agreement. It is agreed, however, that with the written mutual consent of both parties, matters may be discussed during the term of this agreement and the agreement modified.

ARTICLE 18 - WAGES & INSURANCE

Section 1 **Wages**

For the 2021-2022 school year, bargaining unit members shall be moved from their step on the 2020-2021 hourly wage schedule to the step indicated on the 2021-2022 hourly wage schedule attached hereto as Exhibit A.

In addition, for the 2021-2022 school year only, if the increase in their hourly wage for the 2021-2022 school year is less than one dollar, bargaining unit members shall be paid an hourly stipend equal to the difference between one dollar and their hourly wage increase for the 2021-2022 school year. Said stipend shall be paid on June 30, 2022. If a bargaining unit member separates employment prior to June 30, 2022, the stipend will be prorated based on the number of hours worked by the bargaining unit member and paid on the bargaining unit member’s final paycheck.

| <u>Example:</u> | <u>2020-2021 Tier</u> | <u>2020-2021 Step</u> | <u>2020-2021 Hourly Wage</u> | <u>2021-2022 Hourly Wage</u> | <u>2021-2022 Stipend/Hour</u> |
|-----------------|-----------------------|-----------------------|------------------------------|------------------------------|-------------------------------|
| Custodian 1 | 1 | 0 | \$20.87 | \$22.34 | \$0.00 |
| Custodian 2 | 1 | 2 | \$21.61 | \$22.34 | \$.27 |
| Custodian 3 | 1 | 5 | \$21.81 | \$22.65 | \$.12 |
| Custodian 4 | 2 | 1 | \$16.45 | \$17.64 | \$0.00 |
| Maintenance 1 | 1 | 14 | \$27.16 | \$28.11 | \$.05 |

For the 2022-2023, 2023-2024, and 2024-2025 school years, bargaining unit members shall receive step movement and be paid according to the hourly wage schedules for the respective year attached hereto as Exhibit A.

Section 2 **Longevity**

Each bargaining unit member, beginning the fifteenth (15) year of service in the district, shall receive an additional \$750 longevity. Each bargaining unit member, beginning the twenty-fifth (25) year of service in the district, shall receive \$1,000 longevity. A bargaining unit member shall receive this \$750 or \$1,000

each year employment in the district continues. The longevity increment shall be paid in two (2) equal installments, one on the last paycheck prior to winter break and one the last paycheck of the fiscal year, and will continue each year the individual continued to be employed by Unit Five. The longevity amount shall be prorated for an employee who leaves mid-year.

Section 3 **Retirement**

An increment of \$500 shall be added to the final salary of any retiring bargaining unit member who is age fifty-five (55) or over and who has completed twenty (20) or more years of service to the district, the last eight (8) being consecutive. A bargaining unit member who meets the longevity requirement, whose fifty-fifth (55) birthday occurs prior to the start of a new school term, and who notifies the Board ninety (90) days prior of the decision to retire is qualified to receive the \$500.

Section 4 **Uniforms**

Each special maintenance, custodian/special maintenance floater, and pool maintenance bargaining unit member will be reimbursed up to the following amounts each school year for shoes or other garments to be used for specific employment purposes:

| | |
|-----------|----------|
| 2021-2022 | \$177.63 |
| 2022-2023 | \$184.74 |
| 2023-2024 | \$192.13 |
| 2024-2025 | \$199.82 |

Each head custodian and day custodian will be reimbursed up to \$100.00 each school year for winter protection garments to be used for specific employment purposes.

In order to obtain reimbursement, bargaining unit members must submit receipts to the Director of Custodial Operations no later than June 15th of each school year.

It will be the responsibility of these individuals to keep the uniforms or other items clean.

Section 5 **Insurance**

The bargaining unit shall have the right to change their health insurance coverage. The bargaining unit members shall have the right to modify the premiums and benefit levels as needed.

It is understood that during past negotiations on health insurance, in lieu of additional wages for bargaining unit members, the Board agreed to provide the premium cost of \$3.90 per regular working hour (excluding overtime hours) per bargaining unit member to cover the cost of health insurance coverage. The \$3.90 per hour shall be used towards the premium of the current and future insurance. Any surplus premium costs will be placed in an account and distributed to eligible bargaining unit members in stipend form in December and June annually.

The Board shall provide individual premium cost per month per bargaining unit member to cover the cost of a \$20,000 term life insurance policy.

Section 6 **ERISA**

The Board acknowledges that Local Union 362 is bound by the terms and conditions of ERISA (Employee Retirement Income Security Act).

In accordance with the Modified Transition Plan adopted by the Board of Trustees of the LIUNA National (Industrial) Pension Fund on March 30, 2020, the Board and the Union agree that the Board shall contribute to the Pension Fund one dollar and thirty cents (\$1.30) per hour for each hour worked by a bargaining unit member, excluding overtime, sixty-five cents (\$.65) of which shall be paid by the Board and the other sixty-five cents (\$.65) to be included as part of the hourly wage paid to the bargaining unit member according to the hourly wage schedules attached hereto as Exhibit A.

Section 7 **Travel Pay**

Any custodian required to travel between buildings during the regular workday shall be reimbursed for travel expense at the current Internal Revenue Service rate for mileage. A custodian who works in two (2) or more buildings will be paid mileage for the travel from school to school and then back to starting school. Travel time shall not be during meal or work breaks. Travel reimbursements need to be reported on time sheets to be approved by the Director of Operations.

Section 8 **Working Out of Classification**

When an employee works in a higher classification for three (3) hours or more the employee shall be paid at the higher classification.

Section 9 **License/Training**

The Board will pay the fee for any training required of bargaining unit members by the District. If such training must take place outside of the bargaining unit member's normally scheduled hours, the district shall compensate the bargaining unit member at the appropriate rate.

ARTICLE 19 – EVALUATIONS

The purpose of the evaluation is to monitor job expectations and performance.

The custodial services supervisor with input from the building principal or designated administrator, or supervisor of maintenance/grounds shall perform the evaluations. At no time shall another bargaining unit member be part of another bargaining unit member's evaluation.

Evaluations for custodial and maintenance employees shall be conducted a minimum of every three years.

When a custodial employee receives a performance rating of unsatisfactory, there shall be a reevaluation which shall be completed within ninety (90) days. If in the reevaluation the performance rating improves, the old unsatisfactory evaluation shall be removed from the employee's personnel file after 24 months of the reevaluation.

ACCEPTANCE OF AGREEMENT

IN WITNESS WHEREOF, the parties have executed this Agreement by their duly authorized representatives on this _____ day of November, 2021.

**LABORERS' INTERNATIONAL
UNION OF NORTH AMERICA,
UNION LOCAL 362, BLOOMINGTON
ILLINOIS**

By: _____
Title: _____

Attest:

By: _____
Title: _____

**BOARD OF EDUCATION OF
COMMUNITY UNIT SCHOOL
DISTRICT NO. 5, MCLEAN AND
WOODFORD COUNTIES, ILLINOIS**

By: _____
President

By _____
Secretary

EXHIBIT A

THE FOLLOWING SCHEDULES ARE INCLUSIVE OF ANY ADDITIONAL AMOUNTS CONTRIBUTED BY THE BOARD PURSUANT TO THE MODIFIED TRANSITION PLAN, AND THE BOARD OF EDUCATION SHALL IN NO CASE BE OBLIGATED TO CONTRIBUTE TO THE LIUNA NATIONAL (INDUSTRIAL) PENSION FUND MORE THAN \$.65 PER HOUR.

2021 – 2022 Wages Custodial

| Step 2020-2021 | Step 2021-2022 | Multiplier | Hourly | 12 Months |
|----------------------------|-----------------------|-------------------|---------------|------------------|
| | 0 | | \$16.00 | \$33,408.00 |
| | 1 | 1.014 | \$16.22 | \$33,867.36 |
| | 2 | 1.014 | \$16.45 | \$34,347.60 |
| | 3 | 1.014 | \$16.68 | \$34,827.84 |
| | 4 | 1.014 | \$16.91 | \$35,308.08 |
| | 5 | 1.014 | \$17.15 | \$35,809.20 |
| | 6 | 1.014 | \$17.39 | \$36,310.32 |
| Tier 2 – 0, 1, 2, 3 | 7 | 1.014 | \$17.64 | \$36,832.32 |
| | 8 | 1.014 | \$17.88 | \$37,333.44 |
| | 9 | 1.014 | \$18.13 | \$37,855.44 |
| | 10 | 1.014 | \$18.39 | \$38,398.32 |
| | 11 | 1.014 | \$18.64 | \$38,920.32 |
| | 12 | 1.014 | \$18.90 | \$39,463.20 |
| | 13 | 1.014 | \$19.17 | \$40,026.96 |
| | 14 | 1.014 | \$19.44 | \$40,590.72 |
| | 15 | 1.014 | \$19.71 | \$41,154.48 |
| | 16 | 1.014 | \$19.99 | \$41,739.12 |
| | 17 | 1.014 | \$20.27 | \$42,323.76 |
| | 18 | 1.014 | \$20.55 | \$42,908.40 |
| | 19 | 1.014 | \$20.84 | \$43,513.92 |
| | 20 | 1.014 | \$21.13 | \$44,119.44 |
| | 21 | 1.014 | \$21.42 | \$44,724.96 |
| | 22 | 1.014 | \$21.72 | \$45,351.36 |
| | 23 | 1.014 | \$22.03 | \$45,998.64 |
| Tier 1 – 0, 1, 2 | 24 | 1.014 | \$22.34 | \$46,645.92 |
| Tier 1 – 3, 4, 5, 6 | 25 | 1.014 | \$22.65 | \$47,293.20 |
| Tier 1 – 7, 8, 9, 10 | 26 | 1.014 | \$22.97 | \$47,961.36 |
| Tier 1 – 11, 12, 13, 14 | 27 | 1.014 | \$23.29 | \$48,629.52 |
| | 28 | 1.014 | \$23.61 | \$49,297.68 |
| | 29 | 1.014 | \$23.95 | \$50,007.60 |
| | 30 | 1.014 | \$24.28 | \$50,696.64 |

| Step 2020-2021 | 2021 – 2022 Wages Special Maintenance | | | |
|--|---------------------------------------|------------|---------|-------------|
| | Step 2021-2022 | Multiplier | Hourly | 12 Months |
| | 0 | | \$24.95 | \$52,095.60 |
| | 1 | 1.01 | \$25.20 | \$52,617.60 |
| | 2 | 1.01 | \$25.45 | \$53,139.60 |
| Tier 1 Maintenance – 4, 5, 8, 9 | 3 | 1.01 | \$25.71 | \$53,682.48 |
| | 4 | 1.01 | \$25.96 | \$54,204.48 |
| | 5 | 1.01 | \$26.22 | \$54,747.36 |
| | 6 | 1.01 | \$26.48 | \$55,290.24 |
| Tier 1 Special Maintenance – 0 | 7 | 1.01 | \$26.75 | \$55,854.00 |
| Tier 1 Special Maintenance – 1, 2, 3 | 8 | 1.01 | \$27.02 | \$56,417.76 |
| Tier 1 Special Maintenance – 4, 5, 6 | 9 | 1.01 | \$27.29 | \$56,981.52 |
| Tier 1 Special Maintenance – 7, 8 | 10 | 1.01 | \$27.56 | \$57,545.28 |
| Tier 1 Special Maintenance – 9, 10, 11 | 11 | 1.01 | \$27.84 | \$58,129.92 |
| Tier 1 Special Maintenance – 12, 13, 14 | 12 | 1.01 | \$28.11 | \$58,693.68 |
| | 13 | 1.01 | \$28.40 | \$59,299.20 |
| | 14 | 1.01 | \$28.68 | \$59,883.84 |
| | 15 | 1.01 | \$28.97 | \$60,489.36 |
| | 16 | 1.01 | \$29.26 | \$61,094.88 |
| | 17 | 1.01 | \$29.55 | \$61,700.40 |
| | 18 | 1.01 | \$29.84 | \$62,305.92 |
| | 19 | 1.01 | \$30.14 | \$62,932.32 |
| | 20 | 1.01 | \$30.44 | \$63,558.72 |
| | 21 | 1.01 | \$30.75 | \$64,206.00 |
| | 22 | 1.01 | \$31.06 | \$64,853.28 |
| | 23 | 1.01 | \$31.37 | \$65,500.56 |
| | 24 | 1.01 | \$31.68 | \$66,147.84 |
| | 25 | 1.01 | \$32.00 | \$66,816.00 |
| | 26 | 1.01 | \$32.32 | \$67,484.16 |
| | 27 | 1.01 | \$32.64 | \$68,152.32 |
| | 28 | 1.01 | \$32.97 | \$68,841.36 |
| | 29 | 1.01 | \$33.30 | \$69,530.40 |
| | 30 | 1.01 | \$33.63 | \$70,219.44 |

| <u>Special Increments</u> | <u>Hourly</u> |
|---|---------------|
| Head Day Custodian High School | \$.65 |
| Head Night Custodian High School | \$.65 |
| Head Custodian Junior High | \$.65 |
| Head Custodian Elementary/Unit Office | \$.25 |
| Special Maintenance* | \$.35 |
| Supervisor Grounds/Special Maintenance | \$.25 |
| 10:00 a.m. Shift or After | \$.21 |
| Custodian/Special Maintenance Floater | \$.21 |
| Pool Maintenance | \$.35 |
| Asbestos Contractor/Supervisor Course & EPA Lead Renovation Repair & Painting Cert. | \$.25 |
| Commercial Not-for-Hire Applicator License with Right-of-Way Pest Control | \$.25 |
| Plumbing License | \$.25 |
| Commercial HVAC Cert. | \$.25 |
| Commercial Driver License (CDL) | \$.25 |
| Electrician License | \$.25 |

Bargaining unit members shall be paid for all applicable special increments only if required as part of their job duties with the District.

*The Special Maintenance increment (listed as Maintenance increment in previous contracts) was originally bargained as a separate increment rather than included in the hourly wage schedule in order to calculate the proportionate amount attributed to that item as part of the overall cost increase for that contract. It is maintained separate from the hourly wage schedule in order to preserve its historical context.

2022 – 2023 Wages

| Custodial | | | | Special Maintenance | | | |
|------------------|-------------------|---------------|------------------|----------------------------|-------------------|---------------|------------------|
| Step | Multiplier | Hourly | 12 Months | Step | Multiplier | Hourly | 12 Months |
| 0 | | \$16.26 | \$33,950.88 | 0 | | \$25.45 | \$53,139.60 |
| 1 | 1.014 | \$16.48 | \$34,410.24 | 1 | 1.01 | \$25.70 | \$53,661.60 |
| 2 | 1.014 | \$16.71 | \$34,890.48 | 2 | 1.01 | \$25.96 | \$54,204.48 |
| 3 | 1.014 | \$16.95 | \$35,391.60 | 3 | 1.01 | \$26.22 | \$54,747.36 |
| 4 | 1.014 | \$17.19 | \$35,892.72 | 4 | 1.01 | \$26.48 | \$55,290.24 |
| 5 | 1.014 | \$17.43 | \$36,393.84 | 5 | 1.01 | \$26.75 | \$55,854.00 |
| 6 | 1.014 | \$17.67 | \$36,894.96 | 6 | 1.01 | \$27.01 | \$56,396.88 |
| 7 | 1.014 | \$17.92 | \$37,416.96 | 7 | 1.01 | \$27.28 | \$56,960.64 |
| 8 | 1.014 | \$18.17 | \$37,938.96 | 8 | 1.01 | \$27.56 | \$57,545.28 |
| 9 | 1.014 | \$18.42 | \$38,460.96 | 9 | 1.01 | \$27.83 | \$58,109.04 |
| 10 | 1.014 | \$18.68 | \$39,003.84 | 10 | 1.01 | \$28.11 | \$58,693.68 |
| 11 | 1.014 | \$18.94 | \$39,546.72 | 11 | 1.01 | \$28.39 | \$59,278.32 |
| 12 | 1.014 | \$19.21 | \$40,110.48 | 12 | 1.01 | \$28.68 | \$59,883.84 |
| 13 | 1.014 | \$19.48 | \$40,674.24 | 13 | 1.01 | \$28.96 | \$60,468.48 |
| 14 | 1.014 | \$19.75 | \$41,238.00 | 14 | 1.01 | \$29.25 | \$61,074.00 |
| 15 | 1.014 | \$20.03 | \$41,822.64 | 15 | 1.01 | \$29.55 | \$61,700.40 |
| 16 | 1.014 | \$20.31 | \$42,407.28 | 16 | 1.01 | \$29.84 | \$62,305.92 |
| 17 | 1.014 | \$20.59 | \$42,991.92 | 17 | 1.01 | \$30.14 | \$62,932.32 |
| 18 | 1.014 | \$20.88 | \$43,597.44 | 18 | 1.01 | \$30.44 | \$63,558.72 |
| 19 | 1.014 | \$21.17 | \$44,202.96 | 19 | 1.01 | \$30.75 | \$64,206.00 |
| 20 | 1.014 | \$21.47 | \$44,829.36 | 20 | 1.01 | \$31.05 | \$64,832.40 |
| 21 | 1.014 | \$21.77 | \$45,455.76 | 21 | 1.01 | \$31.36 | \$65,479.68 |
| 22 | 1.014 | \$22.07 | \$46,082.16 | 22 | 1.01 | \$31.68 | \$66,147.84 |
| 23 | 1.014 | \$22.38 | \$46,729.44 | 23 | 1.01 | \$31.99 | \$66,795.12 |
| 24 | 1.014 | \$22.69 | \$47,376.72 | 24 | 1.01 | \$32.31 | \$67,463.28 |
| 25 | 1.014 | \$23.01 | \$48,044.88 | 25 | 1.01 | \$32.64 | \$68,152.32 |
| 26 | 1.014 | \$23.33 | \$48,713.04 | 26 | 1.01 | \$32.96 | \$68,820.48 |
| 27 | 1.014 | \$23.66 | \$49,402.08 | 27 | 1.01 | \$33.29 | \$69,509.52 |
| 28 | 1.014 | \$23.99 | \$50,091.12 | 28 | 1.01 | \$33.63 | \$70,219.44 |
| 29 | 1.014 | \$24.33 | \$50,801.04 | 29 | 1.01 | \$33.96 | \$70,908.48 |
| 30 | 1.014 | \$24.67 | \$51,510.96 | 30 | 1.01 | \$34.30 | \$71,618.40 |

Special Increments

| | |
|--|---------------|
| Head Day Custodian High School | <u>Hourly</u> |
| Head Night Custodian High School | \$.65 |
| Head Custodian Junior High | \$.65 |
| Head Custodian Elementary/Unit Office | \$.25 |
| Special Maintenance* | \$.35 |
| Supervisor Grounds/Special Maintenance | \$.25 |
| 10:00 a.m. Shift or After | \$.21 |

| | |
|--|--------|
| Custodian/Special Maintenance Floater | \$.21 |
| Pool Maintenance | \$.35 |
| Asbestos Contractor/Supervisor Course & EPA Lead Renovation Repair & Painting Cert. | \$.25 |
| Commercial Not-for-Hire Applicator License with Right-of-Way Pest Control | \$.25 |
| Plumbing License | \$.25 |
| Commercial HVAC Cert. | \$.25 |
| Commercial Driver License (CDL) | \$.25 |
| Electrician License | \$.25 |

Bargaining unit members shall be paid for all applicable special increments only if required as part of their job duties with the District.

*The Special Maintenance increment (listed as Maintenance increment in previous contracts) was originally bargained as a separate increment rather than included in the hourly wage schedule in order to calculate the proportionate amount attributed to that item as part of the overall cost increase for that contract. It is maintained separate from the hourly wage schedule in order to preserve its historical context.

2023 – 2024 Wages

| Custodial | | | | Special Maintenance | | | |
|------------------|-------------------|---------------|------------------|----------------------------|-------------------|---------------|------------------|
| Step | Multiplier | Hourly | 12 Months | Step | Multiplier | Hourly | 12 Months |
| 0 | | \$16.52 | \$34,361.60 | 0 | | \$25.96 | \$53,996.80 |
| 1 | 1.014 | \$16.75 | \$34,840.00 | 1 | 1.01 | \$26.22 | \$54,537.60 |
| 2 | 1.014 | \$16.98 | \$35,318.40 | 2 | 1.01 | \$26.48 | \$55,078.40 |
| 3 | 1.014 | \$17.22 | \$35,817.60 | 3 | 1.01 | \$26.74 | \$55,619.20 |
| 4 | 1.014 | \$17.46 | \$36,316.80 | 4 | 1.01 | \$27.01 | \$56,180.80 |
| 5 | 1.014 | \$17.71 | \$36,836.80 | 5 | 1.01 | \$27.28 | \$56,742.40 |
| 6 | 1.014 | \$17.95 | \$37,336.00 | 6 | 1.01 | \$27.55 | \$57,304.00 |
| 7 | 1.014 | \$18.20 | \$37,856.00 | 7 | 1.01 | \$27.83 | \$57,886.40 |
| 8 | 1.014 | \$18.46 | \$38,396.80 | 8 | 1.01 | \$28.11 | \$58,468.80 |
| 9 | 1.014 | \$18.72 | \$38,937.60 | 9 | 1.01 | \$28.39 | \$59,051.20 |
| 10 | 1.014 | \$18.98 | \$39,478.40 | 10 | 1.01 | \$28.67 | \$59,633.60 |
| 11 | 1.014 | \$19.25 | \$40,040.00 | 11 | 1.01 | \$28.96 | \$60,236.80 |
| 12 | 1.014 | \$19.51 | \$40,580.80 | 12 | 1.01 | \$29.25 | \$60,840.00 |
| 13 | 1.014 | \$19.79 | \$41,163.20 | 13 | 1.01 | \$29.54 | \$61,443.20 |
| 14 | 1.014 | \$20.06 | \$41,724.80 | 14 | 1.01 | \$29.84 | \$62,067.20 |
| 15 | 1.014 | \$20.35 | \$42,328.00 | 15 | 1.01 | \$30.14 | \$62,691.20 |
| 16 | 1.014 | \$20.63 | \$42,910.40 | 16 | 1.01 | \$30.44 | \$63,315.20 |
| 17 | 1.014 | \$20.92 | \$43,513.60 | 17 | 1.01 | \$30.74 | \$63,939.20 |
| 18 | 1.014 | \$21.21 | \$44,116.80 | 18 | 1.01 | \$31.05 | \$64,584.00 |
| 19 | 1.014 | \$21.51 | \$44,740.80 | 19 | 1.01 | \$31.36 | \$65,228.80 |
| 20 | 1.014 | \$21.81 | \$45,364.80 | 20 | 1.01 | \$31.67 | \$65,873.60 |
| 21 | 1.014 | \$22.12 | \$46,009.60 | 21 | 1.01 | \$31.99 | \$66,539.20 |
| 22 | 1.014 | \$22.43 | \$46,654.40 | 22 | 1.01 | \$32.31 | \$67,204.80 |
| 23 | 1.014 | \$22.74 | \$47,299.20 | 23 | 1.01 | \$32.63 | \$67,870.40 |
| 24 | 1.014 | \$23.06 | \$47,964.80 | 24 | 1.01 | \$32.96 | \$68,556.80 |
| 25 | 1.014 | \$23.38 | \$48,630.40 | 25 | 1.01 | \$33.29 | \$69,243.20 |
| 26 | 1.014 | \$23.71 | \$49,316.80 | 26 | 1.01 | \$33.62 | \$69,929.60 |
| 27 | 1.014 | \$24.04 | \$50,003.20 | 27 | 1.01 | \$33.96 | \$70,636.80 |
| 28 | 1.014 | \$24.38 | \$50,710.40 | 28 | 1.01 | \$34.30 | \$71,344.00 |
| 29 | 1.014 | \$24.72 | \$51,417.60 | 29 | 1.01 | \$34.64 | \$72,051.20 |
| 30 | 1.014 | \$25.06 | \$52,124.80 | 30 | 1.01 | \$34.99 | \$72,779.20 |

Special Increments

| | |
|--|---------------|
| Head Day Custodian High School | <u>Hourly</u> |
| Head Night Custodian High School | \$.65 |
| Head Custodian Junior High | \$.65 |
| Head Custodian Elementary/Unit Office | \$.25 |
| Special Maintenance* | \$.35 |
| Supervisor Grounds/Special Maintenance | \$.25 |
| 10:00 a.m. Shift or After | \$.21 |

| | |
|--|--------|
| Custodian/Special Maintenance Floater | \$.21 |
| Pool Maintenance | \$.35 |
| Asbestos Contractor/Supervisor Course & EPA Lead Renovation Repair & Painting Cert. | \$.25 |
| Commercial Not-for-Hire Applicator License with Right-of-Way Pest Control | \$.25 |
| Plumbing License | \$.25 |
| Commercial HVAC Cert. | \$.25 |
| Commercial Driver License (CDL) | \$.25 |
| Electrician License | \$.25 |

Bargaining unit members shall be paid for all applicable special increments only if required as part of their job duties with the District.

*The Special Maintenance increment (listed as Maintenance increment in previous contracts) was originally bargained as a separate increment rather than included in the hourly wage schedule in order to calculate the proportionate amount attributed to that item as part of the overall cost increase for that contract. It is maintained separate from the hourly wage schedule in order to preserve its historical context.

2024 – 2025 Wages

| Custodial | | | | Special Maintenance | | | |
|------------------|-------------------|---------------|------------------|----------------------------|-------------------|---------------|------------------|
| Step | Multiplier | Hourly | 12 Months | Step | Multiplier | Hourly | 12 Months |
| 0 | | \$16.78 | \$35,036.64 | 0 | | \$26.48 | \$55,290.24 |
| 1 | 1.014 | \$17.02 | \$35,537.76 | 1 | 1.01 | \$26.74 | \$55,833.12 |
| 2 | 1.014 | \$17.25 | \$36,018.00 | 2 | 1.01 | \$27.01 | \$56,396.88 |
| 3 | 1.014 | \$17.50 | \$36,540.00 | 3 | 1.01 | \$27.28 | \$56,960.64 |
| 4 | 1.014 | \$17.74 | \$37,041.12 | 4 | 1.01 | \$27.55 | \$57,524.40 |
| 5 | 1.014 | \$17.99 | \$37,563.12 | 5 | 1.01 | \$27.83 | \$58,109.04 |
| 6 | 1.014 | \$18.24 | \$38,085.12 | 6 | 1.01 | \$28.11 | \$58,693.68 |
| 7 | 1.014 | \$18.50 | \$38,628.00 | 7 | 1.01 | \$28.39 | \$59,278.32 |
| 8 | 1.014 | \$18.75 | \$39,150.00 | 8 | 1.01 | \$28.67 | \$59,862.96 |
| 9 | 1.014 | \$19.02 | \$39,713.76 | 9 | 1.01 | \$28.96 | \$60,468.48 |
| 10 | 1.014 | \$19.28 | \$40,256.64 | 10 | 1.01 | \$29.25 | \$61,074.00 |
| 11 | 1.014 | \$19.55 | \$40,820.40 | 11 | 1.01 | \$29.54 | \$61,679.52 |
| 12 | 1.014 | \$19.83 | \$41,405.04 | 12 | 1.01 | \$29.84 | \$62,305.92 |
| 13 | 1.014 | \$20.10 | \$41,968.80 | 13 | 1.01 | \$30.13 | \$62,911.44 |
| 14 | 1.014 | \$20.39 | \$42,574.32 | 14 | 1.01 | \$30.43 | \$63,537.84 |
| 15 | 1.014 | \$20.67 | \$43,158.96 | 15 | 1.01 | \$30.74 | \$64,185.12 |
| 16 | 1.014 | \$20.96 | \$43,764.48 | 16 | 1.01 | \$31.05 | \$64,832.40 |
| 17 | 1.014 | \$21.25 | \$44,370.00 | 17 | 1.01 | \$31.36 | \$65,479.68 |
| 18 | 1.014 | \$21.55 | \$44,996.40 | 18 | 1.01 | \$31.67 | \$66,126.96 |
| 19 | 1.014 | \$21.85 | \$45,622.80 | 19 | 1.01 | \$31.99 | \$66,795.12 |
| 20 | 1.014 | \$22.16 | \$46,270.08 | 20 | 1.01 | \$32.31 | \$67,463.28 |
| 21 | 1.014 | \$22.47 | \$46,917.36 | 21 | 1.01 | \$32.63 | \$68,131.44 |
| 22 | 1.014 | \$22.78 | \$47,564.64 | 22 | 1.01 | \$32.96 | \$68,820.48 |
| 23 | 1.014 | \$23.10 | \$48,232.80 | 23 | 1.01 | \$33.29 | \$69,509.52 |
| 24 | 1.014 | \$23.43 | \$48,921.84 | 24 | 1.01 | \$33.62 | \$70,198.56 |
| 25 | 1.014 | \$23.75 | \$49,590.00 | 25 | 1.01 | \$33.96 | \$70,908.48 |
| 26 | 1.014 | \$24.09 | \$50,299.92 | 26 | 1.01 | \$34.29 | \$71,597.52 |
| 27 | 1.014 | \$24.42 | \$50,988.96 | 27 | 1.01 | \$34.64 | \$72,328.32 |
| 28 | 1.014 | \$24.77 | \$51,719.76 | 28 | 1.01 | \$34.98 | \$73,038.24 |
| 29 | 1.014 | \$25.11 | \$52,429.68 | 29 | 1.01 | \$35.33 | \$73,769.04 |
| 30 | 1.014 | \$25.46 | \$53,160.48 | 30 | 1.01 | \$35.69 | \$74,520.72 |

Special Increments

| | <u>Hourly</u> |
|--|---------------|
| Head Day Custodian High School | \$.65 |
| Head Night Custodian High School | \$.65 |
| Head Custodian Junior High | \$.65 |
| Head Custodian Elementary/Unit Office | \$.25 |
| Special Maintenance* | \$.35 |
| Supervisor Grounds/Special Maintenance | \$.25 |
| 10:00 a.m. Shift or After | \$.21 |

| | |
|--|--------|
| Custodian/Special Maintenance Floater | \$.21 |
| Pool Maintenance | \$.35 |
| Asbestos Contractor/Supervisor Course & EPA Lead Renovation Repair & Painting Cert. | \$.25 |
| Commercial Not-for-Hire Applicator License with Right-of-Way Pest Control | \$.25 |
| Plumbing License | \$.25 |
| Commercial HVAC Cert. | \$.25 |
| Commercial Driver License (CDL) | \$.25 |
| Electrician License | \$.25 |

Bargaining unit members shall be paid for all applicable special increments only if required as part of their job duties with the District.

*The Special Maintenance increment (listed as Maintenance increment in previous contracts) was originally bargained as a separate increment rather than included in the hourly wage schedule in order to calculate the proportionate amount attributed to that item as part of the overall cost increase for that contract. It is maintained separate from the hourly wage schedule in order to preserve its historical context.

EXHIBIT B

LETTERS OF UNDERSTANDING

**LETTER OF UNDERSTANDING
ONE-TIME RETIREMENT INCENTIVE**

The Board of Education (the “Board”) of Community Unit School District No. 5, McLean and Woodford Counties, Illinois (the “District”) and the Laborers’ International Union of North America, Local 362 (the “Union”) agree to the following one-time retirement incentive for the 2021-2022 school year:

Retirement Incentive

Any bargaining unit member who has completed eight (8) years or more of service credit with the District, who is eligible to retire under the Illinois Municipal Retirement Fund (IMRF), and who submits to the Board by 5 pm on Wednesday, December 15, 2021, an irrevocable notice of retirement with a retirement date no later than July 31, 2022, shall be eligible for a retirement incentive of \$3,000, payable over the member’s remaining pay periods.

Upon occurrence of a life-changing event: e.g. death or total disability of spouse, grave illness of a dependent child, or for a major life change deemed appropriate by the Board, the bargaining unit member may petition the Board to be released from his/her retirement resignation. A bargaining unit member who is released his/her election to retire must repay to the Board all monies paid as an incentive.

This retirement incentive shall be paid in lieu of the \$500 increment provided in Article 18, Section 3 of the Negotiated Contract and will sunset and no longer be available after July 31, 2022.

**BOARD OF EDUCATION OF COMMUNITY
UNIT SCHOOL DISTRICT NO. 5, MCLEAN
AND WOODFORD COUNTIES, ILLINOIS**

**LABORERS’ INTERNATIONAL UNION
OF NORTH AMERICA, LOCAL 362**

By: _____
President

By: _____
Business Manager

Date: _____

Date: _____

**LETTER OF UNDERSTANDING
COMMITTEE REGARDING SAFETY CONCERNS**

During collective bargaining for a successor agreement, the Laborers’ International Union of North America, Local 362 (the “Union”) proposed new language providing for hazard pay when the Centers for Disease Control and Prevention (“CDC”) has issued a pandemic and bargaining unit employees are required to continue to work. The proposal also provided for the formation of a joint union management committee to implement all CDC safety protocols and procedures to ensure the safety of bargaining unit employees. The Board of Education responded it was not interested in paying hazard pay, but would be willing to form the joint committee to consider implementation of CDC protocols and other procedures for the safety of bargaining unit members. The Union then made a second proposal, modifying its initial proposal to include other situations besides a pandemic involving potential safety concerns for bargaining unit members (e.g. asbestos). The Board responded by again rejecting hazard pay and expressing its concerns that the language proposed by the Union was too broad and a committee formed away from the bargaining table would be better able to discuss safety concerns of bargaining unit members and how to address them. The Board provided examples where conditions may be unsafe for students or other staff in order to hold school, but are part of the essential duties of bargaining unit members (e.g. ice/snow removal) or where bargaining unit members are trained to interact with and abate hazardous substances. As part of their overall agreement, the parties have agreed to form a committee. The Board and Union shall each appoint an equal number of representatives to serve on the committee. The committee will meet on or before December 15, 2021, and will determine the dates and times for any additional meetings deemed necessary.

**BOARD OF EDUCATION OF COMMUNITY
UNIT SCHOOL DISTRICT NO. 5, MCLEAN
AND WOODFORD COUNTIES, ILLINOIS**

**LABORERS’ INTERNATIONAL UNION
OF NORTH AMERICA, LOCAL 362**

By: _____
President

By: _____
Business Manager

Date: _____

Date: _____

**LETTER OF UNDERSTANDING
COMMITTEE REGARDING USE OF PERSONAL CELL PHONES**

During collective bargaining for a successor agreement, the Laborers' International Union of North America, Local 362 (the "Union") proposed that bargaining unit members required to use their personal cell phones for work be reimbursed for a portion of their cell phone bill. The Board of Education responded that further discussion was needed, and while it was willing to consider reimbursement, it was uncertain what percentage of bargain unit members' personal cell phone usage was attributable to work and how to calculate any potential reimbursement. The Board further responded there may be alternatives to bargaining unit members using personal cell phones. In order to explore these issues more in depth without unnecessarily delaying bargaining, the parties agreed to form a committee. The Board and Union shall each appoint an equal number of representatives to serve on the committee who will discuss the use of personal cell phones at and for work including, but not limited to, when bargaining unit members are required to use them or choose to use them for convenience, the days, hours, locations, and reasons for use, alternatives for use of personal cell phones, and expectations for use of personal cell phones or other means to be contacted for call-in work. The committee will meet on or before December 15, 2021, and will determine the dates and times for any additional meetings deemed necessary.

**BOARD OF EDUCATION OF COMMUNITY
UNIT SCHOOL DISTRICT NO. 5, MCLEAN
AND WOODFORD COUNTIES, ILLINOIS**

**LABORERS' INTERNATIONAL UNION
OF NORTH AMERICA, LOCAL 362**

By: _____
President

By: _____
Business Manager

Date: _____

Date: _____

| | | | | | | | | | |
|---|--|--|--|--|--|--|--|--|--|
| Personnel Matters | | | | | | | | | |
| Resignations/Retirements/Releases/Terminations | | | | | | | | | |

| Last Name | First Name | Homebase | Assignment | Action | Effective |
|-----------|------------|----------|------------|--------|-----------|
|-----------|------------|----------|------------|--------|-----------|

| | | | | | |
|-------------------------|--|--|--|--|----|
| <u>Certified</u> | | | | | |
| | | | | | 63 |

| | | | | | |
|---|----------|-----------|---------------------------------|-------------|------------|
| <u>Educational Support Personnel</u> | | | | | |
| Griffin | Rachelle | Cedar | Custodian - Night | Resignation | 11/5/2021 |
| Zayas | Jill | Glenn | EOP - 10 Months | Resignation | 11/8/2021 |
| Bohlen | Alisha | EJHS | Para - Spec Ed | Resignation | 11/8/2021 |
| Leipold | Gregory | Unit | Director of Safety and Security | Resignation | 11/12/2021 |
| Mendoza-Roman | Karen | Warehouse | Food Service - 6 hours | Resignation | 11/5/2021 |
| Dickinson | Lewis | Field | Para - Spec Ed | Resignation | 11/5/2021 |

| | | | | | | | | | |
|-------------------|--|---|--|--|--|--|--|--|--|
| Employment | | (R = Replacement; A = Additional; LR = Leave Replacement; RE=Reemployment) | | | | | | | |
|-------------------|--|---|--|--|--|--|--|--|--|

| Last Name | First Name | Homebase | Assignment | Step | Lane | FTE | Effective |
|-----------|------------|----------|------------|------|------|-----|-----------|
|-----------|------------|----------|------------|------|------|-----|-----------|

| | | | | | | | |
|-------------------------|--|--|--|--|--|--|--|
| <u>Certified</u> | | | | | | | |
| | | | | | | | |

| | | | | | | | |
|---|---------------|--------------|-----------------|-----------------------|---------------|------------|------------------|
| <u>Educational Support Personnel</u> | | | | | | | |
| (R) | Liles | Jessie | Oakdale | Para - Spec Ed | Step 1 | 1.0 | 11/2/2021 |
| (R) | Fitzlaff | Kristyn | Parkside | Para - Spec Ed | Step 1 | 1.0 | 11/4/2021 |
| (R) | Slezak | Faith | Parkside | Para - Spec Ed | Step 1 | 1.0 | 11/8/2021 |

MCLEAN COUNTY UNIT DISTRICT NO. 5
Authorization for Payment of Bills and Payrolls
October 28, 2021 through November 10, 2021

SUMMARY OF BILLS & PAYROLLS BY FUND

| Fund | ¹ Prepaid Bills | ² Bills To Be Paid | ³ Payrolls | Total |
|--|-----------------------------------|--------------------------------------|------------------------------|-----------------------|
| 07 Flexible Benefit Plan Trust Fund | 14,084.81 | 0.00 | 0.00 | 14,084.81 |
| 08 Unit 5 Self-Funded Insurance | 253,682.51 | 0.00 | 0.00 | 253,682.51 |
| 10 Educational | 92,723.30 | 490,351.38 | 4,501,063.32 | 5,084,138.00 |
| 20 Operations & Maintenance | (474.79) | 167,307.77 | 253,632.58 | 420,465.56 |
| 30 Debt Service | 0.00 | 0.00 | 0.00 | 0.00 |
| 40 Transportation | 6,208.93 | 1,424,448.81 | 9,680.79 | 1,440,338.53 |
| 50 Social Security | 0.00 | 0.00 | 113,115.39 | 113,115.39 |
| 51 IMRF | 0.00 | 0.00 | 93,930.65 | 93,930.65 |
| 60 Capital Projects | 0.00 | 0.00 | 0.00 | 0.00 |
| 70 Working Cash | 0.00 | 0.00 | 0.00 | 0.00 |
| 80 Tort Immunity | 85,304.34 | 10,393.39 | 13,700.54 | 109,398.27 |
| 90 Life Safety | 0.00 | 195,696.18 | 0.00 | 195,696.18 |
| 99 Student Activity Funds ⁴ | 141,875.97 | 0.00 | 0.00 | 141,875.97 |
| Grand Total | \$593,405.07 | \$2,288,197.53 | \$4,985,123.27 | \$7,866,725.87 |

¹ For funds 8 through 90, these bills were paid on and between 10/28/21 and 11/9/21. Please see the "Vendor Bill Listing - PREPAID" report for details.

² These bills have not been paid yet. Please see the "Vendor Bill Listing - TO BE PAID" report for details.

³ Please see the "Payroll Fund Totals" report for details.

⁴ These bills will always be listed as "prepaid" and include bills paid on the date of the last Board meeting. This is to ensure that all payments are captured for reporting purposes. For this report, these bills were paid on and between 10/27/21 and 11/9/21. Please see the Student Activity Funds section of the "Vendor Bill Listing - PREPAID" and the "Vendor Bill Listing - PREPAID - SA" report for details. The Student Activity Funds totals on these reports will equal the Student Activity Funds total on this summary.

ATTEST:

I do certify that the Board of Education has reviewed and authorized the payment of bills and payrolls in the amount of \$7,866,725.87.

 Amy Roser, President, Board of Education

 Date

 Barry Hitchins, Secretary, Board of Education

 Date

CUSD No. 5, McLean and Woodford Counties, Illinois

Payroll Fund Totals

Fiscal Year: 2021-2022

| Pay Cycle: | Pay Period: | Start Date: | End Date: | Pay Date: |
|-------------------|-------------|-------------|------------|------------|
| Certified - Semi | 80 | 10/16/2021 | 10/31/2021 | 10/29/2021 |
| Certified - Semi | 81 | 10/16/2021 | 10/31/2021 | 10/29/2021 |
| Classified - Semi | 80 | 10/16/2021 | 10/31/2021 | 10/29/2021 |
| Classified - Semi | 81 | 10/16/2021 | 10/31/2021 | 11/02/2021 |

| FUND | GROSS | FICA | RETIREMENT | BENEFITS | TOTALS |
|------|-------|------|------------|----------|--------|
|------|-------|------|------------|----------|--------|

Certified - Semi - Period Number: 80

| | | | | | |
|----------------------|-----------------------|--------------------|---------------------|---------------------|-----------------------|
| 10 | 3,153,158.00 | 0.00 | 142,761.16 | 356,449.50 | 3,652,368.66 |
| 50 | 0.00 | 43,859.23 | 0.00 | 0.00 | 43,859.23 |
| 80 | 104.17 | 0.00 | 11.73 | 0.00 | 115.90 |
| Period Total: | \$3,153,262.17 | \$43,859.23 | \$142,772.89 | \$356,449.50 | \$3,696,343.79 |

Classified - Semi - Period Number: 80

| | | | | | |
|----------------------|---------------------|--------------------|--------------------|---------------------|-----------------------|
| 10 | 664,455.96 | 0.00 | 0.00 | 166,296.25 | 830,752.21 |
| 20 | 251,159.08 | 0.00 | 0.00 | 2,473.50 | 253,632.58 |
| 40 | 8,043.29 | 0.00 | 0.00 | 1,637.50 | 9,680.79 |
| 50 | 0.00 | 67,908.55 | 0.00 | 0.00 | 67,908.55 |
| 51 | 0.00 | 0.00 | 93,838.11 | 0.00 | 93,838.11 |
| 80 | 12,113.64 | 0.00 | 0.00 | 1,471.00 | 13,584.64 |
| Period Total: | \$935,771.97 | \$67,908.55 | \$93,838.11 | \$171,878.25 | \$1,269,396.88 |

Certified - Semi - Period Number: 81

| | | | | | |
|----------------------|--------------------|-------------------|---------------|---------------|--------------------|
| 10 | 16,713.00 | 0.00 | 0.00 | 0.00 | 16,713.00 |
| 50 | 0.00 | 1,278.61 | 0.00 | 0.00 | 1,278.61 |
| Period Total: | \$16,713.00 | \$1,278.61 | \$0.00 | \$0.00 | \$17,991.61 |

Classified - Semi - Period Number: 81

| | | | | | |
|----------------------|-----------------|----------------|----------------|-----------------|-------------------|
| 10 | 901.95 | 0.00 | 0.00 | 327.50 | 1,229.45 |
| 50 | 0.00 | 69.00 | 0.00 | 0.00 | 69.00 |
| 51 | 0.00 | 0.00 | 92.54 | 0.00 | 92.54 |
| Period Total: | \$901.95 | \$69.00 | \$92.54 | \$327.50 | \$1,390.99 |

| | | | | | |
|----------------------|-----------------------|---------------------|---------------------|---------------------|-----------------------|
| Grand Totals: | \$4,106,649.09 | \$113,115.39 | \$236,703.54 | \$528,655.25 | \$4,985,123.27 |
|----------------------|-----------------------|---------------------|---------------------|---------------------|-----------------------|

End of Report

Expenditure Summary Report

From Date: 10/27/2021
To Date: 10/27/2021

| Vendor | Invoice | PO No. | Check No. | Check Date | Amount |
|---|----------------------|--------|-----------|------------|-----------------|
| Allensworth, Jermaine | V77068 | 0 | 5927 | 10/27/2021 | 80.00 |
| Allensworth, Jermaine Total | | | | | 80.00 |
| Avanti's Italian Restaurant - Normal | 5869 | 0 | 45261 | 10/27/2021 | 337.87 |
| Avanti's Italian Restaurant - Normal Total | | | | | 337.87 |
| Beddigs, Krista | V269481 | 0 | 5928 | 10/27/2021 | 58.05 |
| Beddigs, Krista Total | | | | | 58.05 |
| Bierbaum, John | Pizza, candy | 0 | 45262 | 10/27/2021 | 72.53 |
| Bierbaum, John Total | | | | | 72.53 |
| BSN Sports | Normal West invoices | 0 | 45263 | 10/27/2021 | 795.64 |
| BSN Sports Total | | | | | 795.64 |
| Collins, Veronica | V525982 | 0 | 2810 | 10/27/2021 | 30.00 |
| Collins, Veronica Total | | | | | 30.00 |
| Culligan Water Conditioning | V875613 | 0 | 2811 | 10/27/2021 | 34.50 |
| Culligan Water Conditioning Total | | | | | 34.50 |
| Edwards, Melissa | Reimbursement | 0 | 45264 | 10/27/2021 | 25.52 |
| Edwards, Melissa Total | | | | | 25.52 |
| Elias, Faye | V522361 | 0 | 2812 | 10/27/2021 | 16.38 |
| Elias, Faye Total | | | | | 16.38 |
| Five Star Water | V586432 | 0 | 1376 | 10/27/2021 | - |
| Five Star Water Total | | | | | - |
| Fudge, Dawn | Reimburse | 0 | 45265 | 10/27/2021 | 131.37 |
| Fudge, Dawn Total | | | | | 131.37 |
| Gentry, Talley | Refund | 0 | 45266 | 10/27/2021 | 200.00 |
| Gentry, Talley Total | | | | | 200.00 |
| Gulf Shores High School | Tournament fee | 0 | 45267 | 10/27/2021 | 400.00 |
| Gulf Shores High School Total | | | | | 400.00 |
| IHSA | Soccer regionals | 0 | 45268 | 10/27/2021 | 2,033.40 |
| IHSA Total | | | | | 2,033.40 |
| Illinois Music Education Association | V960903 | 0 | 5929 | 10/27/2021 | 40.00 |
| Illinois Music Education Association Total | | | | | 40.00 |
| Johnson, David | Chili supplies | 0 | 45269 | 10/27/2021 | 98.01 |
| Johnson, David Total | | | | | 98.01 |
| Mattoon High School | 113 | 0 | 45270 | 10/27/2021 | 95.00 |
| Mattoon High School Total | | | | | 95.00 |
| McLean Co Unit Dist No 5 | 100800 reim 10/10/21 | 0 | 45271 | 10/27/2021 | 6,554.37 |
| McLean Co Unit Dist No 5 Total | | | | | 6,554.37 |
| Meisner, Ken | V953119 | 0 | 5930 | 10/27/2021 | 80.00 |
| Meisner, Ken Total | | | | | 80.00 |
| Mora, Christina L | V719707 | 0 | 2813 | 10/27/2021 | 260.44 |
| Mora, Christina L Total | | | | | 260.44 |

Expenditure Summary Report

From Date: 10/27/2021
To Date: 10/27/2021

| Vendor | Invoice | PO No. | Check No. | Check Date | Amount |
|---|----------------------|--------|-----------|------------|------------------|
| Mroz, Jennifer M | V118174 | 0 | 2814 | 10/27/2021 | 1,855.83 |
| Mroz, Jennifer M Total | | | | | 1,855.83 |
| Promise Council, Inc. | Normal West PC | 0 | 45272 | 10/27/2021 | 2,439.43 |
| Promise Council, Inc. Total | | | | | 2,439.43 |
| Puritan Springs | 1274737-1014 | 0 | 45273 | 10/27/2021 | 189.73 |
| Puritan Springs Total | | | | | 189.73 |
| Rackauskas, Jarrod Anthony | E-Sport gear | 0 | 45274 | 10/27/2021 | 453.00 |
| Rackauskas, Jarrod Anthony Total | | | | | 453.00 |
| Rudge, Amber Dawn | Sectional goodie bag | 0 | 45275 | 10/27/2021 | 68.00 |
| Rudge, Amber Dawn Total | | | | | 68.00 |
| School Specialty | V224496 | 0 | 1377 | 10/27/2021 | 412.99 |
| School Specialty Total | | | | | 412.99 |
| Select Screen Prints | NW invoices | 0 | 45276 | 10/27/2021 | 1,900.00 |
| Select Screen Prints Total | | | | | 1,900.00 |
| Sennett, Timothy E | Golf expenses | 0 | 45277 | 10/27/2021 | 471.21 |
| Sennett, Timothy E Total | | | | | 471.21 |
| Thomas, Amber Nicole | V173214 | 0 | 2815 | 10/27/2021 | 15.00 |
| Thomas, Amber Nicole Total | | | | | 15.00 |
| Unit 5 Music Parents | V524852 | 0 | 5931 | 10/27/2021 | 1,740.00 |
| Unit 5 Music Parents Total | | | | | 1,740.00 |
| Varsitee Screenprinting | 4675 | 0 | 45278 | 10/27/2021 | 206.35 |
| Varsitee Screenprinting Total | | | | | 206.35 |
| Weavers Rent-All Inc | 468427-1 | 0 | 45279 | 10/27/2021 | 340.00 |
| Weavers Rent-All Inc Total | | | | | 340.00 |
| Grand Total | | | | | 21,434.62 |

Expenditure Summary Report

From Date: 10/27/2021
To Date: 10/27/2021

| Fund | Amount |
|--------------------|------------------|
| 99 | 21,434.62 |
| Grand Total | 21,434.62 |

Expenditure Summary Report

From Date: 10/28/2021
To Date: 11/9/2021

| Vendor | Invoice | PO No. | Check No. | Check Date | Amount |
|---|------------------|-----------|-----------|------------|-----------------|
| Aguilar, Michael | V549006 | 0 | 23771 | 11/1/2021 | 80.00 |
| Aguilar, Michael Total | | | | | 80.00 |
| Albritton, Kathryn Ann | V246883 | 0 | 2708 | 11/9/2021 | 66.29 |
| | V450771 | 0 | 2706 | 10/29/2021 | 112.22 |
| Albritton, Kathryn Ann Total | | | | | 178.51 |
| Allen, Jimmie Danford | V99422 | 0 | 23769 | 10/29/2021 | 35.96 |
| Allen, Jimmie Danford Total | | | | | 35.96 |
| Amazon Capital Services | V367244 | 992200007 | 5120 | 11/3/2021 | 21.99 |
| | V496342 | 992200008 | 5120 | 11/3/2021 | 132.72 |
| Amazon Capital Services Total | | | | | 154.71 |
| Ambrose, Valerie L | V609112 | 0 | 14292 | 11/4/2021 | 300.00 |
| | V452124 | 0 | 14273 | 11/2/2021 | 56.94 |
| Ambrose, Valerie L Total | | | | | 356.94 |
| Anderson, Leslie | Refund 2020 camp | 0 | 45641 | 11/5/2021 | 100.00 |
| Anderson, Leslie Total | | | | | 100.00 |
| Aslinger, Michael R | Golf fee reimb | 0 | 45623 | 11/3/2021 | 340.33 |
| Aslinger, Michael R Total | | | | | 340.33 |
| Avanti's Italian Restaurant - Normal | V228252 | 0 | 14301 | 11/9/2021 | 510.35 |
| Avanti's Italian Restaurant - Normal Total | | | | | 510.35 |
| Avanti's Italian Restaurant -Bloomington | V532863 | 0 | 5936 | 11/8/2021 | 1,064.32 |
| | 7895 | 0 | 45280 | 11/3/2021 | 277.30 |
| Avanti's Italian Restaurant -Bloomington Total | | | | | 1,341.62 |
| B & B Awards & Recognition | V159404 | 0 | 1566 | 11/2/2021 | 32.74 |
| | V143047 | 0 | 1565 | 10/29/2021 | 65.47 |
| B & B Awards & Recognition Total | | | | | 98.21 |
| Baby Fold | V95668 | 0 | 2593 | 11/3/2021 | 202.34 |
| Baby Fold Total | | | | | 202.34 |
| Bain, Leeann Janette | V295206 | 0 | 6102 | 11/8/2021 | 70.00 |
| Bain, Leeann Janette Total | | | | | 70.00 |
| Barajas, John | 41 | 0 | 45281 | 11/3/2021 | 1,000.00 |
| Barajas, John Total | | | | | 1,000.00 |
| Barlow, Jennifer Renee | V14553 | 0 | 3768 | 11/5/2021 | 165.00 |
| Barlow, Jennifer Renee Total | | | | | 165.00 |
| Bauer Crops & Cattle | 917697 | 0 | 45624 | 11/3/2021 | 97.50 |
| Bauer Crops & Cattle Total | | | | | 97.50 |
| Beer, Julia Renee | V387015 | 0 | 23777 | 11/5/2021 | 412.92 |
| Beer, Julia Renee Total | | | | | 412.92 |
| Bello, Juan A | V149501 | 0 | 125646 | 10/29/2021 | 75.00 |
| Bello, Juan A Total | | | | | 75.00 |
| Bennett, Susan C | V26 | 0 | 1803 | 11/9/2021 | 96.20 |
| Bennett, Susan C Total | | | | | 96.20 |

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|---|------------------|--------|-----------|------------|-------------------|
| Birckelbaw, Richard E. | V50821 | 0 | 5937 | 11/8/2021 | 80.00 |
| Birckelbaw, Richard E. Total | | | | | 80.00 |
| Birckelbaw, Rick | V819072 | 0 | 21265 | 11/1/2021 | 80.00 |
| Birckelbaw, Rick Total | | | | | 80.00 |
| Bliss, Paul Andrew | V280436 | 0 | 21266 | 11/1/2021 | 30.99 |
| Bliss, Paul Andrew Total | | | | | 30.99 |
| Bloomington High School | V358696 | 0 | 19592 | 11/3/2021 | 175.00 |
| | V613703 | 0 | 19598 | 11/3/2021 | 175.00 |
| | V430446 | 0 | 19576 | 11/3/2021 | 175.00 |
| | V619581 | 0 | 19591 | 11/3/2021 | 175.00 |
| Bloomington High School Total | | | | | 700.00 |
| Bloomington Meats | 10/28/21 Pickett | 0 | 45625 | 11/3/2021 | 432.00 |
| Bloomington Meats Total | | | | | 432.00 |
| Blue Cross Blue Shield Of Illinois | 3831609492 | 0 | 0 | 11/2/2021 | 249,990.44 |
| Blue Cross Blue Shield Of Illinois Total | | | | | 249,990.44 |
| Blue Springs, Inc. | 42213 | 0 | 45609 | 10/28/2021 | 225.00 |
| Blue Springs, Inc. Total | | | | | 225.00 |
| Boyd Jr., Willie | V172529 | 0 | 14281 | 11/3/2021 | 80.00 |
| Boyd Jr., Willie Total | | | | | 80.00 |
| Bradley, Kai Tene | V149501 | 0 | 125647 | 10/29/2021 | 75.00 |
| Bradley, Kai Tene Total | | | | | 75.00 |
| Brock, Tim | V398632 | 0 | 14302 | 11/9/2021 | 80.00 |
| | V730951 | 0 | 14293 | 11/4/2021 | 160.00 |
| | V956453 | 0 | 14282 | 11/3/2021 | 80.00 |
| Brock, Tim Total | | | | | 320.00 |
| Brown, Terrence | V962913 | 0 | 5942 | 11/9/2021 | 80.00 |
| | V439003 | 0 | 14294 | 11/4/2021 | 160.00 |
| | V510779 | 0 | 21267 | 11/1/2021 | 80.00 |
| Brown, Terrence Total | | | | | 320.00 |
| BSN Sports | 913630607 | 0 | 45626 | 11/3/2021 | 180.83 |
| | NCWHS (11-2-21) | 0 | 45282 | 11/3/2021 | 2,042.40 |
| BSN Sports Total | | | | | 2,223.23 |
| Budak, Heather | V809948 | 0 | 125649 | 11/8/2021 | 336.00 |
| Budak, Heather Total | | | | | 336.00 |
| Bullock, Jeannie Marie | V521633 | 0 | 23772 | 11/1/2021 | 35.94 |
| Bullock, Jeannie Marie Total | | | | | 35.94 |
| Carter, Paul W | Clinic Reg | 0 | 45642 | 11/5/2021 | 145.00 |
| Carter, Paul W Total | | | | | 145.00 |
| Casey's Garden Center | V467612 | 0 | 7119 | 11/8/2021 | 50.00 |
| | V951738 | 0 | 23778 | 11/5/2021 | 54.00 |
| | V940654 | 0 | 2480 | 11/5/2021 | 52.99 |
| Casey's Garden Center Total | | | | | 156.99 |
| CCMSI | 0110464-IN | 0 | 0 | 11/5/2021 | 84,929.36 |

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| CCMSI Total | | | | | 84,929.36 |
| Central Catholic High School | V817897 | 0 | 19593 | 11/3/2021 | 175.00 |
| Central Catholic High School Total | | | | | 175.00 |
| Central Illinois Cheer Bows | 000104 | 0 | 45643 | 11/5/2021 | 460.00 |
| | V408028 | 0 | 23779 | 11/5/2021 | 54.00 |
| Central Illinois Cheer Bows Total | | | | | 514.00 |
| Champaign Central High School | V245506 | 0 | 19594 | 11/3/2021 | 175.00 |
| | V17344 | 0 | 19577 | 11/3/2021 | 170.00 |
| Champaign Central High School Total | | | | | 345.00 |
| Champion Teamwear AR | 0011350006 | 0 | 45283 | 11/3/2021 | 276.00 |
| Champion Teamwear AR Total | | | | | 276.00 |
| Chapman, Trevor Michael | Pizza for Cyber Pat | 0 | 45627 | 11/3/2021 | 90.48 |
| Chapman, Trevor Michael Total | | | | | 90.48 |
| Codron, Angela R | Reim (11-2-21) | 0 | 45284 | 11/3/2021 | 327.81 |
| Codron, Angela R Total | | | | | 327.81 |
| Colorado Time Systems, LLC. | 011133 | 0 | 45285 | 11/3/2021 | 318.00 |
| Colorado Time Systems, LLC. Total | | | | | 318.00 |
| Cosgrove Distributors | 140083 | 0 | 45644 | 11/5/2021 | 148.94 |
| | 139771 & 139514 | 0 | 45610 | 10/28/2021 | 105.96 |
| Cosgrove Distributors Total | | | | | 254.90 |
| Cross, Lynn | V23510 | 0 | 14303 | 11/9/2021 | 80.00 |
| | V855888 | 0 | 14274 | 11/2/2021 | - |
| Cross, Lynn Total | | | | | 80.00 |
| Crouch, Scott J. | V819072 | 0 | 21268 | 11/1/2021 | 80.00 |
| Crouch, Scott J. Total | | | | | 80.00 |
| Culligan Water Conditioning | 0070234 | 0 | 6103 | 11/8/2021 | 39.90 |
| Culligan Water Conditioning Total | | | | | 39.90 |
| Cunningham, Annette Suzanne | V350013 | 0 | 6267 | 11/4/2021 | 154.01 |
| Cunningham, Annette Suzanne Total | | | | | 154.01 |
| Cunningham's Candies, Inc | 38798 | 0 | 45645 | 11/5/2021 | 75.60 |
| Cunningham's Candies, Inc Total | | | | | 75.60 |
| Curcuru, Tony | V980266 | 0 | 21273 | 11/2/2021 | 121.00 |
| Curcuru, Tony Total | | | | | 121.00 |
| Davis, Demone | V201601 | 0 | 14295 | 11/4/2021 | 80.00 |
| Davis, Demone Total | | | | | 80.00 |
| DeKalb High School | V954157 | 0 | 19578 | 11/3/2021 | 400.00 |
| DeKalb High School Total | | | | | 400.00 |
| Delashmit, Sadie Lin | V322735 | 0 | 14283 | 11/3/2021 | 85.50 |
| Delashmit, Sadie Lin Total | | | | | 85.50 |
| Drengwitz, Jason | Food/equipment | 0 | 45646 | 11/5/2021 | 262.02 |
| Drengwitz, Jason Total | | | | | 262.02 |

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| Ez Flex Sport Mats | 70287 | 0 | 14275 | 11/2/2021 | 2,716.00 |
| Ez Flex Sport Mats Total | | | | | 2,716.00 |
| Fairfield, James | V295940 | 0 | 21277 | 11/8/2021 | 80.00 |
| | V399088 | 0 | 14269 | 10/28/2021 | 80.00 |
| Fairfield, James Total | | | | | 160.00 |
| Feeney, David | 3 separate reimb | 0 | 45628 | 11/3/2021 | 149.00 |
| | Food mtg/away meals | 0 | 45628 | 11/3/2021 | 162.74 |
| Feeney, David Total | | | | | 311.74 |
| Five Star Water | V320012 | 0 | 7120 | 11/8/2021 | 43.55 |
| | V59230 | 0 | 6268 | 11/4/2021 | 55.75 |
| | V253215 | 0 | 1378 | 10/28/2021 | 110.82 |
| | V588660 | 0 | 2589 | 10/29/2021 | 38.25 |
| Five Star Water Total | | | | | 248.37 |
| Foster, Nathan C | Boys golf reimb | 0 | 45629 | 11/3/2021 | 150.92 |
| Foster, Nathan C Total | | | | | 150.92 |
| Freeman, Matthew Gregory | V141306 | 0 | 5943 | 11/9/2021 | 80.00 |
| | V170800 | 0 | 5938 | 11/8/2021 | 80.00 |
| | V510779 | 0 | 21269 | 11/1/2021 | 80.00 |
| | V849603 | 0 | 14276 | 11/2/2021 | 80.00 |
| Freeman, Matthew Gregory Total | | | | | 320.00 |
| Freyman, Megan Marie | Plaques for fountain | 0 | 45611 | 10/28/2021 | 95.00 |
| Freyman, Megan Marie Total | | | | | 95.00 |
| Further | 40010340 | 0 | 0 | 11/4/2021 | 7,520.95 |
| | V917598 | 0 | 0 | 11/2/2021 | 3,692.07 |
| | 40002479 | 0 | 0 | 10/29/2021 | 6,563.86 |
| Further Total | | | | | 17,776.88 |
| Gendron, Jeffrey | V312618 | 0 | 5932 | 11/3/2021 | 80.00 |
| Gendron, Jeffrey Total | | | | | 80.00 |
| Giermann, Jennifer | Reimb Binder tab | 0 | 45630 | 11/3/2021 | 7.18 |
| Giermann, Jennifer Total | | | | | 7.18 |
| Goben, Denise L | V186229 | 0 | 23780 | 11/5/2021 | 36.00 |
| Goben, Denise L Total | | | | | 36.00 |
| Golick, Christopher J | Reimburse 11-2-21 | 0 | 45286 | 11/3/2021 | 41.00 |
| Golick, Christopher J Total | | | | | 41.00 |
| Gotschall, Heather L | ICCA School fee | 0 | 45647 | 11/5/2021 | 75.00 |
| Gotschall, Heather L Total | | | | | 75.00 |
| Griffard, John | V475002 | 0 | 23773 | 11/1/2021 | 80.00 |
| Griffard, John Total | | | | | 80.00 |
| Hafermann, Tera L | Coffee bar supplies | 0 | 45287 | 11/3/2021 | 164.32 |
| Hafermann, Tera L Total | | | | | 164.32 |
| Harris, Elizabeth Rae | Convention expenses | 0 | 45648 | 11/5/2021 | 1,144.47 |
| Harris, Elizabeth Rae Total | | | | | 1,144.47 |

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| Hawkins, Karrin R | College Night-thanks | 0 | 45638 | 11/3/2021 | 70.25 |
| Hawkins, Karrin R Total | | | | | 70.25 |
| Hayward, Traci | V824901 | 0 | 1804 | 11/9/2021 | 19.96 |
| Hayward, Traci Total | | | | | 19.96 |
| Hendricks, Carly E | V90690 | 0 | 2590 | 10/29/2021 | 47.50 |
| Hendricks, Carly E Total | | | | | 47.50 |
| Hensley, Audrey | V904781 | 0 | 9382 | 11/1/2021 | 120.99 |
| Hensley, Audrey Total | | | | | 120.99 |
| Hill, Shane Padraic | V557778 | 0 | 14284 | 11/3/2021 | 22.86 |
| | V303051 | 0 | 14277 | 11/2/2021 | 82.98 |
| Hill, Shane Padraic Total | | | | | 105.84 |
| Hinthorne, Jeff | V752722 | 0 | 14296 | 11/4/2021 | 80.00 |
| Hinthorne, Jeff Total | | | | | 80.00 |
| Hodge Products, Inc. | V613506 | 0 | 5944 | 11/9/2021 | 115.70 |
| | V237941 | 0 | 5939 | 11/8/2021 | 333.00 |
| | V877451 | 0 | 23774 | 11/4/2021 | 59.80 |
| Hodge Products, Inc. Total | | | | | 508.50 |
| Holtz, Elizabeth Marie | V112545 | 0 | 7117 | 11/1/2021 | 31.60 |
| Holtz, Elizabeth Marie Total | | | | | 31.60 |
| Hononegah High School | V864208 | 0 | 19579 | 11/3/2021 | 300.00 |
| Hononegah High School Total | | | | | 300.00 |
| Hopper, Daniele | V746761 | 0 | 23775 | 11/4/2021 | 39.00 |
| Hopper, Daniele Total | | | | | 39.00 |
| IDTA | V859047 | 0 | 19580 | 11/3/2021 | 100.00 |
| IDTA Total | | | | | 100.00 |
| IHSA | 31357 | 0 | 45649 | 11/5/2021 | 2,121.00 |
| IHSA Total | | | | | 2,121.00 |
| IHSSBCA Attn: Jon Legendre | Coaches assoc dues | 0 | 45612 | 10/28/2021 | 35.00 |
| IHSSBCA Attn: Jon Legendre Total | | | | | 35.00 |
| Illini Bluffs High School | V449144 | 0 | 19581 | 11/3/2021 | 170.00 |
| Illini Bluffs High School Total | | | | | 170.00 |
| Illinois Drill Team Assoc. | V954273 | 0 | 14304 | 11/9/2021 | 100.00 |
| Illinois Drill Team Assoc. Total | | | | | 100.00 |
| Illinois FBLA 2 | SST 2021 | 0 | 45650 | 11/5/2021 | 130.00 |
| Illinois FBLA 2 Total | | | | | 130.00 |
| Jc Screenprinting | 4128 | 0 | 45288 | 11/3/2021 | 488.00 |
| Jc Screenprinting Total | | | | | 488.00 |
| Jerome, Ruth H | V947170 | 0 | 5940 | 11/8/2021 | 100.00 |
| Jerome, Ruth H Total | | | | | 100.00 |
| Johnson, Chanel | REIMB CONF. FEES | 0 | 246765 | 10/28/2021 | 424.01 |
| Johnson, Chanel Total | | | | | 424.01 |

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| Jostens Inc. | 1st Deposit 2022Book | 0 | 45613 | 10/28/2021 | 40,000.00 |
| Jostens Inc. Total | | | | | 40,000.00 |
| Kagy, Tara M | V31165 | 0 | 9383 | 11/3/2021 | 28.99 |
| Kagy, Tara M Total | | | | | 28.99 |
| Kearfott, Nicolas | Big 12 Girls Swim | 0 | 45614 | 10/28/2021 | 182.60 |
| | IHSA FB mtg | 0 | 45614 | 10/28/2021 | 406.01 |
| Kearfott, Nicolas Total | | | | | 588.61 |
| Kelly, Jennifer | Various items | 0 | 45615 | 10/28/2021 | 325.76 |
| Kelly, Jennifer Total | | | | | 325.76 |
| Kelly, Todd | V149501 | 0 | 125648 | 10/29/2021 | 75.00 |
| Kelly, Todd Total | | | | | 75.00 |
| Kiwanis Youth Programs | K11404 2021-2022 | 0 | 45639 | 11/3/2021 | 1,152.00 |
| Kiwanis Youth Programs Total | | | | | 1,152.00 |
| Klockenga-Goss, Rhonda S | V463508 | 0 | 23781 | 11/5/2021 | 100.45 |
| Klockenga-Goss, Rhonda S Total | | | | | 100.45 |
| Kloster, Heather Ann | V512931 | 0 | 5121 | 11/3/2021 | 38.56 |
| Kloster, Heather Ann Total | | | | | 38.56 |
| Knowles, Sherry Marie | V55963 | 0 | 23782 | 11/5/2021 | 45.24 |
| Knowles, Sherry Marie Total | | | | | 45.24 |
| Kraus, Morgan E | Reimbursements | 0 | 45289 | 11/3/2021 | 205.49 |
| Kraus, Morgan E Total | | | | | 205.49 |
| Lasalle-Peru High School | V409781 | 0 | 19582 | 11/3/2021 | 50.00 |
| Lasalle-Peru High School Total | | | | | 50.00 |
| Leake, Kayla Nicole | V707178 | 0 | 14285 | 11/3/2021 | 14.97 |
| Leake, Kayla Nicole Total | | | | | 14.97 |
| Leathery, David | V281322 | 0 | 23767 | 10/28/2021 | 225.00 |
| Leathery, David Total | | | | | 225.00 |
| Leverton, Doris | V639839 | 0 | 14286 | 11/3/2021 | 50.33 |
| Leverton, Doris Total | | | | | 50.33 |
| Lick Creek Golf Course | NCHS Dragon Classic | 0 | 45631 | 11/3/2021 | 18.47 |
| Lick Creek Golf Course Total | | | | | 18.47 |
| M&M Turf Farm | 16666 | 0 | 45632 | 11/3/2021 | 519.00 |
| M&M Turf Farm Total | | | | | 519.00 |
| Mahomet Seymour High School | V301889 | 0 | 19583 | 11/3/2021 | 250.00 |
| Mahomet Seymour High School Total | | | | | 250.00 |
| Main, Ellen M | V365520 | 0 | 21274 | 11/2/2021 | 99.90 |
| Main, Ellen M Total | | | | | 99.90 |
| Mattoon High School | 111 | 0 | 45633 | 11/3/2021 | 95.00 |
| Mattoon High School Total | | | | | 95.00 |

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| Maurer, Nicole L | Cabinet/Keys | 0 | 45616 | 10/28/2021 | 1,095.28 |
| Maurer, Nicole L Total | | | | | 1,095.28 |
| Mc Bride, Anna | V473797 | 0 | 23776 | 11/4/2021 | 133.11 |
| Mc Bride, Anna Total | | | | | 133.11 |
| McLean Co Unit Dist No 5 | Reimburse | 0 | 45290 | 11/3/2021 | 1,777.70 |
| | Camp Reimb 2021 | 0 | 45640 | 11/3/2021 | 12,724.00 |
| | V802150 | 0 | 1379 | 10/28/2021 | 165.27 |
| McLean Co Unit Dist No 5 Total | | | | | 14,666.97 |
| McLean Co Unit Dist No 5 - Food Service | NC 004 | 0 | 45634 | 11/3/2021 | 20.80 |
| McLean Co Unit Dist No 5 - Food Service Total | | | | | 20.80 |
| Meisner, Ken | V452387 | 0 | 5933 | 11/3/2021 | 80.00 |
| Meisner, Ken Total | | | | | 80.00 |
| Miglin, Katherine Marie | V989895 | 0 | 5934 | 11/3/2021 | 181.77 |
| Miglin, Katherine Marie Total | | | | | 181.77 |
| Minerva Promotions | 192902 | 0 | 45651 | 11/5/2021 | 303.00 |
| | 192903, 192904, 1929 | 0 | 14297 | 11/4/2021 | 1,743.00 |
| | 192906 - 192909 | 0 | 14297 | 11/4/2021 | 925.00 |
| | 192879 | 0 | 45635 | 11/3/2021 | 754.20 |
| | Invoices - NCWHS | 0 | 45291 | 11/3/2021 | 916.00 |
| Minerva Promotions Total | | | | | 4,641.20 |
| MONTAGUE, JENNIFER | snacks | 0 | 45617 | 10/28/2021 | 82.73 |
| MONTAGUE, JENNIFER Total | | | | | 82.73 |
| Morton High School | V894636 | 0 | 19584 | 11/3/2021 | 250.00 |
| Morton High School Total | | | | | 250.00 |
| Niles West High School | V983300 | 0 | 19585 | 11/3/2021 | 350.00 |
| Niles West High School Total | | | | | 350.00 |
| Normal Community High School | V103370 | 0 | 19586 | 11/3/2021 | 150.00 |
| Normal Community High School Total | | | | | 150.00 |
| Normal West High School | Big 12 Swim | 0 | 45618 | 10/28/2021 | 899.00 |
| Normal West High School Total | | | | | 899.00 |
| Norton, Andrea Nicole | V328640 | 0 | 6269 | 11/4/2021 | 333.50 |
| Norton, Andrea Nicole Total | | | | | 333.50 |
| Nourie, Julie | V106121 | 0 | 21270 | 11/1/2021 | 150.00 |
| Nourie, Julie Total | | | | | 150.00 |
| O'Connell, Erin D | V438026 | 0 | 9385 | 11/5/2021 | 63.45 |
| O'Connell, Erin D Total | | | | | 63.45 |
| Olympia Community Unit School Distr | Tournament 11/6/21 | 0 | 45636 | 11/3/2021 | 125.00 |
| Olympia Community Unit School Distr Total | | | | | 125.00 |
| Ostling, Corey Matthew | V321590 | 0 | 14298 | 11/4/2021 | 645.26 |
| Ostling, Corey Matthew Total | | | | | 645.26 |
| Ottawa Township H.S. | V551683 | 0 | 19595 | 11/3/2021 | 150.00 |
| Ottawa Township H.S. Total | | | | | 150.00 |

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| Palmer, Elisa L | V57094 | 0 | 23768 | 10/28/2021 | 225.00 |
| Palmer, Elisa L Total | | | | | 225.00 |
| Pekin Community High School | V350370 | 0 | 19587 | 11/3/2021 | 175.00 |
| Pekin Community High School Total | | | | | 175.00 |
| Pendleton, Tara D | F2021 | 0 | 45652 | 11/5/2021 | 3,886.20 |
| Pendleton, Tara D Total | | | | | 3,886.20 |
| Peoria High School | V946977 | 0 | 19588 | 11/3/2021 | 110.00 |
| Peoria High School Total | | | | | 110.00 |
| Peoria Notre Dame High School | V117807 | 0 | 19596 | 11/3/2021 | 200.00 |
| Peoria Notre Dame High School Total | | | | | 200.00 |
| Peoria Richwoods H.S. | V748012 | 0 | 19597 | 11/3/2021 | 150.00 |
| | V932596 | 0 | 19589 | 11/3/2021 | 75.00 |
| Peoria Richwoods H.S. Total | | | | | 225.00 |
| Pepsi Cola General Bot, Inc | V224239 | 0 | 23783 | 11/5/2021 | 225.92 |
| Pepsi Cola General Bot, Inc Total | | | | | 225.92 |
| Pilon, Michelle | V857949 | 0 | 14287 | 11/3/2021 | 21.18 |
| Pilon, Michelle Total | | | | | 21.18 |
| Price, Steven B | V874047 | 0 | 14278 | 11/2/2021 | 60.50 |
| Price, Steven B Total | | | | | 60.50 |
| Pugh, Clifford | V295940 | 0 | 21278 | 11/8/2021 | 80.00 |
| | V148172 | 0 | 14299 | 11/4/2021 | 160.00 |
| | V301382 | 0 | 14288 | 11/3/2021 | 80.00 |
| | V303341 | 0 | 14279 | 11/2/2021 | 80.00 |
| | V219383 | 0 | 14270 | 10/28/2021 | 80.00 |
| Pugh, Clifford Total | | | | | 480.00 |
| Puritan Springs | V496303 | 0 | 4927 | 10/29/2021 | 69.52 |
| Puritan Springs Total | | | | | 69.52 |
| Quakenbush, Maxine J | V399349 | 0 | 14289 | 11/3/2021 | 468.87 |
| | V167309 | 0 | 14271 | 10/28/2021 | 43.98 |
| Quakenbush, Maxine J Total | | | | | 512.85 |
| Raglan, Melissa N | V188366 | 0 | 2481 | 11/5/2021 | 194.00 |
| Raglan, Melissa N Total | | | | | 194.00 |
| Rapp, Susan | V409937 | 0 | 6270 | 11/4/2021 | 95.90 |
| Rapp, Susan Total | | | | | 95.90 |
| Read's Sporting Goods | A4158/A4154 | 0 | 45619 | 10/28/2021 | 1,090.00 |
| Read's Sporting Goods Total | | | | | 1,090.00 |
| Reed, Gregory L. | V295940 | 0 | 21279 | 11/8/2021 | 80.00 |
| | V921883 | 0 | 14300 | 11/4/2021 | 160.00 |
| | V634485 | 0 | 14280 | 11/2/2021 | 80.00 |
| Reed, Gregory L. Total | | | | | 320.00 |
| Riddle, Melissa | Reimbursement | 0 | 45292 | 11/3/2021 | 299.87 |
| Riddle, Melissa Total | | | | | 299.87 |

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| Ritchason, Jennifer | V176874 | 0 | 14290 | 11/3/2021 | 83.76 |
| Ritchason, Jennifer Total | | | | | 83.76 |
| River City Race Management LLC | 2021-27 | 0 | 45620 | 10/28/2021 | 1,198.75 |
| River City Race Management LLC Total | | | | | 1,198.75 |
| Roop, Cari Elizabeth | V188987 | 0 | 6104 | 11/8/2021 | 95.07 |
| Roop, Cari Elizabeth Total | | | | | 95.07 |
| Scholastic Inc. | V365763 | 0 | 1805 | 11/9/2021 | 20.72 |
| | W4920846BF | 0 | 6105 | 11/8/2021 | 1,115.88 |
| | V909816 | 0 | 9384 | 11/3/2021 | 2,273.31 |
| | W5097796BF | 0 | 14291 | 11/3/2021 | 2,434.14 |
| | V824406 | 0 | 7118 | 11/1/2021 | 1,285.03 |
| | V201527 | 0 | 2594 | 11/3/2021 | 1,172.92 |
| | V715603 | 0 | 5935 | 11/3/2021 | 2,873.91 |
| Scholastic Inc. Total | | | | | 11,175.91 |
| School Datebooks | V971264 | 0 | 4929 | 11/1/2021 | 752.58 |
| School Datebooks Total | | | | | 752.58 |
| Select Screen Prints | 2 Invoices | 0 | 45653 | 11/5/2021 | 1,440.00 |
| | V24334 | 0 | 4998 | 11/4/2021 | 565.00 |
| | 58235 | 0 | 45621 | 10/28/2021 | 704.00 |
| Select Screen Prints Total | | | | | 2,709.00 |
| Stack, Erin Jane | V478220 | 0 | 21275 | 11/2/2021 | 82.89 |
| Stack, Erin Jane Total | | | | | 82.89 |
| Sarnet Digital Publishing | V72674 | 0 | 5941 | 11/8/2021 | 125.00 |
| Sarnet Digital Publishing Total | | | | | 125.00 |
| Strubhar, Sarah | V220928 | 0 | 23770 | 10/29/2021 | 223.39 |
| Strubhar, Sarah Total | | | | | 223.39 |
| Taylor, Emily | Reimbursement | 0 | 45293 | 11/3/2021 | 402.35 |
| Taylor, Emily Total | | | | | 402.35 |
| The Music Shoppe, Inc | V357963 | 0 | 3971 | 11/1/2021 | 43.14 |
| The Music Shoppe, Inc Total | | | | | 43.14 |
| Topping, Elizabeth | V999946 | 0 | 21276 | 11/2/2021 | 478.89 |
| Topping, Elizabeth Total | | | | | 478.89 |
| Trask, Angela | V286144 | 0 | 6106 | 11/8/2021 | 44.09 |
| Trask, Angela Total | | | | | 44.09 |
| Triezenberg, Thomas N | V423015 | 0 | 14272 | 10/28/2021 | 150.00 |
| Triezenberg, Thomas N Total | | | | | 150.00 |
| Turner, Andrea Rene | V63778 | 0 | 21271 | 11/1/2021 | 70.00 |
| Turner, Andrea Rene Total | | | | | 70.00 |
| Vincent, Susan Anne | V364283 | 0 | 23784 | 11/5/2021 | 204.54 |
| Vincent, Susan Anne Total | | | | | 204.54 |
| Visa Businesscard Commerce Bank | STMT-TEMPLES 2 10/15 | 0 | 0 | 11/4/2021 | (1,897.47) |
| | STMT-OGRADY 10/15. | 2201756 | 0 | 11/4/2021 | 153.24 |

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| Vendor | Invoice | PO No. | Check No. | Check Date | Amount | |
|---|--|------------|-----------|------------|---------------|------------------|
| Visa Businesscard Commerce Bank | STMT-M.BOZARTH 10/15 | 2201932 | 0 | 11/4/2021 | 221.54 | |
| | STMT-G.TENUTA 10/15. | 2201728 | 0 | 11/4/2021 | 763.06 | |
| | STMT-C.ROOP 10/15. | 2201826 | 0 | 11/4/2021 | 212.47 | |
| | STMT-ZBROZEK 10/15 | 2201882 | 0 | 11/4/2021 | 1,502.90 | |
| | STMT-C.RANEY 10/15 | 2201731 | 0 | 11/4/2021 | 367.95 | |
| | STMT-C.MCGRAW 10/15. | 2201743 | 0 | 11/4/2021 | 4,333.29 | |
| | ST-SPRINGWOOD 10/15. | 2201745 | 0 | 11/4/2021 | 640.69 | |
| | STMT-J.ALLEN 10/15. | 2201702 | 0 | 11/4/2021 | 50.00 | |
| | STMT-P.NEGLEY 10/15 | 2201703 | 0 | 11/4/2021 | 28.47 | |
| | STMT-T.PRAZMA 10/15. | 2201739 | 0 | 11/4/2021 | 789.68 | |
| | STMT-K.JENSEN 10/15. | 2201923 | 0 | 11/4/2021 | 840.73 | |
| | STMT-S.FRANCE 10/15. | 2201805 | 0 | 11/4/2021 | 1,774.46 | |
| | STMT-S.RILEY 10/15. | 2201806 | 0 | 11/4/2021 | 558.34 | |
| | STMT-KEARFOTT 10/15. | 2201721 | 0 | 11/4/2021 | 60.00 | |
| | STM-T.CHAPMAN 10/15. | 2201726 | 0 | 11/4/2021 | 6,293.27 | |
| | STMT-L.THOMAS 10/15. | 2201842 | 0 | 11/4/2021 | 664.52 | |
| | STMT-TEMPLES 10/15. | 2201755 | 0 | 11/4/2021 | 143.26 | |
| | STMT-C.WEBSTER 10/15 | 2201872 | 0 | 11/4/2021 | 193.79 | |
| | STMT-VERDERY 10/15. | 2201873 | 0 | 11/4/2021 | 330.64 | |
| | STMT-E.BEGGS 10/15. | 2201874 | 0 | 11/4/2021 | 331.17 | |
| | STMT-JOHNSON 10/15. | 2201875 | 0 | 11/4/2021 | 6,074.57 | |
| | STMT-COLLINS 10/15 | 2201784 | 0 | 11/4/2021 | 5,701.45 | |
| | STMT-K.PEIFER 10/15. | 2201732 | 0 | 11/4/2021 | 297.16 | |
| | STMT-T.FOGAL 10/15. | 2202039 | 0 | 11/4/2021 | 1,315.51 | |
| | STMT-S.PETERS 10/15. | 2201705 | 0 | 11/4/2021 | 181.46 | |
| | STMT-DAVENPORT 10/15 | 2201760 | 0 | 11/4/2021 | 2,023.54 | |
| | STMT-EDWARDS 10/15. | 2201894 | 0 | 11/4/2021 | 2,400.76 | |
| | STMT-C.ELLIS 10/15. | 2201841 | 0 | 11/4/2021 | 566.48 | |
| | STMT-H.ROGERS 10/15. | 2201765 | 0 | 11/4/2021 | 1,343.26 | |
| | ST-BENNINGTON 10/15 | 2202015 | 0 | 11/4/2021 | 237.19 | |
| | STMT-ADELMAN 10/15. | 2201862 | 0 | 11/4/2021 | 5,734.14 | |
| | STMT-STANLEY 1 10/15 | 2201912 | 0 | 11/4/2021 | 374.98 | |
| | STMT-REWERTS 10/15. | 2201789 | 0 | 11/4/2021 | 139.52 | |
| | STMT-STANLEY 10/15. | 2201914 | 0 | 11/4/2021 | 19,180.53 | |
| | STMT-BALDWIN 10/15. | 2201742 | 0 | 11/4/2021 | 1,218.98 | |
| | STMT-K.WEIKLE 10/15. | 2201716 | 0 | 11/4/2021 | 15.96 | |
| | STMT-STEWART 10/15. | 2201717 | 0 | 11/4/2021 | 109.43 | |
| | STMT-G.LEIPOLD 10/15 | 2201744 | 0 | 11/4/2021 | 116.62 | |
| | STMT-D.BROWN 10/15. | 2201933 | 0 | 11/4/2021 | 805.83 | |
| | STMT-D.COOPER 10/15. | 2201738 | 0 | 11/4/2021 | 285.12 | |
| | STMT-M.BACKE 10/15. | 2201740 | 0 | 11/4/2021 | 1,208.49 | |
| | ST-M.LAMBOLEY 10/15. | 2201751 | 0 | 11/4/2021 | 575.31 | |
| | STMT-LAMBOLEY 10/15. | 2201719 | 0 | 11/4/2021 | 778.07 | |
| | ST-C.CHAPMAN 10/15. | 2201737 | 0 | 11/4/2021 | 19,620.96 | |
| | STMT-M.LAMBOLEY 1. | 2201786 | 0 | 11/4/2021 | 6,296.43 | |
| | STMT-ROMAGNOLI 10/15 | 2201700 | 0 | 11/4/2021 | 691.98 | |
| | STM-PENNINGTON 10/15 | 2201746 | 0 | 11/4/2021 | 2,758.68 | |
| | Visa Businesscard Commerce Bank Total | | | | | 98,408.41 |
| | Wagner, Beth Ann | Big 12 mtg | 0 | 45622 | 10/28/2021 | 115.10 |
| | Wagner, Beth Ann Total | | | | | 115.10 |
| Washington Community High Schl DIST #308 | V798427 | 0 | 19590 | 11/3/2021 | 140.00 | |
| Washington Community High Schl DIST #308 Total | | | | | 140.00 | |
| Weber, Brandon William | V313961 | 0 | 21272 | 11/1/2021 | 168.54 | |
| Weber, Brandon William Total | | | | | 168.54 | |
| Whalen, Terry | V295940 | 0 | 21280 | 11/8/2021 | 80.00 | |

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|--|----------------------|--------|-----------|------------|-------------------|
| Whalen, Terry Total | | | | | 80.00 |
| Wilson Sporting Goods | Baseball equip | 0 | 45294 | 11/3/2021 | 250.00 |
| Wilson Sporting Goods Total | | | | | 250.00 |
| Wirtz, Becca Lynn | V428356 | 0 | 2709 | 11/9/2021 | 37.32 |
| | V684810 | 0 | 2707 | 10/29/2021 | 50.00 |
| Wirtz, Becca Lynn Total | | | | | 87.32 |
| Zeman, Jacqueline | Reimb for speech bag | 0 | 45637 | 11/3/2021 | 72.11 |
| Zeman, Jacqueline Total | | | | | 72.11 |
| Zimmerman, Claire Christine | VTAP | 0 | 45295 | 11/3/2021 | 1,164.54 |
| Zimmerman, Claire Christine Total | | | | | 1,164.54 |
| Grand Total | | | | | 571,970.45 |

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| Fund | Amount |
|--------------------|-------------------|
| 07 | 14,084.81 |
| 08 | 253,682.51 |
| 10 | 92,723.30 |
| 20 | (474.79) |
| 40 | 6,208.93 |
| 80 | 85,304.34 |
| 99 | 120,441.35 |
| Grand Total | 571,970.45 |

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|---|---------------------|---------|-----------|------------|-------------------|
| A & R MECHANICAL CONTRACTORS INC. | APP-PROJ10349 10/21 | 2201981 | 246766 | 11/10/2021 | 195,696.18 |
| A & R MECHANICAL CONTRACTORS INC. Total | | | | | 195,696.18 |
| Ace Hardware | 578980/5 10/29 | 2201998 | 246767 | 11/10/2021 | 18.87 |
| | 5 INVS 10/20-10/22 | 2200024 | 246767 | 11/10/2021 | 177.28 |
| | 5 INVS 9/16-10/13 | 2201911 | 246767 | 11/10/2021 | 266.51 |
| | 578030/5,577894/5 | 2201867 | 246767 | 11/10/2021 | 338.32 |
| Ace Hardware Total | | | | | 800.98 |
| Adams, Julie | HOURS 10/05 | 2202049 | 246768 | 11/10/2021 | 52.00 |
| Adams, Julie Total | | | | | 52.00 |
| Alpha Baking Co., Inc. | STMT 10/31/21 | 2202042 | 246769 | 11/10/2021 | 4,533.69 |
| Alpha Baking Co., Inc. Total | | | | | 4,533.69 |
| Alpha Controls & Services LLC | 3 INVS 10/01 | 2201954 | 246770 | 11/10/2021 | 12,745.00 |
| Alpha Controls & Services LLC Total | | | | | 12,745.00 |
| Alta Construction Equipment Illinois | 2 INVS 1 CREDIT | 2201908 | 246771 | 11/10/2021 | 106.30 |
| Alta Construction Equipment Illinois Total | | | | | 106.30 |
| Altorfer | PC020651162 | 2202087 | 246772 | 11/10/2021 | 806.76 |
| Altorfer Total | | | | | 806.76 |
| Amazon Capital Services | 1NXT-XDTC-L773 | 2202035 | 246773 | 11/10/2021 | 333.12 |
| | 1RNJ-3WPT-LQ79 | 2202006 | 246773 | 11/10/2021 | 52.36 |
| | 1CWD-CLH9-RDR9 | 2202016 | 246773 | 11/10/2021 | 394.43 |
| | 1V6Y-1PM7-XLGR | 2202036 | 246773 | 11/10/2021 | 51.00 |
| | 1G4J-3RXD-QLLW | 2202011 | 246773 | 11/10/2021 | 139.00 |
| | 1LQR-FHWD-CQQH | 2201956 | 246773 | 11/10/2021 | 129.16 |
| | 1DF6-XH1H-MQJG | 2201868 | 246773 | 11/10/2021 | 199.22 |
| | 1KT3-1CQM-D9YT, KG7 | 2201861 | 246773 | 11/10/2021 | 757.01 |
| | 2 INVS 10/26-10/31 | 2201736 | 246773 | 11/10/2021 | 79.70 |
| | 1VJC-VKTW-RG1G | 2201927 | 246773 | 11/10/2021 | 19.98 |
| | 1CRL-MCGK-6CWP | 2201865 | 246773 | 11/10/2021 | 49.99 |
| | 1167-RCF4-9YC7 | 2201878 | 246773 | 11/10/2021 | 87.52 |
| | 1KDL-VRKT-L13W | 2200670 | 246773 | 11/10/2021 | 85.99 |
| Amazon Capital Services Total | | | | | 2,378.48 |
| American Pest Control | 361066 | 2200395 | 246774 | 11/10/2021 | 1,080.00 |
| American Pest Control Total | | | | | 1,080.00 |
| Armstrong, Amanda Renee | REIM CJHS BK FAIR | 2202065 | 246775 | 11/10/2021 | 133.88 |
| Armstrong, Amanda Renee Total | | | | | 133.88 |
| Arns, Susan | TRAVEL OCT 21 | 0 | 246776 | 11/10/2021 | 76.27 |
| Arns, Susan Total | | | | | 76.27 |
| Aslinger, Michael R | FUEL REIMB 9/30 | 2202037 | 246777 | 11/10/2021 | 20.00 |
| Aslinger, Michael R Total | | | | | 20.00 |
| Avanti's Italian Restaurant -Bloomington | STMT 11/01/21 | 2202050 | 246778 | 11/10/2021 | 5,874.75 |
| Avanti's Italian Restaurant -Bloomington Total | | | | | 5,874.75 |
| Bennett Electronics | 4 INVS 10/19 | 2201899 | 246779 | 11/10/2021 | 2,386.00 |
| Bennett Electronics Total | | | | | 2,386.00 |
| Bennett, Tara Marie | TRAVEL OCT 21 | 0 | 246780 | 11/10/2021 | 29.34 |
| Bennett, Tara Marie Total | | | | | 29.34 |

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| Bennington, Marlys | TRAVEL OCT 21 | 0 | 246781 | 11/10/2021 | 22.51 |
| Bennington, Marlys Total | | | | | 22.51 |
| Bill's Key & Lock Shop | 161766 | 2202027 | 246782 | 11/10/2021 | 22.20 |
| Bill's Key & Lock Shop Total | | | | | 22.20 |
| Bingi, Srinivas | REF REG FEES 11/01 | 0 | 246783 | 11/10/2021 | 98.25 |
| Bingi, Srinivas Total | | | | | 98.25 |
| Birkey's Farm Store | P16692 | 2201937 | 246784 | 11/10/2021 | 41.39 |
| Birkey's Farm Store Total | | | | | 41.39 |
| Bishop, Janette Milagros | TRAVEL OCT 21 | 0 | 246785 | 11/10/2021 | 29.57 |
| Bishop, Janette Milagros Total | | | | | 29.57 |
| Blaum, Melissa Marie | TRAVEL OCT 21 | 0 | 246786 | 11/10/2021 | 53.54 |
| Blaum, Melissa Marie Total | | | | | 53.54 |
| Blick Art Materials | 7400425 | 2201990 | 246787 | 11/10/2021 | 145.50 |
| Blick Art Materials Total | | | | | 145.50 |
| Blue Springs, Inc. | 42323 | 2202069 | 246788 | 11/10/2021 | 100.00 |
| Blue Springs, Inc. Total | | | | | 100.00 |
| Bobcat Of Peoria | 02-64215 | 2201938 | 246789 | 11/10/2021 | 175.00 |
| Bobcat Of Peoria Total | | | | | 175.00 |
| Bordner, Kelly L | TRAVEL OCT 21 | 0 | 246790 | 11/10/2021 | 64.74 |
| Bordner, Kelly L Total | | | | | 64.74 |
| Borst, Edward A | TRAVEL OCT 21 | 0 | 246791 | 11/10/2021 | 44.07 |
| Borst, Edward A Total | | | | | 44.07 |
| Bozarth, Samantha | TRAVEL OCT 21 | 0 | 246792 | 11/10/2021 | 58.46 |
| Bozarth, Samantha Total | | | | | 58.46 |
| Bradfield's Computer Supply | 551044, 551616 | 2201339 | 246793 | 11/10/2021 | 31,620.00 |
| Bradfield's Computer Supply Total | | | | | 31,620.00 |
| Briggs, Susan Kay | TRAVEL OCT 21 | 0 | 246794 | 11/10/2021 | 93.74 |
| Briggs, Susan Kay Total | | | | | 93.74 |
| Brown, Hay & Stephens | STMT 524427 | 2202007 | 246795 | 11/10/2021 | 1,081.00 |
| Brown, Hay & Stephens Total | | | | | 1,081.00 |
| Bruce, Mollie A | TRAVEL OCT 21 | 0 | 246796 | 11/10/2021 | 60.93 |
| Bruce, Mollie A Total | | | | | 60.93 |
| Bryant, Jenny Sue | REIMB CONF EXP | 0 | 246797 | 11/10/2021 | 99.00 |
| Bryant, Jenny Sue Total | | | | | 99.00 |
| Burriss Equipment | PS3005429-1 | 2201907 | 246798 | 11/10/2021 | 375.71 |
| | 2 INVS 09/13 | 2202086 | 246798 | 11/10/2021 | 571.44 |
| Burriss Equipment Total | | | | | 947.15 |
| Bushue Human Resources, Inc. | 3 INVS 20211031 | 2202078 | 246799 | 11/10/2021 | 2,733.00 |
| Bushue Human Resources, Inc. Total | | | | | 2,733.00 |

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| Calderon-Arellano, Noelia | TRAVEL OCT 21 | 0 | 246800 | 11/10/2021 | 45.70 |
| Calderon-Arellano, Noelia Total | | | | | 45.70 |
| Cardiff, Benjamin R | TRAVEL OCT 21 | 0 | 246801 | 11/10/2021 | 25.87 |
| Cardiff, Benjamin R Total | | | | | 25.87 |
| Carlock Water Operations | WATER BILL 10/31/21 | 0 | 246802 | 11/10/2021 | 127.30 |
| Carlock Water Operations Total | | | | | 127.30 |
| Carter, Kory | REIMB AMAZON 10/19 | 2201787 | 246803 | 11/10/2021 | 29.95 |
| Carter, Kory Total | | | | | 29.95 |
| Carter, Paul W | TRAVEL OCT 21 | 0 | 246804 | 11/10/2021 | 73.70 |
| Carter, Paul W Total | | | | | 73.70 |
| Cdw Computer Centers, Inc | ZR00204871 | 2201906 | 246805 | 11/10/2021 | 594.51 |
| Cdw Computer Centers, Inc Total | | | | | 594.51 |
| Central Illinois Electrical Service | APL5-PROJ25492321 | 2201982 | 246806 | 11/10/2021 | 109,000.00 |
| Central Illinois Electrical Service Total | | | | | 109,000.00 |
| Central Illinois Trucks Inc | 2 INVS 10/19-28 | 2202018 | 246807 | 11/10/2021 | 4,877.79 |
| Central Illinois Trucks Inc Total | | | | | 4,877.79 |
| Change Academy Lake Of The Ozarks | INV036375 | 2202045 | 246808 | 11/10/2021 | 4,025.20 |
| | INV036374 | 2202046 | 246808 | 11/10/2021 | 4,025.20 |
| Change Academy Lake Of The Ozarks Total | | | | | 8,050.40 |
| Chapman, Trevor Michael | TRAVEL OCT 21 | 0 | 246809 | 11/10/2021 | 37.52 |
| Chapman, Trevor Michael Total | | | | | 37.52 |
| Childers Door Service, Inc | 295881 | 2201949 | 246810 | 11/10/2021 | 365.20 |
| Childers Door Service, Inc Total | | | | | 365.20 |
| Chlebowski, Jennifer Susanne | REIM REG FEE 11/03 | 2202063 | 246811 | 11/10/2021 | 575.00 |
| Chlebowski, Jennifer Susanne Total | | | | | 575.00 |
| CI Solutions | 00007201 | 2201685 | 246812 | 11/10/2021 | 2,959.00 |
| CI Solutions Total | | | | | 2,959.00 |
| Cintas Corporation #396 | STMT 10/31/21 | 2200121 | 246813 | 11/10/2021 | 1,997.31 |
| Cintas Corporation #396 Total | | | | | 1,997.31 |
| City of Bloomington | WATER BILL 11/03 | 0 | 246814 | 11/10/2021 | 3,904.98 |
| City of Bloomington Total | | | | | 3,904.98 |
| Clean The Uniform Company | 3 INVS 10/05-10/19 | 2200021 | 246815 | 11/10/2021 | 225.15 |
| Clean The Uniform Company Total | | | | | 225.15 |
| Clear Talk Communications | 215044 8/31 | 2201891 | 246816 | 11/10/2021 | 1,541.85 |
| Clear Talk Communications Total | | | | | 1,541.85 |
| Collins, Paula Lynn | TRAVEL OCT 21 | 0 | 246817 | 11/10/2021 | 65.97 |
| Collins, Paula Lynn Total | | | | | 65.97 |
| Comcast Business | ACCT BILL 10/22 | 2201988 | 246818 | 11/10/2021 | 447.42 |
| Comcast Business Total | | | | | 447.42 |
| Confidential On-Site Paper Shreddin | 122240 10/31 | 0 | 246819 | 11/10/2021 | 116.19 |

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|--|--------------------|---------|-----------|------------|-----------------|
| Confidential On-Site Paper Shreddin | 119199, 121713 | 2202002 | 246819 | 11/10/2021 | 140.93 |
| Confidential On-Site Paper Shreddin Total | | | | | 257.12 |
| Conklin, Annette | TRAVEL OCT 21 | 0 | 246820 | 11/10/2021 | 4.26 |
| Conklin, Annette Total | | | | | 4.26 |
| Connor Co | 2 INVS 10/20-10/21 | 2202028 | 246821 | 11/10/2021 | 545.13 |
| Connor Co Total | | | | | 545.13 |
| Conway, Jamie Marie | TRAVEL SEP 21 | 0 | 246822 | 11/10/2021 | 33.10 |
| Conway, Jamie Marie Total | | | | | 33.10 |
| Crescent Electric Supply Co | 4 INVS 10-18-10/25 | 2202030 | 246823 | 11/10/2021 | 600.13 |
| | 9 INVS 9/21-10/14 | 2201839 | 246823 | 11/10/2021 | 1,394.17 |
| Crescent Electric Supply Co Total | | | | | 1,994.30 |
| Current, Julia Marie | TRAVEL AUG 21 | 0 | 246824 | 11/10/2021 | 19.94 |
| | TRAVEL SEP 21 | 0 | 246824 | 11/10/2021 | 27.55 |
| Current, Julia Marie Total | | | | | 47.49 |
| Daikin Applied | 3324913, 3325078 | 2202031 | 246825 | 11/10/2021 | 1,807.90 |
| Daikin Applied Total | | | | | 1,807.90 |
| Davis, Portia | TRAVEL OCT 21 | 0 | 246826 | 11/10/2021 | 66.64 |
| Davis, Portia Total | | | | | 66.64 |
| Demco, Inc | 7028857 | 2201844 | 246827 | 11/10/2021 | 89.39 |
| Demco, Inc Total | | | | | 89.39 |
| Developing Melodies | 1108 | 2202047 | 246828 | 11/10/2021 | 1,280.00 |
| Developing Melodies Total | | | | | 1,280.00 |
| Diaz, Marianela | REIMB SUPPLS 9/16- | 2201864 | 246829 | 11/10/2021 | 105.11 |
| Diaz, Marianela Total | | | | | 105.11 |
| Don Owen Tire Service, Inc | 294888 | 2202020 | 246830 | 11/10/2021 | 766.38 |
| Don Owen Tire Service, Inc Total | | | | | 766.38 |
| Eai Education | INV-1135049 | 2201534 | 246831 | 11/10/2021 | 455.35 |
| Eai Education Total | | | | | 455.35 |
| Edmentum | INV168342 | 2201607 | 246832 | 11/10/2021 | 590.00 |
| Edmentum Total | | | | | 590.00 |
| Egge, Sarah | REIMB REG FEES | 2201974 | 246833 | 11/10/2021 | 495.00 |
| Egge, Sarah Total | | | | | 495.00 |
| Ellison, Aaron T | TRAVEL AUG- OCT 21 | 0 | 246834 | 11/10/2021 | 43.79 |
| Ellison, Aaron T Total | | | | | 43.79 |
| Elpayaa, Lauren | TRAVEL OCT 21 | 0 | 246835 | 11/10/2021 | 154.45 |
| Elpayaa, Lauren Total | | | | | 154.45 |
| Emberson, Matthew David | REIM HOME DEPOT | 2201852 | 246836 | 11/10/2021 | 140.99 |
| Emberson, Matthew David Total | | | | | 140.99 |
| Emerick, Drew Mathew | TRAVEL SEP 21 | 0 | 246837 | 11/10/2021 | 61.60 |
| | TRAVEL OCT 21 | 0 | 246837 | 11/10/2021 | 61.60 |
| Emerick, Drew Mathew Total | | | | | 123.20 |

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| Emerson-Fox, Rosann Mary | HOURS 10/0-10/29 | 2202061 | 246838 | 11/10/2021 | 1,125.00 |
| | HOURS 09/06-9/30 | 2202060 | 246838 | 11/10/2021 | 915.00 |
| Emerson-Fox, Rosann Mary Total | | | | | 2,040.00 |
| Eta Hand 2 Mind, Inc. | 60364199 | 2201631 | 246839 | 11/10/2021 | 57.18 |
| | 60355791,60364631 | 2201226 | 246839 | 11/10/2021 | 6,081.94 |
| Eta Hand 2 Mind, Inc. Total | | | | | 6,139.12 |
| Etcheson Spa & Pool | 215555 | 2201950 | 246840 | 11/10/2021 | 155.96 |
| Etcheson Spa & Pool Total | | | | | 155.96 |
| Evans Junior High School | REIMB ACT FUND 10/04 | 2201970 | 246841 | 11/10/2021 | 640.00 |
| Evans Junior High School Total | | | | | 640.00 |
| Fastenal Company | 2 INVS 10/06 | 2201853 | 246842 | 11/10/2021 | 699.48 |
| Fastenal Company Total | | | | | 699.48 |
| First Student | 11760010 | 2202073 | 246843 | 11/10/2021 | 988,007.40 |
| First Student Total | | | | | 988,007.40 |
| Fisher, Charles E | TRAVEL OCT 21 | 0 | 246844 | 11/10/2021 | 78.18 |
| Fisher, Charles E Total | | | | | 78.18 |
| Follett Book Fairs | 360998F | 2201475 | 246845 | 11/10/2021 | 103.73 |
| Follett Book Fairs Total | | | | | 103.73 |
| Follett School Solutions | 369018 & 369018F | 2201632 | 246846 | 11/10/2021 | 901.14 |
| | 369029F 10/25 | 2201633 | 246846 | 11/10/2021 | 1,262.51 |
| Follett School Solutions Total | | | | | 2,163.65 |
| Franklin, Cindy E | TRAVEL OCT 21 | 0 | 246847 | 11/10/2021 | 97.89 |
| Franklin, Cindy E Total | | | | | 97.89 |
| Franks, Carolyn | TRAVEL OCT 21 | 0 | 246848 | 11/10/2021 | 64.74 |
| Franks, Carolyn Total | | | | | 64.74 |
| Frontier 1 | PHONE BILL-11/02 | 0 | 246849 | 11/10/2021 | 530.81 |
| Frontier 1 Total | | | | | 530.81 |
| Fs Custom Turf | 34089786 | 2201955 | 246850 | 11/10/2021 | 280.00 |
| Fs Custom Turf Total | | | | | 280.00 |
| Gannaway, Rachel L | TRAVEL OCT 21 | 0 | 246851 | 11/10/2021 | 134.68 |
| Gannaway, Rachel L Total | | | | | 134.68 |
| Garcia, Stephanie Michelle | TRAVEL OCT 21 | 0 | 246852 | 11/10/2021 | 95.03 |
| Garcia, Stephanie Michelle Total | | | | | 95.03 |
| Geiger | 4582916, 4577255 | 2202079 | 246853 | 11/10/2021 | 981.63 |
| Geiger Total | | | | | 981.63 |
| Ghrist, Tracie Nicole | TRAVEL OCT 21 | 0 | 246854 | 11/10/2021 | 168.90 |
| Ghrist, Tracie Nicole Total | | | | | 168.90 |
| Gibler, Ashleigh Kate | TRAVEL SEP 21 | 0 | 246855 | 11/10/2021 | 77.50 |
| | TRAVEL OCT 21 | 0 | 246855 | 11/10/2021 | 73.58 |
| | TRAVEL AUG | 0 | 246855 | 11/10/2021 | 33.82 |
| Gibler, Ashleigh Kate Total | | | | | 184.90 |

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| Gibson, Jennifer | TRAVEL OCT 21 | 0 | 246856 | 11/10/2021 | 136.36 |
| Gibson, Jennifer Total | | | | | 136.36 |
| Glasgow-Kuhns, Meegan Mary | TRAVEL SEP 21 | 0 | 246857 | 11/10/2021 | 88.76 |
| Glasgow-Kuhns, Meegan Mary Total | | | | | 88.76 |
| Golick, Christopher J | REIMB HOTEL FEES | 2201858 | 246858 | 11/10/2021 | 387.00 |
| Golick, Christopher J Total | | | | | 387.00 |
| Gonzalez, Roman | TRAVEL OCT 21 | 0 | 246859 | 11/10/2021 | 191.52 |
| Gonzalez, Roman Total | | | | | 191.52 |
| Gopher Learning | IN103715 10/27 | 2201857 | 246860 | 11/10/2021 | 445.60 |
| Gopher Learning Total | | | | | 445.60 |
| Gordon Food Service, Inc | 31 INVS 6/8-11/02 | 2202056 | 246861 | 11/10/2021 | 11,798.51 |
| | 15 INVS 10/28 | 2201977 | 246861 | 11/10/2021 | 10,149.15 |
| | 21 INVS 10/20-10/28 | 2202041 | 246861 | 11/10/2021 | 12,404.29 |
| | 15 INVS 10/20-10/26 | 2201897 | 246861 | 11/10/2021 | 20,495.08 |
| | 21 INVS 10/21 | 2201975 | 246861 | 11/10/2021 | 14,063.19 |
| | 19 INVS 10/13-10/20 | 2201879 | 246861 | 11/10/2021 | 12,808.52 |
| | 19 INVS 10/15-10/19 | 2201859 | 246861 | 11/10/2021 | 34,111.71 |
| Gordon Food Service, Inc Total | | | | | 115,830.45 |
| Grainger Parts Operations Ww Graing | 9085766427 | 2201945 | 246862 | 11/10/2021 | 166.00 |
| | 9073092125 | 2201939 | 246862 | 11/10/2021 | 367.46 |
| Grainger Parts Operations Ww Graing Total | | | | | 533.46 |
| Graybar Electric Company, Inc. | 4 INVS 8/23-10/18 | 2202032 | 246863 | 11/10/2021 | 1,187.46 |
| Graybar Electric Company, Inc. Total | | | | | 1,187.46 |
| Griffin, Jade Marie | REIMB MENARDS10/16- | 2201996 | 246864 | 11/10/2021 | 49.93 |
| | REIM MENARDS 10/16 | 2202010 | 246864 | 11/10/2021 | 18.09 |
| Griffin, Jade Marie Total | | | | | 68.02 |
| Gross, Joshua J | TRAVEL OCT 21 | 0 | 246865 | 11/10/2021 | 63.84 |
| Gross, Joshua J Total | | | | | 63.84 |
| Hagglund, Tami K | REIMB -SAMS | 2201926 | 246866 | 11/10/2021 | 25.58 |
| Hagglund, Tami K Total | | | | | 25.58 |
| Health Alliance Medical Plans | 845173,74 & 75 | 2201871 | 246867 | 11/10/2021 | 73,731.00 |
| Health Alliance Medical Plans Total | | | | | 73,731.00 |
| Heller Ford | 437525/1 | 2202021 | 246868 | 11/10/2021 | 214.02 |
| Heller Ford Total | | | | | 214.02 |
| Hendren, Jara Kay | TRAVEL OCT 21 | 0 | 246869 | 11/10/2021 | 78.06 |
| Hendren, Jara Kay Total | | | | | 78.06 |
| Henrichsmeyer, Krista | TRAVEL OCT 21 | 0 | 246870 | 11/10/2021 | 226.18 |
| Henrichsmeyer, Krista Total | | | | | 226.18 |
| Heritage Machine & Welding Inc | 3-INVS, 10/19-10/21 | 2201915 | 246871 | 11/10/2021 | 1,701.43 |
| Heritage Machine & Welding Inc Total | | | | | 1,701.43 |
| Hertzner, Daniel C | REIM QUIZZ SUB | 2202004 | 246872 | 11/10/2021 | 60.00 |
| Hertzner, Daniel C Total | | | | | 60.00 |

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| Higby, Daniel L | REIMB WIX,COM 10/27 | 2201904 | 246873 | 11/10/2021 | 292.20 |
| Higby, Daniel L Total | | | | | 292.20 |
| Hill Radio | 2021-16380 | 2202014 | 246874 | 11/10/2021 | 660.00 |
| Hill Radio Total | | | | | 660.00 |
| Hitchins, Tracy | TRAVEL OCT 21 | 0 | 246875 | 11/10/2021 | 20.44 |
| Hitchins, Tracy Total | | | | | 20.44 |
| Hodges Loizzi Eisenhammer Rodick & | 53033 9/30 | 2201877 | 246876 | 11/10/2021 | 3,698.34 |
| Hodges Loizzi Eisenhammer Rodick & Total | | | | | 3,698.34 |
| Holley, Tyra Michael | TRAVEL OCT 21 | 0 | 246877 | 11/10/2021 | 192.81 |
| Holley, Tyra Michael Total | | | | | 192.81 |
| Hopper, Daniele A | REIMB SUPPLS 10/21- | 2201992 | 246878 | 11/10/2021 | 56.99 |
| Hopper, Daniele A Total | | | | | 56.99 |
| Hospital Purchasing Service | 118113 10/07 | 2201952 | 246879 | 11/10/2021 | 27,723.20 |
| Hospital Purchasing Service Total | | | | | 27,723.20 |
| Houchin, Patricia L | TRAVEL SEP 21 | 0 | 246880 | 11/10/2021 | 60.42 |
| | TRAVEL OCT 21 | 0 | 246880 | 11/10/2021 | 64.18 |
| Houchin, Patricia L Total | | | | | 124.60 |
| Huber, Julie Ann | TRAVEL OCT 21 | 0 | 246881 | 11/10/2021 | 108.86 |
| Huber, Julie Ann Total | | | | | 108.86 |
| Hudson Municipal Water | WATER BILL 10/15 | 0 | 246882 | 11/10/2021 | 242.33 |
| Hudson Municipal Water Total | | | | | 242.33 |
| Hull, Sarah C | REIMB REG FEES | 2201966 | 246883 | 11/10/2021 | 495.00 |
| Hull, Sarah C Total | | | | | 495.00 |
| Hutson, Cally L | TRAVEL SEP 21 | 0 | 246884 | 11/10/2021 | 110.04 |
| | TRAVEL OCT 21 | 0 | 246884 | 11/10/2021 | 110.60 |
| Hutson, Cally L Total | | | | | 220.64 |
| IHSA | MEMBER DUES 21-22 | 2200014 | 246885 | 11/10/2021 | 2,000.00 |
| | EF221-2161 | 2201972 | 246885 | 11/10/2021 | 800.00 |
| IHSA Total | | | | | 2,800.00 |
| Illinois Music Education Association | ILMEA FEST FEES | 2201863 | 246886 | 11/10/2021 | 125.00 |
| | CONTEST FEES | 2201856 | 246886 | 11/10/2021 | 1,615.00 |
| Illinois Music Education Association Total | | | | | 1,740.00 |
| Illinois OIL Marketing Equipment, I | 19796 | 2202013 | 246887 | 11/10/2021 | 535.00 |
| Illinois OIL Marketing Equipment, I Total | | | | | 535.00 |
| Illinois School For The Deaf | AUG/SEPT TRANS | 2202048 | 246888 | 11/10/2021 | 123.50 |
| Illinois School For The Deaf Total | | | | | 123.50 |
| Interstate All Battery Center | 4 INVS 9/20-10/14 | 2201886 | 246889 | 11/10/2021 | 432.65 |
| Interstate All Battery Center Total | | | | | 432.65 |
| J Spencer Construction LLC | 1650 | 2202022 | 246890 | 11/10/2021 | 672.00 |
| J Spencer Construction LLC Total | | | | | 672.00 |

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| J W Pepper & Sons Incorp | 3 INVS 10/26 | 2201916 | 246891 | 11/10/2021 | 665.99 |
| | 2 INVS 10/07-10/14 | 2201901 | 246891 | 11/10/2021 | 238.50 |
| J W Pepper & Sons Incorp Total | | | | | 904.49 |
| Jerome, Ruth H | TRAVEL OCT 21 | 0 | 246892 | 11/10/2021 | 49.28 |
| Jerome, Ruth H Total | | | | | 49.28 |
| Jimenez, Aaron M | TRAVEL OCT 21 | 0 | 246893 | 11/10/2021 | 75.66 |
| Jimenez, Aaron M Total | | | | | 75.66 |
| Johnson, Chanel | REIMB REG FEES 11/04 | 2202052 | 246894 | 11/10/2021 | 575.00 |
| Johnson, Chanel Total | | | | | 575.00 |
| Johnstone Supply | 261-S100282841.001 | 2201947 | 246895 | 11/10/2021 | 316.53 |
| Johnstone Supply Total | | | | | 316.53 |
| Jostens Inc. | N002877922 | 2200737 | 246896 | 11/10/2021 | 2,063.25 |
| Jostens Inc. Total | | | | | 2,063.25 |
| Kearfott, Nicolas | TRAVEL OCT 21 | 0 | 246897 | 11/10/2021 | 200.03 |
| Kearfott, Nicolas Total | | | | | 200.03 |
| Kelley, Elizabeth Ann | REIMB CONF EXP | 0 | 246898 | 11/10/2021 | 99.00 |
| | TRAVEL OCT 21 | 0 | 246898 | 11/10/2021 | 143.64 |
| Kelley, Elizabeth Ann Total | | | | | 242.64 |
| Kemmerer Village | OCT TUITION | 2201984 | 246899 | 11/10/2021 | 5,127.34 |
| | AUG TUITION 8/31 | 2201149 | 246899 | 11/10/2021 | 2,698.60 |
| Kemmerer Village Total | | | | | 7,825.94 |
| Ken's OIL Service, Inc. | 6 INVS 10/19-10/29 | 2202023 | 246900 | 11/10/2021 | 24,953.57 |
| Ken's OIL Service, Inc. Total | | | | | 24,953.57 |
| Kepuraitis, Alec James | REIM CLASSCRAFT 9/6 | 2201903 | 246901 | 11/10/2021 | 120.00 |
| Kepuraitis, Alec James Total | | | | | 120.00 |
| Kerr, Sean C | FUEL REIMB 10/30 | 2202038 | 246902 | 11/10/2021 | 25.01 |
| Kerr, Sean C Total | | | | | 25.01 |
| Kessinger, Susan | TRAVEL OCT 21 | 0 | 246903 | 11/10/2021 | 172.48 |
| Kessinger, Susan Total | | | | | 172.48 |
| Kingsley Junior High School | REIM ACT FUND 9/29- | 2202017 | 246904 | 11/10/2021 | 820.00 |
| Kingsley Junior High School Total | | | | | 820.00 |
| Knollenberg, Holly N | TRAVEL OCT 21 | 0 | 246905 | 11/10/2021 | 140.56 |
| Knollenberg, Holly N Total | | | | | 140.56 |
| Kosier, Naomi Rae | REIM REG FEE 11/04 | 2202062 | 246906 | 11/10/2021 | 575.00 |
| Kosier, Naomi Rae Total | | | | | 575.00 |
| Kotowski, Linda Jo | TRAVEL OCT 21 | 0 | 246907 | 11/10/2021 | 59.58 |
| Kotowski, Linda Jo Total | | | | | 59.58 |
| Kuebrich, Jennifer L | TRAVEL OCT 21 | 0 | 246908 | 11/10/2021 | 69.50 |
| Kuebrich, Jennifer L Total | | | | | 69.50 |
| Kurtz, Cameron | HRS 8/26-10/19 | 2201934 | 246909 | 11/10/2021 | 324.10 |
| Kurtz, Cameron Total | | | | | 324.10 |

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| Leake, Cynthia A | REIMB TRAVEL 10/20 | 0 | 246910 | 11/10/2021 | 18.70 |
| Leake, Cynthia A Total | | | | | 18.70 |
| Lee Enterprises - Central II | 118181-1 | 0 | 246911 | 11/10/2021 | 60.04 |
| Lee Enterprises - Central II Total | | | | | 60.04 |
| Leichtenberg, Valerie | REIMB TRAVEL 10/29 | 0 | 246912 | 11/10/2021 | 38.30 |
| Leichtenberg, Valerie Total | | | | | 38.30 |
| Lighty, Bernadette Panganiban | REIMB TRAVEL 10/28 | 0 | 246913 | 11/10/2021 | 74.59 |
| Lighty, Bernadette Panganiban Total | | | | | 74.59 |
| Lincoln Prairie Behavioral Health C | 2021-16043 | 2201980 | 246914 | 11/10/2021 | 100.00 |
| Lincoln Prairie Behavioral Health C Total | | | | | 100.00 |
| Linde Gas & Equipment Inc. | 66585161 | 2201948 | 246915 | 11/10/2021 | 62.77 |
| Linde Gas & Equipment Inc. Total | | | | | 62.77 |
| Linden Oaks Tutoring Services | MC-7 | 2202054 | 246916 | 11/10/2021 | 187.20 |
| Linden Oaks Tutoring Services Total | | | | | 187.20 |
| Literacy Resources, LLC | 152437 | 2200956 | 246917 | 11/10/2021 | 259.17 |
| Literacy Resources, LLC Total | | | | | 259.17 |
| Maas Radiator Shop, Inc | 43165 | 2202024 | 246918 | 11/10/2021 | 108.50 |
| Maas Radiator Shop, Inc Total | | | | | 108.50 |
| Mark's Plumbing Parts | INV-001977950 | 2202025 | 246919 | 11/10/2021 | 634.20 |
| Mark's Plumbing Parts Total | | | | | 634.20 |
| Martinez, Katharina | REIMB TRAVEL 10/29 | 0 | 246920 | 11/10/2021 | 25.55 |
| Martinez, Katharina Total | | | | | 25.55 |
| Mathis-Kelley Const Supply Co | 084337,085039 | 2201924 | 246921 | 11/10/2021 | 337.19 |
| Mathis-Kelley Const Supply Co Total | | | | | 337.19 |
| McLean County Asphalt Co, Inc | 65282 | 2201940 | 246922 | 11/10/2021 | 509.39 |
| McLean County Asphalt Co, Inc Total | | | | | 509.39 |
| Menards Lumber | 4-INVS, 9/17-10/27 | 2200023 | 246923 | 11/10/2021 | 289.80 |
| | 62238 | 2202000 | 246923 | 11/10/2021 | 19.99 |
| | 61940 | 2201965 | 246923 | 11/10/2021 | 239.24 |
| | 61596 | 2200023 | 246923 | 11/10/2021 | 15.96 |
| | 9-INVS, 9/20-10/15 | 2201854 | 246923 | 11/10/2021 | 1,930.94 |
| | 8-INVS, 09/28-10/14 | 2201910 | 246923 | 11/10/2021 | 416.02 |
| | 3-INVS, 9/20-10/14 | 2201944 | 246923 | 11/10/2021 | 149.85 |
| | 60958 | 2201838 | 246923 | 11/10/2021 | 22.94 |
| | 60392 | 2201999 | 246923 | 11/10/2021 | 338.85 |
| | 58848 | 2201840 | 246923 | 11/10/2021 | 1,714.29 |
| | 3-INVS, 8/6-8/19 | 2201866 | 246923 | 11/10/2021 | 1,536.28 |
| Menards Lumber Total | | | | | 6,674.16 |
| Meyer, Damon | REIMB TRAV 10/31 | 0 | 246924 | 11/10/2021 | 77.28 |
| Meyer, Damon Total | | | | | 77.28 |
| Midwest Construction Rentals | 3-INVS, 10/6-10/18 | 2201913 | 246925 | 11/10/2021 | 749.71 |
| Midwest Construction Rentals Total | | | | | 749.71 |

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| Midwest Equipment li | 4-INV5, 10/12-10/16 | 2201909 | 246926 | 11/10/2021 | 1,201.16 |
| Midwest Equipment li Total | | | | | 1,201.16 |
| Midwest Transit Equipment | QUOTE ID - 177125 | 2201958 | 246928 | 11/10/2021 | 39,916.00 |
| | INV - #V101012387:01 | 2201961 | 246931 | 11/10/2021 | 143,218.00 |
| | QUOTE ID-175717 | 2201957 | 246927 | 11/10/2021 | 39,916.00 |
| | QUOTE - #177166 | 2201959 | 246929 | 11/10/2021 | 39,916.00 |
| | QUOTE - V101012537:0 | 2201960 | 246930 | 11/10/2021 | 134,778.00 |
| Midwest Transit Equipment Total | | | | | 397,744.00 |
| Miller Janitor Supply Co. | 105048-00 | 2201964 | 246932 | 11/10/2021 | 1,624.23 |
| Miller Janitor Supply Co. Total | | | | | 1,624.23 |
| Mitchell, Lynda Jeanne | REIMB TRAVEL 09/29 | 0 | 246933 | 11/10/2021 | 53.42 |
| Mitchell, Lynda Jeanne Total | | | | | 53.42 |
| Motorola Solutions - Starcom | 6070920211003 | 2202012 | 246934 | 11/10/2021 | 3,240.00 |
| Motorola Solutions - Starcom Total | | | | | 3,240.00 |
| Mutual Wheel Co | 8647957 | 2201941 | 246935 | 11/10/2021 | 57.28 |
| Mutual Wheel Co Total | | | | | 57.28 |
| Myers, Gabriel | REIMB TRAVEL 10/27 | 0 | 246936 | 11/10/2021 | 17.42 |
| Myers, Gabriel Total | | | | | 17.42 |
| MyFleetCenter.com | 14709003 | 2202019 | 246937 | 11/10/2021 | 85.83 |
| MyFleetCenter.com Total | | | | | 85.83 |
| Nasco | 181792 | 2201931 | 246938 | 11/10/2021 | 184.06 |
| Nasco Total | | | | | 184.06 |
| Nearpod, Inc | INV-48320 | 2201971 | 246939 | 11/10/2021 | 1,800.00 |
| Nearpod, Inc Total | | | | | 1,800.00 |
| Nelco | 7638403 | 2202071 | 246940 | 11/10/2021 | 1,538.80 |
| Nelco Total | | | | | 1,538.80 |
| Nelson, Vickie | REIMB TRAVEL 10/27 | 0 | 246941 | 11/10/2021 | 44.52 |
| | HOURS - 8/28 | 2201935 | 246941 | 11/10/2021 | 46.30 |
| Nelson, Vickie Total | | | | | 90.82 |
| Nicor Gas | GAS BILL 10/31-11/02 | 0 | 246942 | 11/10/2021 | 889.22 |
| | GAS 10/19-10/21 | 0 | 246942 | 11/10/2021 | 981.81 |
| Nicor Gas Total | | | | | 1,871.03 |
| Niekamp, Tracy | REIMB TRAVEL 10/29 | 0 | 246943 | 11/10/2021 | 87.19 |
| Niekamp, Tracy Total | | | | | 87.19 |
| Niu Cheerleading | 00295142 | 2201994 | 246944 | 11/10/2021 | 250.00 |
| Niu Cheerleading Total | | | | | 250.00 |
| Nord, Allison K | REIMB REG. FEES | 2202059 | 246945 | 11/10/2021 | 575.00 |
| | REIMB TRAVEL 10/29 | 0 | 246945 | 11/10/2021 | 122.25 |
| Nord, Allison K Total | | | | | 697.25 |
| Normal Gadgets | 44536, 44616 | 2202001 | 246946 | 11/10/2021 | 296.90 |
| | 44374 | 2201898 | 246946 | 11/10/2021 | 161.95 |
| Normal Gadgets Total | | | | | 458.85 |

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| Normal Rotary Club | D.BROWN 11/3 | 2201983 | 246947 | 11/10/2021 | 150.00 |
| Normal Rotary Club Total | | | | | 150.00 |
| Normal West High School | CONF. DUES 11/05 | 2202067 | 246949 | 11/10/2021 | 800.00 |
| | CON. DUES 21-22 | 2200653 | 246948 | 11/10/2021 | 800.00 |
| Normal West High School Total | | | | | 1,600.00 |
| Oconomowoc Devlp.Trn Cnt of WI, LLC. | 566437 | 2201978 | 246950 | 11/10/2021 | 18,722.39 |
| | 566438 | 2201979 | 246950 | 11/10/2021 | 22,644.14 |
| Oconomowoc Devlp.Trn Cnt of WI, LLC. Total | | | | | 41,366.53 |
| OSF OCCUPATIONAL HEALTH | 00125940-00 | 2201997 | 246951 | 11/10/2021 | 305.00 |
| OSF OCCUPATIONAL HEALTH Total | | | | | 305.00 |
| Papa Murphy's | IL - 10/22/21 | 2201880 | 246952 | 11/10/2021 | 4,750.00 |
| Papa Murphy's Total | | | | | 4,750.00 |
| Parts Town, LLC | 28168247 | 2202026 | 246953 | 11/10/2021 | 638.84 |
| Parts Town, LLC Total | | | | | 638.84 |
| Pepsi Cola General Bot, Inc | 7-INVS, 9/20-11/01 | 2202040 | 246954 | 11/10/2021 | 3,194.32 |
| | 5-INVS, 10/20-10/25 | 2201896 | 246954 | 11/10/2021 | 2,884.88 |
| Pepsi Cola General Bot, Inc Total | | | | | 6,079.20 |
| Pilon, Michelle | REIMB MICHAELS 10/16 | 2202029 | 246955 | 11/10/2021 | 38.97 |
| Pilon, Michelle Total | | | | | 38.97 |
| Pioneer Valley Books | I219162 | 2201512 | 246956 | 11/10/2021 | 1,237.50 |
| Pioneer Valley Books Total | | | | | 1,237.50 |
| Plattner, Heather Paullin | REIMB TRAVEL 10/27 | 0 | 246957 | 11/10/2021 | 267.23 |
| Plattner, Heather Paullin Total | | | | | 267.23 |
| Principal Life Insurance-Sbd Grand | STMT-NOV 21 | 2201869 | 246958 | 11/10/2021 | 5,441.19 |
| Principal Life Insurance-Sbd Grand Total | | | | | 5,441.19 |
| Pro-Type Printing | 62559 | 2201687 | 246959 | 11/10/2021 | 84.00 |
| Pro-Type Printing Total | | | | | 84.00 |
| Quadient Leasing USA, Inc. | N9099970 | 2201929 | 246960 | 11/10/2021 | 318.57 |
| Quadient Leasing USA, Inc. Total | | | | | 318.57 |
| R & RS | 778 | 2201855 | 246961 | 11/10/2021 | 2,650.00 |
| R & RS Total | | | | | 2,650.00 |
| Rackauskas, Jarrod Anthony | REIMB MENARDS 10/19 | 2202009 | 246962 | 11/10/2021 | 66.75 |
| Rackauskas, Jarrod Anthony Total | | | | | 66.75 |
| Raglan, Melissa N | REIMB TRAVEL 10/29 | 0 | 246963 | 11/10/2021 | 128.13 |
| Raglan, Melissa N Total | | | | | 128.13 |
| Regional Office Of Education #17 | 4002200018 | 2202064 | 246964 | 11/10/2021 | 25,575.00 |
| | 1002200281 | 2201883 | 246964 | 11/10/2021 | 10.00 |
| Regional Office Of Education #17 Total | | | | | 25,585.00 |
| Renollet, Mary | REIMB CONF FEES | 2201905 | 246965 | 11/10/2021 | 495.00 |
| Renollet, Mary Total | | | | | 495.00 |
| Republic Services - #368 | 0368-001009260 10/20 | 2200027 | 246966 | 11/10/2021 | 5,286.58 |

Expenditure Summary Report

From Date: 11/10/2021
To Date: 11/10/2021

| Vendor | Invoice | PO No. | Check No. | Check Date | Amount |
|---|--------------------|---------|-----------|------------|-----------------|
| Republic Services - #368 | 0368-001009260. | 2201889 | 246966 | 11/10/2021 | 550.00 |
| | 0368-001009071 | 2201918 | 246966 | 11/10/2021 | 506.38 |
| Republic Services - #368 Total | | | | | 6,342.96 |
| Rhodes, Kristen Ann | REIMB TRAVEL 9/30 | 0 | 246967 | 11/10/2021 | 62.61 |
| | REIMB TRAVEL 10/29 | 0 | 246967 | 11/10/2021 | 85.01 |
| Rhodes, Kristen Ann Total | | | | | 147.62 |
| Riveredge Hospital | 20220147 | 2201885 | 246968 | 11/10/2021 | 250.00 |
| Riveredge Hospital Total | | | | | 250.00 |
| Romagnoli, Leslie | REIMB TRAVEL 10/29 | 0 | 246969 | 11/10/2021 | 93.86 |
| Romagnoli, Leslie Total | | | | | 93.86 |
| RP Lumber Company, Inc | 6-INVS, 9/21-10/21 | 2202003 | 246970 | 11/10/2021 | 372.10 |
| RP Lumber Company, Inc Total | | | | | 372.10 |
| Rutledge, Kelly | REIMB TRAVEL 10/29 | 0 | 246971 | 11/10/2021 | 155.57 |
| Rutledge, Kelly Total | | | | | 155.57 |
| S & S Builders Hardware Co | 0570561, 0570344 | 2202033 | 246972 | 11/10/2021 | 3,925.50 |
| S & S Builders Hardware Co Total | | | | | 3,925.50 |
| Salyer, Tisa Marie | REIMB TRAVEL 10/29 | 0 | 246973 | 11/10/2021 | 44.80 |
| Salyer, Tisa Marie Total | | | | | 44.80 |
| Schmidt, Therese F | REIMB TRAVEL 10/29 | 0 | 246974 | 11/10/2021 | 195.16 |
| Schmidt, Therese F Total | | | | | 195.16 |
| School Nurse Supply, Inc | 0855119-IN | 2201281 | 246975 | 11/10/2021 | 1,275.75 |
| | 3-INVS, 7/20-9/13 | 2200119 | 246975 | 11/10/2021 | 7,081.87 |
| School Nurse Supply, Inc Total | | | | | 8,357.62 |
| School Specialty | 208128892807 | 2201969 | 246976 | 11/10/2021 | 26.89 |
| School Specialty Total | | | | | 26.89 |
| Schroen, Staci Nicole | REIMB TRAVEL 10/28 | 0 | 246977 | 11/10/2021 | 71.96 |
| Schroen, Staci Nicole Total | | | | | 71.96 |
| Scott, Robert W | REIMB TRAVEL 10/29 | 0 | 246978 | 11/10/2021 | 113.85 |
| Scott, Robert W Total | | | | | 113.85 |
| Select Screen Prints | 58306 | 2201694 | 246979 | 11/10/2021 | 269.00 |
| Select Screen Prints Total | | | | | 269.00 |
| Sherwin Williams Company | 5979-8 | 2202051 | 246980 | 11/10/2021 | 294.10 |
| | 6122-0, CR: 5290-0 | 2201860 | 246980 | 11/10/2021 | 76.31 |
| Sherwin Williams Company Total | | | | | 370.41 |
| Shoemaker, Bayleigh | REIMB TRAVEL 10/29 | 0 | 246981 | 11/10/2021 | 65.86 |
| Shoemaker, Bayleigh Total | | | | | 65.86 |
| Shumaker, Natalie Elise | REIMB TRAVEL 10/29 | 0 | 246982 | 11/10/2021 | 76.66 |
| Shumaker, Natalie Elise Total | | | | | 76.66 |
| Smartwork Solutions | INV - 10/21 | 2201953 | 246983 | 11/10/2021 | 605.45 |
| Smartwork Solutions Total | | | | | 605.45 |
| Soliday, Mackenzie | REIMB TRAVEL 09/30 | 0 | 246984 | 11/10/2021 | 19.04 |

Expenditure Summary Report

From Date: 11/10/2021
To Date: 11/10/2021

| Vendor | Invoice | PO No. | Check No. | Check Date | Amount |
|--|----------------------|---------|-----------|------------|------------------|
| Soliday, Mackenzie | REIMB TRAVEL 10/29 | 0 | 246984 | 11/10/2021 | 18.09 |
| Soliday, Mackenzie Total | | | | | 37.13 |
| SOS Technologies | 86486 | 2201987 | 246985 | 11/10/2021 | 9,935.00 |
| SOS Technologies Total | | | | | 9,935.00 |
| Specialized Education Of Illinois | INV, 122412, 122413 | 2201884 | 246986 | 11/10/2021 | 929.07 |
| Specialized Education Of Illinois Total | | | | | 929.07 |
| Sprint | 828343387-062 - 11/1 | 0 | 246987 | 11/10/2021 | 7,239.55 |
| Sprint Total | | | | | 7,239.55 |
| Stack, Andrea C | REIMB TRAVEL 09/30 | 0 | 246988 | 11/10/2021 | 40.82 |
| | REIMB TRAVEL 10/29 | 0 | 246988 | 11/10/2021 | 62.38 |
| Stack, Andrea C Total | | | | | 103.20 |
| Steffen, Darla Jean | REIMB TRAVEL 10/28 | 0 | 246989 | 11/10/2021 | 103.71 |
| Steffen, Darla Jean Total | | | | | 103.71 |
| Stevens, Lori Joann | REIMB REG. FEES | 2202053 | 246990 | 11/10/2021 | 495.00 |
| | REIMB TRAVEL 10/29 | 0 | 246990 | 11/10/2021 | 554.34 |
| Stevens, Lori Joann Total | | | | | 1,049.34 |
| Streamwood Behavioral Health Center | 14637 | 2201892 | 246991 | 11/10/2021 | 315.00 |
| | 14613 | 2201893 | 246991 | 11/10/2021 | 245.00 |
| Streamwood Behavioral Health Center Total | | | | | 560.00 |
| Tague, Amy L | REIMB TRAVEL 09/30 | 0 | 246993 | 11/10/2021 | 52.53 |
| Tague, Amy L Total | | | | | 52.53 |
| Tci Companies, Inc. | W29279 | 2201925 | 246994 | 11/10/2021 | 75.97 |
| Tci Companies, Inc. Total | | | | | 75.97 |
| Teaching Strategies, Inc | INV-127915 | 2201989 | 246995 | 11/10/2021 | 2,441.60 |
| Teaching Strategies, Inc Total | | | | | 2,441.60 |
| That Art Studio LLC | DESIGN INV - 10/5 | 2201976 | 246996 | 11/10/2021 | 75.00 |
| That Art Studio LLC Total | | | | | 75.00 |
| The Music Shoppe, Inc | 3150087 | 2201900 | 246997 | 11/10/2021 | 359.00 |
| | 3148161 | 2201902 | 246997 | 11/10/2021 | 105.96 |
| | 3147443, 3147426 | 2202005 | 246997 | 11/10/2021 | 171.20 |
| | 3142094 | 2202068 | 246997 | 11/10/2021 | 9.72 |
| The Music Shoppe, Inc Total | | | | | 645.88 |
| The Omni Group | 2110-7601 11/01 | 2202077 | 246998 | 11/10/2021 | 32.00 |
| The Omni Group Total | | | | | 32.00 |
| Thoennes, Lisa A | REIMB TRAVEL 10/28 | 0 | 246999 | 11/10/2021 | 82.38 |
| Thoennes, Lisa A Total | | | | | 82.38 |
| Timi's Tours | 10285-293,295-296 | 2201888 | 247000 | 11/10/2021 | 11,500.00 |
| Timi's Tours Total | | | | | 11,500.00 |
| T-MOBILE | STMT - 10/21/21. | 0 | 246992 | 11/10/2021 | 1,923.81 |
| | STMT - 10/21/21 | 0 | 246992 | 11/10/2021 | 2,269.20 |
| T-MOBILE Total | | | | | 4,193.01 |
| Tomera, Anna Elizabeth | REIMB TRAVEL 10/29 | 0 | 247001 | 11/10/2021 | 19.04 |

Expenditure Summary Report

From Date: 11/10/2021
To Date: 11/10/2021

| Vendor | Invoice | PO No. | Check No. | Check Date | Amount |
|--|---------------------|---------|-----------|------------|------------------|
| Tomera, Anna Elizabeth Total | | | | | 19.04 |
| Tomlin, Lisa | REIMB SCI SUPPS | 2201930 | 247002 | 11/10/2021 | 93.49 |
| Tomlin, Lisa Total | | | | | 93.49 |
| Towanda Water Department | WATER BILL - 10/27 | 0 | 247003 | 11/10/2021 | 304.88 |
| Towanda Water Department Total | | | | | 304.88 |
| Town Of Normal Water Dept. | WATER BILL - 11/9 | 0 | 247004 | 11/10/2021 | 159.16 |
| Town Of Normal Water Dept. Total | | | | | 159.16 |
| Tractor Supply Co | 3-INVS, 10/13-10/22 | 2201917 | 247005 | 11/10/2021 | 250.51 |
| | 249956, 488979 | 2201920 | 247005 | 11/10/2021 | 148.44 |
| Tractor Supply Co Total | | | | | 398.95 |
| Traffic Sign Store | T22135, T22129 | 2201922 | 247006 | 11/10/2021 | 199.00 |
| Traffic Sign Store Total | | | | | 199.00 |
| Traugott, Veronica W | REIMB MEIJER 10/29 | 2201973 | 247007 | 11/10/2021 | 11.27 |
| Traugott, Veronica W Total | | | | | 11.27 |
| Twork, Kayleigh Ann | REIMB REG. FEES | 2201968 | 247008 | 11/10/2021 | 495.00 |
| Twork, Kayleigh Ann Total | | | | | 495.00 |
| Uline | 139970594 | 2201942 | 247009 | 11/10/2021 | 377.09 |
| Uline Total | | | | | 377.09 |
| Unit 5 Vocational Training Ctr/Deck | INV- #133 | 2201995 | 247010 | 11/10/2021 | 87.50 |
| Unit 5 Vocational Training Ctr/Deck Total | | | | | 87.50 |
| Vale, Angela Gwyn | REIMB TRAVEL 10/21 | 0 | 247011 | 11/10/2021 | 43.06 |
| Vale, Angela Gwyn Total | | | | | 43.06 |
| Vandegraft, April Nichole | REIMB REG. FEES | 2201963 | 247012 | 11/10/2021 | 495.00 |
| Vandegraft, April Nichole Total | | | | | 495.00 |
| VCNA Prairie LLC | 2-INVS, 9/30-10/9 | 2201919 | 247013 | 11/10/2021 | 1,553.83 |
| VCNA Prairie LLC Total | | | | | 1,553.83 |
| Villafuerte, Louis | REIMB REG. FEES | 0 | 247014 | 11/10/2021 | 500.00 |
| Villafuerte, Louis Total | | | | | 500.00 |
| Vision Service Plan - (II) | STMT-NOV 21 | 2201870 | 247015 | 11/10/2021 | 1,165.50 |
| Vision Service Plan - (II) Total | | | | | 1,165.50 |
| Walker, Karen L | REIMB TRAVEL 10/29 | 0 | 247016 | 11/10/2021 | 160.33 |
| Walker, Karen L Total | | | | | 160.33 |
| Warner, Trisha L | REIMB REG. FEES | 2201962 | 247017 | 11/10/2021 | 495.00 |
| Warner, Trisha L Total | | | | | 495.00 |
| Watts Copy Systems, Inc | 1095620 | 2201895 | 247018 | 11/10/2021 | 16,999.78 |
| Watts Copy Systems, Inc Total | | | | | 16,999.78 |
| Watts Copy Systems, Inc. | 3013111 | 2202043 | 247019 | 11/10/2021 | 1,848.00 |
| Watts Copy Systems, Inc. Total | | | | | 1,848.00 |
| West | 845280091 | 0 | 247020 | 11/10/2021 | 1,227.75 |
| West Total | | | | | 1,227.75 |

Expenditure Summary Report

From Date: 11/10/2021
To Date: 11/10/2021

| Vendor | Invoice | PO No. | Check No. | Check Date | Amount |
|--|---------------------|---------|-----------|------------|---------------------|
| Wherry Machine & Welding, Inc | 150314, 150360 | 2201921 | 247021 | 11/10/2021 | 406.46 |
| Wherry Machine & Welding, Inc Total | | | | | 406.46 |
| Whitman, Donald Oliver | REIMB TECH ED SUPLS | 2201851 | 247022 | 11/10/2021 | 709.94 |
| Whitman, Donald Oliver Total | | | | | 709.94 |
| WILCOX ELECTRIC & SERVICES INC. | 211067 | 2201946 | 247023 | 11/10/2021 | 755.00 |
| WILCOX ELECTRIC & SERVICES INC. Total | | | | | 755.00 |
| Winsupply | 4-INVS, 10/12-10/14 | 2202034 | 247024 | 11/10/2021 | 783.77 |
| Winsupply Total | | | | | 783.77 |
| Winter, Kelly | REIMB TRAVEL 10/29 | 0 | 247025 | 11/10/2021 | 35.45 |
| Winter, Kelly Total | | | | | 35.45 |
| WXRJ 94.9 FM | SPONSORSHIP AGRMT | 2201876 | 247026 | 11/10/2021 | 350.00 |
| WXRJ 94.9 FM Total | | | | | 350.00 |
| Yaklich, Megan Kathryn | REIMB REG. FEES | 2201967 | 247027 | 11/10/2021 | 495.00 |
| Yaklich, Megan Kathryn Total | | | | | 495.00 |
| Zink, Laura Susanne | REIMB TRAVEL 10/28 | 0 | 247028 | 11/10/2021 | 27.72 |
| Zink, Laura Susanne Total | | | | | 27.72 |
| Grand Total | | | | | 2,288,197.53 |

Expenditure Summary Report

From Date: 11/10/2021
 To Date: 11/10/2021

| Fund | Amount |
|--------------------|---------------------|
| 10 | 490,351.38 |
| 20 | 167,307.77 |
| 40 | 1,424,448.81 |
| 80 | 10,393.39 |
| 90 | 195,696.18 |
| Grand Total | 2,288,197.53 |

Exhibit - Request for Dissolution of Student Activity Fund

To be submitted to the Business Manager

Permission is hereby requested to dissolve a Student Activity Fund for the purposes below:

School Name Evans Junior High

Student Activity Fund Name World Language Club

99.5.201.9743.4100.0000

1. The balance of the Student Activity Fund is \$ 37.13

2. Reason for dissolution: We have 2 clubs doing the same activities. We would like to combine clubs.

3. The balance in the fund is to be transferred to:

Culture Club

Account Title

99.5.201.9529.4100.0000

Account Number

4. Authorized Signatures:

The following individuals authorized the dissolution of this fund:

Pedro bravo
Student Representative

Justin A. Hoy
Faculty Advisor

Chris [Signature]
Principal

This request was approved by the Board of Education on _____

Business Manager

Date

**McLean County Unit District No. 5
1809 West Hovey Avenue
Normal, Illinois 61761-4339**



TO: Board of Education
FROM: Thomas Hoerr, Director of Financial Services
CC: Dr. Kristen Weikle, Superintendent; Martin Hickman, CFO, Norm Hicks, Manager of Special Maintenance for Grounds
DATE: 11/10/2021
RE: O&M Warehouse Forklift Bids and Recommendation

On Friday November 5, 2021 at 1:00 PM bids were received at the District Office at 1809 Hovey Ave, Normal, IL 61761 for one forklift for the Operations & Maintenance Warehouse.

Five sealed bids were received, publicly opened and read. A copy of the bid tabulation is attached. I recommend awarding this contract to the lowest bidder Wiese USA, Inc. for their bid of \$27,201 for a Mitsubishi FGC18N forklift.

2021 O&M Warehouse Forklift Bid Tabulation

| Vendor | Address | Bid # | Price |
|-------------------------------|--|-------|-----------|
| Taza Supplies LLC | 16940 Vincennes Ave, South Holland, IL 60473 | 1 | 37,786.00 |
| Pennell Forklift Service, Inc | 201 Rusche St, Creve Coeur, IL 61610 | 1 | 31,300.00 |
| Pennell Forklift Service, Inc | 201 Rusche St, Creve Coeur, IL 61610 | 2 | 29,300.00 |
| Wiese USA, Inc. | 3500 N 27th St, Decatur, IL 62521 | 1 | 27,201.00 |
| Wiese USA, Inc. | 3500 N 27th St, Decatur, IL 62521 | 2 | 29,214.00 |

**CERTIFICATE OF APPROVAL FOR THE EXPENDITURE OF
FIRE PREVENTION AND SAFETY FUNDS**

(Section 17-2.11 of the School Code)

| | |
|-----------------------------------|--------|
| NORMAL COMMUNITY WEST HIGH SCHOOL | McLean |
| School Building | County |
| McLean County USD 5, 0050 | |
| District Name and Number | |
| Amendment Number 50 | |

| | |
|---------------------------------------|--------------|
| Total Previously Approved | |
| Approved to raise with this Amendment | \$195,015.60 |
| Total Approved to Date | \$195,015.60 |
| Existing District Funds Approved | \$0.00 |

I, , State Superintendent of Education, acknowledge receipt of the estimate of cost certified by the architect/engineer required:

| | | |
|----|--------------------------|--|
| 1. | <input type="checkbox"/> | to bring this school building into compliance with the safety standards set forth in 23 Ill. Adm. Code Part 175, 23 Ill. Adm. Code Part 180, and or 23 Ill. Adm. Code Part 185 as promulgated by the State Board of Education. |
| 2. | <input type="checkbox"/> | to bring the school building into compliance with the Asbestos Abatement Act 105 ILCS 105/1 et.seq, and the federal Asbestos Hazard Emergency Response Act of 1986 as amended (AHERA). |
| 3. | <input type="checkbox"/> | to provide funds for energy conservation; disabled accessibility; school security; repair of school sidewalks, playgrounds, parking lots, or school bus turnarounds; and other repair purposes pursuant to Section 17-2.11 of the School Code with funds not necessary for the completion of items under No. 1 or No. 2 above. |

I Further certify that the estimate of total approval to date, in the amount of \$195,015.60 has been examined and determined to be reasonable and is hereby approved.

| | |
|------|--|
| Date | Signature of State Superintendent of Education |
|------|--|

EXPLANATORY NOTES:

| | | |
|----|-------------------------------------|---|
| 1. | <input checked="" type="checkbox"/> | No items in this amendment were disapproved nor were any of the estimated costs adjusted. |
| 2. | <input type="checkbox"/> | One or more items in this amendment were disapproved and the estimated costs adjusted accordingly. The amount shown above as the total amount approved for this amendment reflects an aggregate cost adjustment of + / - \$0.00. Comments regarding this amendment and a list of the items disapproved and cost adjustments applied are attached to this certificate. |

COMMENTS:

ADJUSTED ITEMS:

| ITEM ID | DESCRIPTION | ESTIMATED AMOUNT | ADJUSTED AMOUNT | DIFFERENCE | REASON |
|---------|-------------|------------------|-----------------|------------|--------|
|---------|-------------|------------------|-----------------|------------|--------|

(35-22) (7/07) Prescribed for ISBE for ISBE Use

REQUEST FOR AUTHORIZATION To use Fire Prevention and Safety Funds

Amendment Number

PART I. CERTIFICATION OF ESTIMATED COSTS

This is to certify that:

The NORMAL COMMUNITY WEST HIGH SCHOOL school, located at 501 N Parkside Rd Normal, Illinois, and under the management and control of the Board of Education of School District # 0050, McLean County, was surveyed by me on 10/12/2021.

- All of the urgent or necessary work as indicated on the attached Form 35-48 is necessary to abate the violations of applicable code requirements and should result in effecting compliance with said requirements within prescribed timelines. No violations of applicable code requirements other than those cited in previously approved safety survey reports or amendments and those noted in this survey or amendment were noted.
- All other work recommended in the attached Form 35-48, though not required to abate violations of applicable requirements of the Health/Life Safety Code for Public Schools, is recommended for energy conservation; disabled accessibility; school security; repair of school sidewalks, playgrounds, parking lots, or school bus turnarounds; and other repair purposes provided in Section 17 2.11 of the School Code.

The certified estimated cost figures were prepared by me and to the best of my knowledge are true and accurate estimates of the costs to execute the work as specified. The total estimated costs to finance the work involved is \$ 195,015.60.

| | |
|--|--|
| <i>Name of Architect/Engineer</i> Randall Middleton | <i>Name of Firm</i> MIDDLETON ASSOCIATES INC. |
| <i>Phone Number</i> (309) 452-1271 | <i>Fax Number</i> (309) 454-8049. |
| <i>License Number</i> 001-007938 | <i>Expiration Date</i> 11/30/2022 |
| <i>Email Address</i> rand@miltonassociates.net | <i>[Seal and Signature]</i> |

PART II. CERTIFICATION OF NEED (Provided by district through IWAS)

The local Board of Education hereby certifies and assures the State Board of Education:

- a. Based upon the report of the architect referred to above, the district faces total estimated costs of \$ to finance the work involved.
- b. The district has \$ available in its operations and maintenance fund, fire prevention and safety fund, school facility occupation tax fund and/or other fund to finance the work.
- c. The district needs to raise \$ in additional revenue through the levy of the Fire Prevention and Safety Tax or issuance of Bonds to finance the recommended work.
- d. Plans and specifications for the work will be submitted to the Regional Superintendent for review and approval.
- e. The work to be financed with Fire Prevention and Safety funds will not commence until the Certificate of Approval of the State Superintendent is received, the detailed plans and specifications have been approved by the regional superintendent and the regional superintendent (or other lawful agency) has issued an appropriate Order to Effect Compliance with the Health/Life Safety Code for public schools (or other lawful order requiring the work to be done).
- f. All work authorized by the District will be executed in conformity with all applicable codes.
- g. In the case of work recommended to repair school sidewalks, playgrounds, parking lots, or school bus turnarounds the notice and hearing requirements of Section 17-2.11 of the School Code were complied with by publishing the required notice on and holding the required public hearing on .

(35-76) (7/07) Prescribed by ISBE for ISBE Use

| | |
|--|--|
| VIOLATION AND RECOMMENDATION SCHEDULE <small>(23 IL Adm. Code 180, Sections 180.320)</small> | |
|--|--|

| | | | | | | |
|--------------------------------------|---------------------------------|---|---|---|---|--|
| 1. COUNTY CODE 064, McLean | | 2. DISTRICT CODE/NAME 0050, McLean County USD 5 | | | 3. FACILITY CODE/NAME NORMAL COMMUNITY WEST HIGH SCHOOL | |
| 4. Item ID | 5. Location(s) (Room No) | 6. Priority Code | 7. Rule Violated | 8. Description of the violation | 9. Recommendation to correct violation | |
| 1 | Mechanical Room 133 | b. | Prop Maintnace BOCA 1999 3401.2, 175.578b | Chiller 1, original is 28 years old, not operating properly, testing has revealed that refrigerant pressures under operating conditions are inadequate for proper operation | Rebuild Chiller #1 | |

Form 35-84 (7/07) (Prescribed by ISBE for local board use)

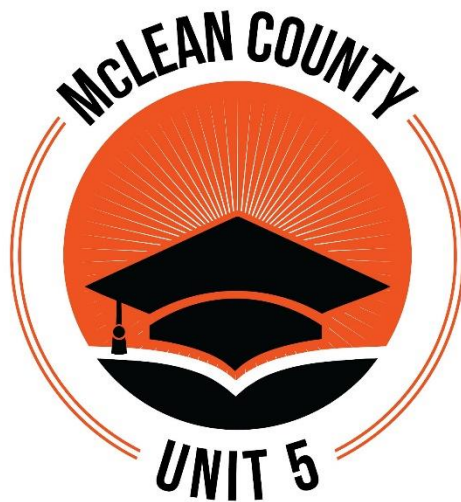
SCHEDULE OF RECOMMENDED WORK ITEMS AND ESTIMATED COSTS

| 1. COUNTY CODE 064, McLean | | | 2. DISTRICT CODE/NAME 0050, McLean County USD 5 | | | | 3. FACILITY CODE/NAME NORMAL COMMUNITY WEST HIGH SCHOOL | | | | |
|--------------------------------------|----------------|------------------|---|---------------------|-------------|----------------|---|--------------------|---------------------|-------------------------------|------------------|
| 4. Item I.D. | 5. Action I.D. | 6. Priority Code | 7. Specification(s) | 8. Units Of Measure | 9. Quantity | 10. Labor Code | 11. Estimated Cost (Architect / Engineer) | 12. ROE Adjustment | 13. ISBE Adjustment | 14. Estimated Completion Date | 15. Funding Type |
| 1 | e | b. | Rebuild Chiller #1, see attachments | each | 1 | 2 | \$162,513.00 | | | 3/31/2022 | F |

| | | | | |
|--|-----------------------------|--------------|-----------------------------|--------------|
| | Original Subtotal | \$162,513.00 | Adjusted Subtotal | \$162,513.00 |
| | Original 10.00% Contingency | \$16,251.30 | Adjusted 10.00% Contingency | \$16,251.30 |
| | Original 10.00% A/E Fees | \$16,251.30 | Adjusted 10.00% A/E Fees | \$16,251.30 |
| | Original Grand Total | \$195,015.60 | Adjusted Grand Total | \$195,015.60 |

Items with a Funding Type of 'O' are not included in the cost calculation.
35-48 (7/07) (Prescribed by ISBE for Local Board Use)

2022-2023
McLean County Unit District No.5
High School Course to Career Guide



Educating each student to achieve personal excellence

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INFORMATION

This course book has been prepared to assist students and parents in becoming better informed about the content of specific courses and aid in the decision-making process during registration. It is important that the information in this book be studied carefully so that realistic and appropriate courses are selected for each student.

GENERAL REGULATIONS

1. All students are required to be enrolled in a minimum of six courses. An exception will be made for 5th year seniors.
2. A student is required to take a minimum of 6 credit bearing courses and may choose to take a 7th course for credit.
3. Students who enroll in a 0 Hour class are expected to leave after 7th hour and will provide their own transportation.
4. Middle School foreign language and math courses (Algebra I and higher) will be documented on transcripts and will meet prerequisites. Middle school courses do not earn high school credit and will not be counted towards GPA or NCAA admissions requirements.
5. The following breakdown will be used to determine a student's grade to start the school year:
 - a. Sophomore – 2nd year of high school and minimum of 5 credits required
 - b. Junior – 3rd year of high school and minimum of 11 credits required
 - c. Senior – 4th year of high school and minimum of 17 credits required
6. The following breakdown will be used to determine a student's grade after first semester. Students may request a status change for second semester:
 - a. Sophomore – 2nd year of high school and a minimum of 8 credits required
 - b. Junior – 3rd year of high school and a minimum of 13 credits required
 - c. Senior – 4th year of high school and is anticipated to meet graduation requirements by July 31.

WEIGHTED GRADE SYSTEM

McLean County Unit District No. 5 utilizes a weighted grade system for determining grade point average. To indicate the weight of a class, the following symbols are placed behind the course title.

| | | | | | | |
|--|-------|-------|-------|-------|-------|-----|
| Standard Level | | A=4 | B=3 | C=2 | D=1 | F=0 |
| Honors Level | [H] | A=5 | B=4 | C=3 | D=2 | F=0 |
| Advanced Placement Level | [AP] | A=5 | B=4 | C=3 | D=2 | F=0 |
| Dual Credit Level | [DC] | A=4.5 | B=3.5 | C=2.5 | D=1.5 | F=0 |
| Dual Credit Career Technical Education | [CTE] | A=4 | B=3 | C=2 | D=1 | F=0 |

HONOR ROLL

The High School publishes a school-wide Honor Roll at the end of each semester. Students with a GPA of 4.6 or greater will qualify for the Honor Roll. Only courses in which the student is enrolled at NCHS/NCWHS will be considered. Weighted grades will be used in determining eligibility for Honor Roll.

CUM LAUDE RECOGNITION

Summa Cum Laude and Magna Cum Laude designations will be awarded based on GPA after 7 semesters. No exceptions will be made for 8th semester.

Summa Cum Laude designation: 4.1+ GPA

Magna Cum Laude designation: 3.85 – 4.099 GPA

CREDIT REQUIREMENTS

| <u>NUMBER OF CREDITS TO GRADUATE</u> | |
|--------------------------------------|---------|
| ENGLISH | 4.0 |
| MATH | 3.0 * |
| SCIENCE | 2.0 |
| SOCIAL STUDIES | 2.0 ** |
| PHYSICAL EDUCATION & HEALTH | 3.5 *** |
| CONSUMER EDUCATION..... | 5 **** |
| ELECTIVES..... | 9.0 |
| | |
| TOTAL..... | 24 |

Completion of SAT Test (11th Grade)
Completion of FAFSA (12th Grade)

***MATH**

1.0 credit Algebra I

Must take one course with Geometry content.

1.0 Math credit can come from AP Computer Science Principles or AP Computer Science Java

****SOCIAL STUDIES**

1.0 credit U.S. History

0.5 credit Civics or AP U.S. Government & Politics.

Successful completion of Constitution Test.

*****PHYSICAL EDUCATION AND HEALTH**

Students are required to enroll in PE every semester they are in school even if they have attained 3.5 credits. Unit 5 expects all students to participate in a Physical Education course that includes swimming content.

Students may graduate with less than 3.5 credits in Physical Education if they are approved for early graduation or if they qualify for an exemption under the Board of Education guidelines:

Substitutions for Physical Education (No. 6.310)

See Page 7 for Substitutions for Physical Education.

******CONSUMER EDUCATION - STATE OF ILLINOIS REQUIREMENT**

Successful completion of any of the following courses/programs fulfills the State Consumer Education requirement for high school graduation:

- Introduction to Business Course (9, 10) 2 semesters
- Consumer Education course (11, 12) 1 semester
- Work Program Class (11, 12) 2 semesters
- Personal Investment & Finance course (11, 12) 1 semester
- Agribusiness Management course (11, 12) 2 semesters
- Consumer Math (9, 10, 11, 12) 2 semesters (for students with case manager)
- Vocations Class (11, 12) 2 semesters (for students with case managers)

REGISTRATION GUIDELINES

TRANSFER STUDENT GUIDELINES

All eligible students who move into the district or who transfer from another school are expected to register on or before the first day of a semester. Students enrolling late who have been attending school elsewhere will be placed in equivalent classes, if possible. Grades from the previous school will be combined with grades earned in Unit 5 high school classes to determine semester grades and credit. If there is not a similar course available, students may not be able to earn credit and may be assigned to study hall.

A student wishing to enter late, who has not been attending school during the current semester, will be placed in the appropriate classes. The opportunity for credit will be evaluated on a case-by-case basis if the prospective student chooses to enroll. Credit is not guaranteed.

HONORS CREDIT FOR TRANSFER STUDENTS

Weighted credit earned from public or private schools, will be awarded equal weighted credit from an accredited high school.

COURSE SELECTION GUIDELINES

All students, eighth grade through eleventh grade, are expected to select courses during second semester for the following year.

An email will be sent to all parents in mid-March to check course verification in Infinite Campus. Changes to course requests must be completed with consent to the school counselor by the end of the last school day prior to spring break.

1. Successful completion of credit recovery and/or initial credit course(s). Students must have prior written approval from a school counselor and associate principal before enrolling in a course.
2. Changes for seniors that are necessary to meet graduation requirements.
3. Failure to meet course prerequisite if requested by the student/parent.
4. Driver Education changes for students placed in the wrong semester because of age or course failures.
5. Missing requirement for university admissions. Students will need to produce documentation from the university stating a specific course is needed for admission.
6. Drop class to move to a higher weighted course.
7. Drop a yearlong class that has been failed 1st semester and add a 2nd semester class.
8. Students enrolled in a study hall may choose to enroll in a class in the first 5 days of a semester

DROPPING A COURSE

Students enrolled in seven courses may drop an elective course for a study hall within the **first six weeks of the semester**.

LEVEL CHANGES

Students enrolled in a course where multiple levels of the course exist and who are receiving a D/F, may request a level change **within the first six weeks of the semester**. In order to request a change, students must complete a Level Change form that shows the interventions/resources utilized that were unsuccessful in the present course before a level change will be approved by the school administration. For year-long courses, a level change request for second semester must be submitted within the first week of 2nd semester.

PROFICIENCY EXAM

- The music department may administer a proficiency exam to enroll in a course.
- Advancement to a higher-level foreign language class is contingent upon a 70% passing score on the department placement exam. Students advancing to a higher level will not receive credit for courses in which they were not enrolled. Test outlines are available from foreign language teachers.

BLENDED LEARNING COURSES

Unit 5 offers blended courses that would be very similar to college courses in that a significant amount of the coursework is to be completed outside of class time. The purpose is to expose students to a flexible schedule to help them transition to college or the workplace. Organization, communication skills, and self-advocacy are also required of students in blended courses. Teachers are prepared to assist students in the development of these skills through the supports and scaffolds they will provide to students in blended classrooms. Teachers will indicate, prior to each week, the days in which students will report to the classroom (required attendance days) and the days in which students have the flexibility to work outside of the classroom (flex

days). Courses offered as Blended Learning are noted with **BL** on the course code list and within the course description pages. Students interested in taking a blended class should select the designated course code during course selection. Some courses are only offered in a blended fashion. Students are able to attend class daily as the teacher is required to be in the classroom.

FEEES FOR STUDENT-CONSUMED CURRICULUM SUPPLIES

Unit 5 offers a rich, diverse curriculum menu from which students and their parents may choose. While Unit 5 makes every effort to insure the cost of attending a course is covered with your registration charge, there are course selections which may present you with additional fees. Examples would be fees for purchasing wood supplies for a woodshop assignment, fees charged to obtain lifeguard certification, or fees charged for driver's education activities.

McLean County Unit District No. 5
BOARD OF EDUCATION POLICY

No. 6.310
Section: Instruction

High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students

Guidelines for High School Non-District Experiences and Course Substitutions

- A student may take no more than six high school credits outside of Unit 5's course offerings.
- A student who has failed more than six high school credits may exceed the limit of six high school credits to recover credits to fulfill graduation requirements.
- High school credit may be earned during the school day only if approved in advance by the Building principal or designee.
- A maximum of one high school credit (two classes) may be earned per semester unless approved in advance by the Building Principal or designee.
- A maximum of two high school credits may be earned during a single summer session unless approved in advance by the Building Principal or designee.
- The aforementioned credit limitations apply only to a student enrolled full time.

Off Campus Learning Courses

A student enrolled in an off campus learning course may receive high school credit for work completed, provided:

1. The course is given by an accredited institution and approved in advance by the Building Principal or designee.
2. The student assumes all financial responsibility.

Off campus learning courses may be taken during the school day for district supported credit recovery.

The Superintendent or designee shall determine which, if any, non-District courses or experiences, will count toward a student's grade point average, class rank, and eligibility for athletic and extracurricular activities.

Note ~ College level courses that are taken while a student is enrolled in high school may not be recognized for college credit by some post-secondary institutions.

Dual Credit Course

A student who successfully completes a dual credit course may receive credit at both the college and high school level.

Summer School

A student who has successfully completed eighth grade may receive high school credit for successfully completing any course provided:

1. The course is given by an accredited institution and approved in advance by the high school Building Principal or designee.
2. The student assumes all financial responsibility.

The summer school course grade will not count toward Unit 5's grade point average (GPA)

Exchange Programs

A foreign exchange student will not be granted a diploma. In lieu of a diploma, a foreign exchange student will be awarded a certificate of attendance. Foreign exchange students are classified as seniors so they are eligible to participate in the graduation ceremony and are exempt from District and State Standardized testing.

A Unit 5 student will receive high school credit for foreign exchange courses that meet the criteria established in the curriculum and that are approved by the high school Building Principal or designee. International study course work not meeting District requirements may be placed in the student's permanent record and recorded as an international study experience.

1. The student assumes all financial responsibility.

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. (An ethnic school is a part-time, private school that teaches the foreign language, as well as the culture, geography, history, and other aspects of a particular ethnic group.)

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

1. The student assumes all financial responsibility.

Substitutions for Physical Education

A student in grades 11-12, 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, as appropriate.

1. Ongoing participation in a marching band program;
2. Enrollment in Reserve Officer's Training Corps (ROTC) program sponsored by the District;
3. Ongoing participation in an interscholastic athletic program;
4. Enrollment in academic classes that are required for admission to an institution of higher learning; 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.

A student who is eligible for special education may be excused from physical education courses pursuant to Board policy 7.260, Exemption from Physical Education

The provisions in the section **Credit for Non-District Experiences**, above, apply to the receipt of credit for any non-District course.

Adopted: February 21, 1977

Reviewed: December 2020

Amended: January 13, 2021

COURSE NUMBERS

AGRICULTURE

| | |
|------------|--|
| AGR101/102 | Intro to Ag, Food & Nat Resources |
| AGR171/172 | Introduction to Animal Science [DC] |
| AGR251/252 | Agribusiness Management |
| AGR250/259 | BL Agribusiness Management |
| AGR271/272 | Agricultural Mechanics & Technology |
| SCI331/332 | Biological Science Apps in Agriculture |
| SCI341/342 | Physical Science App in Agriculture |
| AGR501/502 | Veterinary Science |

ART

| | |
|-------------|---------------------------------|
| ART061/062 | Creative Careers in Arts |
| ART121/122 | Graphic Design I |
| ART131/132 | Graphic Design II |
| ART151/152 | Drawing & Painting I |
| ART161/162 | Drawing & Painting II |
| ART201/202 | Ceramics & Sculpture I |
| ART211/212 | Ceramics & Sculpture II |
| ART251/252 | Advanced Art Studio I |
| ART301/302 | Advanced Art Studio II |
| ART311/312 | AP Art History |
| ART351/352 | Photography I |
| ART 361/362 | Photography II – Digital Photo |
| ART 811/812 | AP Art 2-D Design |
| ART961/962 | Yearbook/Desktop Publishing I |
| ART960/969 | BL Yearbook I |
| ART971/972 | Yearbook/Desktop Publishing II |
| ART970/979 | BL Yearbook II |
| ART981/982 | Yearbook/Desktop Publishing III |
| ART980/989 | BL Yearbook III |

BUSINESS

| | |
|------------|-------------------------------------|
| BUS051/052 | Introduction to Business |
| BUS111/112 | Computer Applications I |
| BUS211/212 | Computer Applications II |
| BUS301/302 | Office Keyboarding Applications |
| BUS501/502 | Accounting |
| BUS551/552 | Advanced Accounting |
| BUS550/559 | BL Advanced Accounting |
| BUS601/602 | Business Management |
| BUS611/612 | Sports & Entertainment Marketing |
| BUS610/619 | BL Sports & Entertainment Marketing |
| BUS701/702 | Business Law |
| BUS721/722 | Personal Investment & Finance |
| BUS720/729 | BL Personal Investment & Finance |
| BUS741/742 | Innovative Entrepreneurs |

COMPUTER SCIENCE

| | |
|------------|-------------------------------------|
| CSC151/152 | Computer Science Essentials |
| CSC601/602 | Cyber Security |
| CSC771/772 | AP Computer Science Principles [AP] |
| CSS781/782 | AP Computer Science [AP] |

CONSUMER EDUCATION

| | |
|------------|----------------------------------|
| BUS051/052 | Introduction to Business |
| CON151/152 | Consumer Ed |
| BUS721/722 | Personal Investment & Finance |
| BUS720/729 | BL Personal Investment & Finance |
| AGR251/252 | Agribusiness Management |
| AGR250/259 | BL Agribusiness Management |
| SPL441/442 | Consumer Math |
| SPV101/102 | Vocations I |
| SPV111/112 | Vocations II |
| WRK101/102 | Work Program Class |

DRIVER'S EDUCATION

| | |
|--------|---|
| DRV101 | Safety – Driver Education 1 st Quarter |
| DRV111 | Safety – Driver Education 2 nd Quarter |
| DRV102 | Safety – Driver Education 3 rd Quarter |
| DRV112 | Safety – Driver Education 4 th Quarter |

SUPPORTED ENGLISH STUDIES

| | |
|------------|------------------------------------|
| ENG021/022 | Basic ESL |
| ENG023/024 | ESL Basic Writing |
| ENG031/032 | Beginning ESL |
| ENG081/082 | Intermediate ESL |
| ENG091/092 | Advanced ESL |
| ENG093/094 | ESL IV Advanced Writing |
| RTI125/126 | ESL Intermediate Academic Language |
| ELA105/106 | ESL Emergent Reading & Writing |

ENGLISH

| | |
|------------|-------------------------------------|
| ENG151/152 | English I |
| ENG171/172 | Honors English I [H] |
| ENG181/182 | Honors English I/II [H] |
| ENG251/252 | English II |
| ENG271/272 | Honors English II [H] |
| ENG351/352 | English III |
| ENG371/372 | AP English Language & Comp [AP] |
| ENG551/552 | College English Bridge |
| ENG581/582 | English IV |
| ENG591/592 | Senior Literature |
| ENG721/722 | Philosophy & Literary Criticism |
| ENG781/782 | Creative Writing |
| ENG811 | Theatre I |
| ENG812 | Theatre II |
| ENG842 | Advanced Acting & Directing |
| ENG871/872 | Literature of the Silver Screen |
| ENG881/882 | AP English Literature & Comp [AP] |
| ENG890/899 | BL Intro to the Humanities [DC] |
| ENG891/892 | Intro to the Humanities [DC] |
| ENG911 | Composition I [DC] |
| ENG910 | BL Composition I [DC] |
| ENG922 | Composition II [DC] |
| ENG929 | BL Composition II [DC] |
| ENG931/932 | Journalism I |
| ENG903/939 | BL Journalism I |
| ENG941/942 | Journalism II |
| ENG940/949 | BL Journalism II |
| ENG951/952 | Journalism III |
| ENG950/959 | BL Journalism III |
| ENG991/992 | Intro to Oral Communication [DC] |
| ENG990/999 | BL Intro to Oral Communication [DC] |

FAMILY AND CONSUMER SCIENCE

| | |
|----------------|--------------------------------------|
| FCS 111/112 | Culinary Arts |
| FCS122 | Culinary Arts II |
| FCS151/152 | Child Development |
| FCS150/159 | BL Child Development |
| FCS251/252 | Parenting |
| FCS291/292 | Educating Young Children I |
| FCS290/299 | BL Educating Young Children I |
| FCS311 | Housing & Interior Design I |
| FCS332 | Housing & Interior Design II |
| FCS351 | Fashion I |
| FCS352 | Fashion II |
| FCS362 | Fashion III |
| FCS391/392 | Educating Young Children II [CTE] |
| 113 FCS390/399 | BL Educating Young Children II [CTE] |
| FCS501/502 | BL Introduction to Education [DC] |

FCS511/512 Personality, Behavior & Relationships
 FCS 600/609 BL Education Internship
 FCS 701/702 Lifestyle Management

FOREIGN LANGUAGES

FOR111/112 French I
 FOR121/122 French II
 FOR131/132 French III
 FOR141/142 French IV
 FOR151/152 AP French [AP]
 FOR211/212 German I
 FOR221/222 German II
 FOR231/232 German III
 FOR251/252 AP German [AP]
 FOR311/312 Spanish I
 FOR321/322 Spanish II
 FOR331/332 Spanish III
 FOR341/342 Spanish IV
 FOR340/349 BL Spanish IV
 FOR351/352 AP Spanish [AP]
 FOR411/412 Spanish Heritage Speakers

MATHEMATICS

MAT151/152 Pre-Algebra
 MAT321/322 Algebra 1
 MAT481/482 QL Transitional Math
 MAT491/492 Exploring Math
 MAT521/522 Geometry
 MAT501/502 Geometry in Construction
 MAT601/602 Honors Geometry [H]
 MAT641/642 Algebra 2
 MAT681/682 Algebra 2 w/ Trigonometry
 MAT721/722 Honors Algebra 2 [H]
 MAT741/742 Pre-Calculus
 MAT740/749 BL Pre-Calculus
 CSC771/772 AP Computer Science Principles [AP]
 CSC781/782 AP Computer Science [AP]
 MAT811/812 STEM Trigonometry
 MAT841 Finite Math
 MAT842 Probability & Statistics
 MAT851/852 AP Statistics [AP]
 MAT861/862 Introduction to Statistics [DC]
 MAT891/892 Honors Pre-Calculus [H]
 MAT911/912 Finite Math for Business & Social Science [DC]
 MAT921/922 AP Calculus AB [AP]
 MAT920/929 BL AP Calculus AB [AP]
 MAT941/942 AP Calculus BC [AP]
 MAT971/972 Honors Calculus III [H]

MUSIC

MUS211/212 Concert Choir
 MUS321/322 Chorale
 MUS411/412 Chamber Choir
 MUS231/232 Concert Orchestra
 MUS331/332 Sinfonia Orchestra
 MUS431/432 Chamber Orchestra
 MUS141/142 Concert Winds
 MUS241/242 Symphonic Band
 MUS341/342 Symphonic Winds
 MUS351/352 Wind Symphony
 MUS441/442 Wind Ensemble
 MUS251/252 American Popular Music
 MUS451/452 AP Music Theory [AP]
 MUS461/462 Honors Music Theory II

PHYSICAL EDUCATION

PHY051/052 Health

PHY101 Drivers Ed/Swim 1st Quarter
 PHY 111 Drivers Ed/Swim 2nd Quarter
 PHY 102 Drivers Ed/Swim 3rd Quarter
 PHY 112 Drivers Ed/Swim 4th Quarter
 PHY131/132 Foundations to Fitness
 PHY201/202 Fitness and Sports
 PHY301/302 Lifetime Fitness
 PHY401/402 Personal Development
 PHY400/409 BL Personal Development
 PHY501/502 Dance Fitness
 PHY511/512 Adapted PE
 PHY601/602 Water & Land Activities
 PHY631/632 Advanced Aquatics
 PHY651/652 Swim Guard
 PHY701/70 Lifestyle Management
 PHY801/802 Unified Physical Education

SCIENCE

SCI101/102 Biology I
 SCI201/202 Honors Biology [H]
 SCI331/332 Biological Science Apps in Agriculture
 SCI341/342 Physical Science App in Agriculture
 SCI361/362 Molecular/Structural Biology
 SCI401/402 AP Biology [AP]
 SCI451/452 Chemistry I
 SCI501/502 Honors Chemistry I [H]
 SCI561/562 Fundamentals of Chemistry [DC]
 SCI601/602 AP Chemistry [AP]
 SCI651/652 Physics I
 SCI650/659 BL Physics I
 SCI751/752 AP Physics C [AP]
 SCI801/802 Environment Earth
 SCI811/812 Environment Earth [DC]
 SCI831/832 Earth & Space Science
 SCI830/839 BL Earth & Space Science
 SCI861/862 Biological Engineering

SOCIAL STUDIES

SOC121/122 Regional World Studies
 SOC151/152 Civics
 SOC161/162 Multicultural Studies
 SOC211/212 U.S. History
 SOC301/302 International Relations
 SOC401/402 Human Geography
 SOC511/512 Introduction to Logic
 SOC601/602 Psychology
 SOC612 AP Psychology [AP]
 SOC701/702 Sociology
 SOC801/802 Economics
 SOC861/862 AP Government & Politics US [AP]
 SOC882 AP Comparative Government [AP]
 SOC912 AP Human Geography [AP]
 SOC931 Western Civilization to 1500 [DC]
 SOC930 BL Western Civilization to 1500 [DC]
 SOC942 Western Civilization from 1500 [DC]
 SOC949 BL Western Civilization from 1500 [DC]

STUDY HALL

STH101/102 Study Hall

INTERVENTIONS

ELA101/102 Focused Language Arts I
 MAT101/102 Focus Math
 MAT331/332 Focus Algebra
 MAT531/532 Focus Geometry
 RTI121/122 Study Skills
 RTI131/132 Choices

RTI133/134 Choices II
RTI141/142 Creative Aspirations
STH911/912 Supported Study Hall

TECHNOLOGY

TEC081/082 Intro to Technology Concepts
TEC201/202 Video and Multimedia Technology
TEC231/232 Advanced Video and Multimedia Technology
TEC251/252 Introduction to Metal and Woods Technology
TEC411/412 Intro to Engineering Design
TEC421/422 Principles of Engineering [CTE]
TEC431/432 Civil Engineering & Architecture [CTE]
TEC491/492 Intro to Animation & Rendering
TEC521/522 Metal Working Technology [CTE]
TEC561/562 Advanced Metal Working Technology [CTE]
TEC721/722 Woodworking Technology
TEC741/742 Advanced Woodworking Technology
STM811/812 STEM Capstone

WORK/CAREER EXPOSURE

WRK101/102 Work Program Class
WRK121/122 Pathways to Success [DC]
WRK151/152 Work Program I
WRK161/162 Work Program II
WRK141/142 Internship Program
BUS741/742 Innovative Entrepreneurs

BLOOMINGTON AREA CAREER CENTER

AVT641/642 Automotive Technology I
AVT651/652 Automotive Technology II
AVF701/702 Barbering I
AVF711/712 Barbering II
AVT221/222 Computer Tech & Networking I
AVT231/232 Computer Tech & Networking II
AVT241/242 Computer Tech & Networking III
AVT761/762 Construction I
AVT781/782 Construction II
AVT501/502 Geometry in Construction
AVF801/802 Cosmetology I
AVF851/852 Cosmetology II
AVF861/862 Cosmetology III
AVC241/242 Criminal Justice/Law I
AVC271/272 Criminal Justice/Law II
AVF551/552 Culinary Arts I
AVF591/592 Culinary Arts II
AVC341/342 Fire Science I
AVC361/362 EMT-Basic
AVH701/702 Health Careers & Med Term
AVH651/652 Nurse Assistant
AVH691/692 Advanced CNA
AVT301/302 Graphic Design & Video Production I
AVT311/312 Graphic Design & Video Production II
AVT401/402 Robotics & Engineering
AVT601/602 Welding I
AVT621/622 Welding II
AVT801/802 Laborer's Training
AVT811/812 Trades & Manufacturing

NCAA APPROVED CORE COURSES

Currently, the NCAA for athletic eligibility at the college level accepts the following core courses. The information is listed as found on the Eligibility Center website. Potential Division I and Division II athletes need to carefully check the information as the requirements vary slightly for Division I and II. Students will need at least 16 core classes in the following areas: English, Mathematics, Social Science, Natural or Physical Science, and Additional Core Courses. For Division I, 10 of the 16 core courses must be completed by the end of junior year. For additional assistance, talk to your counselor, coach, athletic director or visit The NCAA Eligibility Center website at www.ncaa.org/student-athlete/future. Unit Five does not make the eligibility determination nor determine the classes that will count toward the core requirement.

ENGLISH

| | |
|------------|-------------------------------------|
| ENG151/152 | English I |
| ENG171/172 | Honors English I [H] |
| ENG181/182 | Honors English I/II [H] |
| ENG251/252 | English II |
| ENG271/272 | Honors English II [H] |
| ENG351/352 | English III |
| ENG371/372 | AP English Language & Comp [AP] |
| ENG581/582 | English IV |
| ENG591/592 | Senior Literature |
| ENG721/722 | Philosophy & Literary Criticism |
| ENG781/782 | Creative Writing |
| ENG881/882 | AP English Literature & Comp [AP] |
| ENG890/899 | BL Intro to the Humanities [DC] |
| ENG891/892 | Intro to the Humanities [DC] |
| ENG911 | Composition I [DC] |
| ENG910 | BL Composition I [DC] |
| ENG922 | Composition II [DC] |
| ENG929 | BL Composition II [DC] |
| ENG991/992 | Intro to Oral Communication [DC] |
| ENG990/999 | BL Intro to Oral Communication [DC] |
| ENG931/932 | Journalism I |

MATHEMATICS

| | |
|------------|--|
| MAT321/322 | Algebra 1 |
| MAT521/522 | Geometry |
| MAT501/502 | Geometry in Construction |
| MAT601/602 | Honors Geometry [H] |
| MAT641/642 | Algebra 2 |
| MAT681/682 | Algebra 2 w/ Trigonometry |
| MAT721/722 | Honors Algebra 2 [H] |
| MAT741/742 | Pre-Calculus |
| MAT740/749 | BL Pre-Calculus |
| CSC151/152 | Computer Science Essentials |
| CSC771/772 | AP Computer Science Principles [AP] |
| CSC781/782 | AP Computer Science Java [AP] |
| MAT811/812 | STEM Trigonometry |
| MAT841 | Finite Math |
| MAT842 | Probability & Statistics |
| MAT851/852 | AP Statistics [AP] |
| MAT861/862 | Introduction to Statistics [DC] |
| MAT891/892 | Honors Pre-Calculus [H] |
| MAT911/912 | Finite Math for Business & Social Science [DC] |
| MAT921/922 | AP Calculus AB [AP] |
| MAT920/929 | BL AP Calculus AB [AP] |
| MAT941/942 | AP Calculus BC [AP] |
| MAT971/972 | Honors Calculus III [H] |

NATURAL/PHYSICAL SCIENCE

| | |
|------------|------------------------------|
| SCI101/102 | Biology I |
| SCI201/202 | Honors Biology I [H] |
| SCI361/362 | Molecular/Structural Biology |

| | |
|------------|--------------------------------|
| SCI401/402 | AP Biology [AP] |
| SCI451/452 | Chemistry I |
| SCI501/502 | Honors Chemistry I [H] |
| SCI561/562 | Fundamentals of Chemistry [DC] |
| SCI601/602 | AP Chemistry [AP] |
| SCI651/652 | Physics I |
| SCI650/659 | BL Physics I |
| SCI751/752 | AP Physics C [AP] |
| SCI801/802 | Environment Earth |
| SCI811/812 | Environment Earth [DC] |
| SCI831/832 | Earth & Space Science |
| SCI830/839 | BL Earth & Space Science |
| SCI861/862 | Biological Engineering |

SOCIAL STUDIES

| | |
|------------|--|
| SOC101/102 | Regional World Studies |
| SOC151/152 | Civics |
| SOC161/162 | Multicultural Studies |
| SOC211/212 | U.S. History I/II |
| SOC301/302 | International Relations |
| SOC401/402 | Human Geography |
| SOC511/512 | Introduction to Logic |
| SOC601/602 | Psychology |
| SOC612 | AP Psychology [AP] |
| SOC701/702 | Sociology |
| SOC801/802 | Economics |
| SOC861/862 | AP Government & Politics US [AP] |
| SOC882 | AP Comparative Government [AP] |
| SOC912 | AP Human Geography [AP] |
| SOC931 | Western Civilization to 1500 [DC] |
| SOC930 | BL Western Civilization to 1500 [DC] |
| SOC942 | Western Civilization from 1500 [DC] |
| SOC949 | BL Western Civilization from 1500 [DC] |

ADDITIONAL CORE COURSES

| | |
|------------|---------------------------|
| FOR111/112 | French I |
| FOR121/122 | French II |
| FOR131/132 | French III |
| FOR141/142 | French IV |
| FOR151/152 | AP French [AP] |
| FOR211/212 | German I |
| FOR221/222 | German II |
| FOR231/232 | German III |
| FOR251/252 | AP German [AP] |
| FOR311/312 | Spanish I |
| FOR321/322 | Spanish II |
| FOR331/332 | Spanish III |
| FOR341/342 | Spanish IV |
| FOR340/349 | BL Spanish IV |
| FOR351/352 | AP Spanish [AP] |
| FOR411/412 | Spanish Heritage Speakers |

COLLEGE CREDIT RELATED TO HIGH SCHOOL CLASSES

AP COURSES and TESTING

The Advanced Placement (AP) program is offered by The College Board and provides high school students the opportunity to take a three-hour exam in May to potentially qualify for college course credit. All students throughout the world take a given exam on the same day. Although The College Board does not mandate taking an AP course before completing the exam, it is much more likely a student completing an AP course will be able to attain a qualifying score. Each exam is graded on a point basis with a range from one to five. **A score of five, four, or three is considered to be a qualifying score. A student should determine potential credit or placement with the college he/she plans to attend.** Colleges often address AP credit and other opportunities to get advanced standing. A student should check with their potential college or university regarding their AP exam score, credit, and placement policy. Students can visit <https://apstudents.collegeboard.org/getting-credit-placement/search-policies> to search for their school's AP policy.

There is a cost for each exam. Students with financial need may qualify for a free/reduced fee. Students should check with the AP Coordinator to determine eligibility for the fee reduction. To meet College Board deadlines, registration for the exams will be as follows: Yearlong and semester 1 AP courses will register by October. Semester 2 only AP courses will register by February for exams. McLean County Unit District No. 5 **offers AP exams that correlate to the AP courses taught in the district.** College Board may charge a late fee per exam for any student cancelling an exam after the registration deadline OR for any student who registers for an exam, but does not sit for the exam. Many AP exams are held off campus and students are responsible for their own transportation.

McLean County Unit District No. 5 is pleased to offer AP courses in several disciplines (art, English, foreign languages, mathematics, music, science, computer science and social studies). Each AP class is expected to have the rigor of a comparable college level course. AP options are available for junior and senior students.

For additional information and AP test schedule, contact your counselor, AP Coordinator, or The College Board website at <http://www.collegeboard.com/student/testing/ap/about.html>. The site will lead you to specific AP information.

DUAL CREDIT COURSES

GENERAL EDUCATION/TRANSFER ELECTIVE COURSES (Placement Required)

Students who enroll in a dual credit course will earn high school credit (count toward graduation credits) and college credit for post-secondary institutions that accept the credit. Students and parents are strongly encouraged to check with colleges/universities of interest to verify the conditions under which they will accept dual credit coursework from Heartland Community College. Dual credit courses are weighted level courses. Dual Credit Career Technical Education (CTE) courses are not weighted as they do not require students to demonstrate college readiness through assessment.

Dual credit courses will be taught at NCHS and NCWHS during the regular school day by Unit 5 faculty members. Academically qualified students may enroll in these college level courses. Upon successful course completion, the student earns high school credit and college credit. **Textbook purchase is the responsibility of the student/family.** There is no Heartland Community College tuition cost for these courses.

Students who choose these courses must apply to HCC and qualify by passing benchmark scores on one of the following: ACT test, SAT test, PSAT test, or by taking the Heartland test if college readiness benchmarks are not met on the ACT/SAT.

For a detailed description of the dual credit courses we offer, please refer to the department indicated by the course code or visit <http://www.heartland.edu/collegeNow/>

CAREER AND TECHNICAL EDUCATION (No Placement Required)

The following dual credit courses are part of HCC's Career Technical Education program. These courses are aligned with applied certificate or degree programs at HCC. Career Technical Education courses are not part of the Illinois Articulation Initiative so transferability varies by college or university. Additionally, students do not need to take the HCC placement exam to qualify for these courses. The Career Technical Education courses are standard level and do not result in weighted Unit 5 credit.

DUAL CREDIT COURSE LIST

GENERAL EDUCATION (Placement Required)

| | |
|------------|--|
| ENG911 | Composition I [DC] |
| ENG910 | BL Composition I [DC] |
| ENG922 | Composition II [DC] |
| ENG929 | BL Composition II [DC] |
| ENG991/992 | Intro to Oral Communication [DC] |
| ENG990/999 | BL Intro to Oral Communication [DC] |
| ENG891/892 | Intro to the Humanities [DC] |
| ENG890/899 | BL Intro to the Humanities [DC] |
| MAT861/862 | Introduction to Statistics [DC] |
| MAT911/912 | Finite Math for Business & Social Science [DC] |
| SCI561/562 | Fundamentals of Chemistry [DC] |
| SCI811/812 | Environment Earth [DC] |
| SOC931 | Western Civilization to 1500 [DC] |
| SOC930 | BL Western Civilization to 1500 [DC] |
| SOC942 | Western Civilization from 1500 [DC] |
| SOC949 | BL Western Civilization from 1500 [DC] |

TRANSFER ELECTIVE (No Placement Required)

| | |
|------------|-------------------------------------|
| AGR171/172 | Introduction to Animal Science [DC] |
| WRK121/122 | Pathways to Success [DC] |

TRANSFER ELECTIVE (Placement Required)

| | |
|-------------|--------------------------------|
| FCS500/5009 | Introduction to Education [DC] |
|-------------|--------------------------------|

CAREER & TECHNICAL EDUCATION (No Placement Required)

| | |
|------------|--|
| FCS391/392 | Educating Young Children II [CTE] |
| FCS390/399 | BL Educating Young Children II [CTE] |
| TEC421/422 | Principles of Engineering [CTE] |
| TEC431/432 | Civil Engineering & Architecture [CTE] |
| TEC521/522 | Metalworking Technology [CTE] |
| TEC561/562 | Advanced Metalworking Technology [CTE] |

ASSOCIATE OF SCIENCE DEGREE PROGRAM - CONCENTRATION IN COMPUTER SCIENCE

Heartland Community College is partnering with McLean County District No. 5 to offer an Associate of Science Degree program that can be earned while a student is simultaneously earning their high school diploma. This will be accomplished through strategic planning and coordination with Heartland Community College. Additionally, some summer coursework will need to be completed.

Self-motivated students that have an interest in computer science are the ideal candidates for this program. If a student has not taken honors geometry, the student will have to double up on math so that they can complete AP Calculus BC by the end of their junior year or complete honors geometry the summer before their freshman year.

Interested students must obtain a recommendation from an 8th grade core teacher (science, social studies, ELA). The recommendation should reference both student's academic abilities, but also the student's learner characteristics (collaboration, perseverance, responsibility, self-advocacy, critical thinking skills, etc.).

Students are accepted into the program only as incoming freshmen students and will be notified early second semester of their 8th grade year so that course selections can be made accordingly.

The college credit hours will be earned through a combination of Advanced Placement courses (test scores of 3 or above), dual credit courses taken within Unit 5 high schools, as well as college courses taken on Heartland's campus. Tuition and fees are waived for all dual credit courses taken within Unit 5 high schools, but parents will be required to pay for coursework taken at Heartland Community College. The textbook cost is the responsibility of the parent regardless of whether the course is taught by Unit 5 staff or taught on Heartland's campus, by Heartland instructors.

For additional information about this program, including the four-year plan of study, please click on the link below.

[Associate Degree Program](#)

<https://www.unit5.org/Page/15994>

COMMENDATIONS ON TRANSCRIPTS

STEM DESIGNATION

Students who take eight semesters of STEM classes (see class list below) will obtain a STEM Designation. This designation can be put on resumes for high school internships as well as college applications. Students with the STEM Designation will be stronger candidates for STEM-related positions than other applicants without the designation. Participation in these classes may also result in the opportunity to collaborate with a professional mentor throughout the year. *Additional courses may be added to each group in the future.

Prior to senior year, students must take a total of 6 semesters with at least 2 semesters from each group (Group 1, 2, and 3). TEC811/812 STEM Capstone course must be taken during a student's senior year to earn a total of 8 semesters of coursework and the STEM Designation.

Group 1: Science / Math (2 semesters from this group)

| | |
|------------|--|
| AGR101/102 | Intro to Agriculture, Food & Natural Resources |
| AGR341/342 | Physical Science Applications in Agricultural |
| AVT501/502 | Geometry and Construction |
| CSC151/152 | Computer Science Essentials |
| CSC771/772 | AP Computer Science Principles [AP] |
| CSC781/782 | AP Computer Science (JAVA) [AP] |
| MAT811/812 | STEM Trigonometry |
| SCI861/862 | Biological Engineering |
| SCI811/812 | Environmental Earth [DC] |
| STM811/812 | Stem Capstone |

Group 3: Technology (2 semesters from this group)

| | |
|------------|--|
| BUS901/902 | Web Page Design |
| CSC151/152 | Computer Science Essentials |
| CSC601/602 | Cyber Security |
| CSC771/772 | AP Computer Science Principles [AP] |
| CSC781/782 | AP Computer Science (JAVA) [AP] |
| TEC081/082 | Intro to Technology Concepts |
| TEC491/492 | Intro to Animation & Rendering |
| TEC201/202 | Video & Multimedia Technology |
| TEC231/232 | Advanced Video & Multimedia Technology |
| AVT501/502 | Geometry and Construction |
| STM811/812 | Stem Capstone |

Group 2: Engineering (2 semesters from this group)

| | |
|------------|--|
| TEC411/412 | Introduction to Engineering Design |
| TEC421/422 | Principles of Engineering [CTE] |
| TEC431/432 | Civil Engineering and Architecture [CTE] |
| TEC561/562 | Advanced Metalworking [CTE] |
| TEC741/742 | Advanced Woodworking Technology |
| STM811/812 | Stem Capstone |

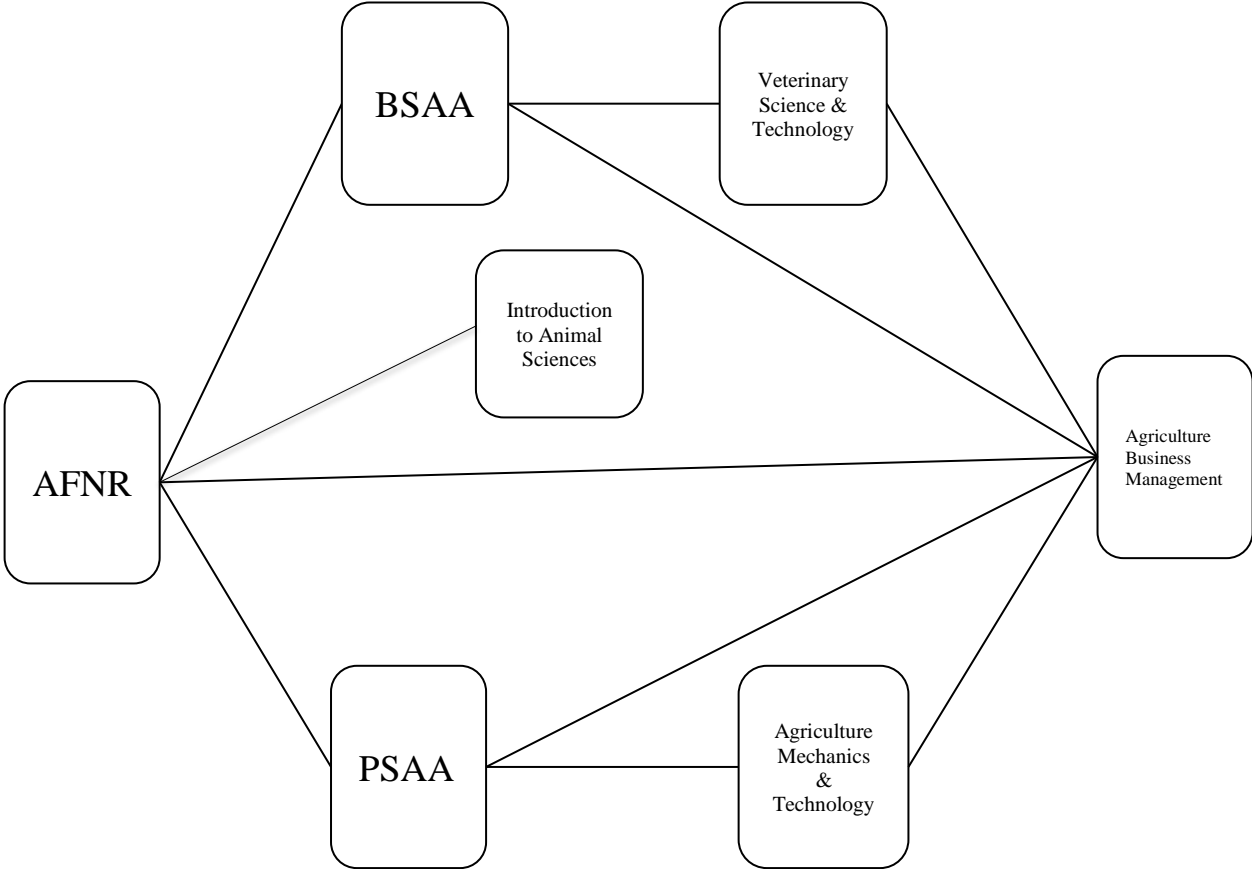
SEAL OF BILITERACY

Unit 5 Schools will offer both the Seal of Biliteracy and State Commendation toward.

Students will qualify through demonstrating proficiency on the AP Language and Culture exam for Spanish, Chinese, French, German, Italian, Japanese as well as meeting the college readiness benchmarks for the SAT or, for students who are English Learners, by meeting the Illinois proficiency criteria on ACCESS 2.0. These criteria are set by the State of Illinois and are as follows: To qualify for the Seal of Biliteracy students must score a 4 on the AP language exam. To earn the Commendation students must score a 3 on the AP language exam in the target language. To demonstrate proficiency in English students must achieve a minimum score of 480 on the SAT. English Learner students who are working toward the Seal may also use an overall ACCESS score of 4.8 achieved during high school.

The district will recognize students who earn the Commendation or the Seal by affixing the Seal or Commendation to the student's transcript and diploma.

Agriculture



Note: See course list for prerequisites

AGRICULTURE COURSE LIST

All Elective Courses

*Meets State Consumer Education Requirement for Graduation

**Meets Graduation Requirement for either Elective OR Science Credit

| SUBJECT | GRADES | PREREQUISITES |
|---|---------------|---|
| Introduction to Agriculture, Food & Natural Resources | 9, 10, 11, 12 | None |
| **Biological Science Applications in Agriculture | 10, 11, 12 | Biology (Intro to AFNR Recommended) |
| **Physical Science Applications in Agriculture | 10, 11, 12 | Biology (Intro to AFNR Recommended) |
| Agricultural Mechanics & Technology | 10, 11, 12 | Intro to AFNR (Recommended)/PSAA (Highly Recommended) |
| Veterinary Science & Technology | 11, 12 | Intro to AFNR (Recommended)/BSAA (Highly Recommended) |
| *Agribusiness Management | 11, 12 | Intro to AFNR (Recommended) |
| Introduction to Animal Science-Dual Credit | 11, 12 | <i>'Highly recommend'</i> Intro to AFNR |

AGRICULTURE COURSE DESCRIPTIONS

AGR 101/102 Introduction to Agriculture, Food & Natural Resources (AFNR) (Yearly 1 Credit) (9, 10, 11, 12)

***In Cooperation with Curriculum for Agricultural Science Education**

Students participating in the Introduction to Agriculture, Food, and Natural Resources (AFNR) course will experience hands-on activities, projects, and problems. Student experiences will involve the study of communication, the science of agriculture, plants, animals, natural resources, and agricultural mechanics. While surveying the opportunities available in agriculture and natural resources, students will learn to solve problems, conduct research, analyze data, work in teams, and take responsibility for their work, actions, and learning. In addition, students will understand specific connections between their lessons and Supervised Agricultural Experience and FFA components that are important for the development of an informed agricultural education student. FFA and Supervised Agriculture Experience projects are an integral part of the Agriculture Education model, so participation in these activities is a firm expectation for this course; however, these events typically take place outside of the school day and that should be taken into account when choosing to enroll in this course.

**This course is designated as a STEM Concentration Course.*

SCI 331/332 BIOLOGICAL SCIENCE APPLICATIONS IN AGRICULTURE (BSAA) (Yearly 1 Credit) (10, 11, 12)

Prerequisites: Biology I (both semesters); Intro to AFNR (Recommended)

***In Cooperation with Curriculum for Agricultural Science Education**

BSAA is designed to reinforce and extend students' understanding of science by associating basic scientific principles and concepts with relevant applications in agriculture. This course will use numerous laboratory experiments and exercises as the main instruction tool. Topics of instruction will include: Introduction to Plant & Animal Sciences, Soil & Soilless Plant Systems, Plant Anatomy & Physiology, Taxonomy, Plant & Animal Nutrition, Cells, History & Uses of Animals, Genetics & Evolution. FFA and Supervised Agriculture Experience projects are an integral part of the Agriculture Education model, so participation in these activities is a firm expectation for this course; however, these events typically take place outside of the school day and that should be taken into account when choosing to enroll in this course. ****Meets graduation requirement for either Elective or Science credit.**

SCI 341/342 PHYSICAL SCIENCE APPLICATIONS IN AGRICULTURE (PSAA) (Yearly 1 Credit) (10, 11, 12)

Prerequisites: Intro to AFNR (Recommended)

***In Cooperation with Curriculum for Agricultural Science Education**

Physical Science Applications in Agriculture (PSAA) is designed to reinforce and extend students' understanding of science by associating basic physical science and engineering concepts with relevant applications in agriculture. This course will use numerous laboratory experiments, projects, and problem-solving exercises as the main instruction tools. Topics of instruction will include: Introduction to Ag, Power and Technology, Measurement, Material Properties, Energy, Machines and Structures, and Mechanical Applications. FFA and Supervised Agriculture Experience projects are an integral part of the Agriculture Education model, so participation in these activities is a firm expectation for this course; however, these events typically take place outside of the school day and that should be taken into account when choosing to enroll in this course. **This course is designated as a STEM Concentration Course.* ****Meets graduation requirement for either Elective or Science course.**

AGR 271/272 AGRICULTURAL MECHANICS & TECHNOLOGY (Yearly 1 Credit) (10, 11, 12)

Prerequisites: Intro to AFNR (Preferred); PSAA (Highly Recommended)

Agricultural Mechanical Technology is a course designed to give students the basic mechanical skills and competencies needed to work in the Agriculture/Horticulture industry. Areas of mechanical instruction will include: Welding; Electrical Wiring; Carpentry: Small Engine Maintenance and Repair; Surveying: Global Positioning Systems; and Masonry. Students will gain a basic understanding of the mechanical concepts in the classroom as well as develop mechanical skills through hands-on instruction in the lab. Safety will always be a major component of classroom and lab instruction. FFA and Supervised Agriculture Experience projects are an integral part of the Agriculture Education model, so participation in these activities is a firm expectation for this course; however, these events typically take place outside of the school day and that should be taken into account when choosing to enroll in this course.

AGR 501/502 VETERINARY SCIENCE & TECHNOLOGY

(Yearly 1 Credit) (11, 12)

Prerequisites: Intro to AFNR (Preferred); BSAA (Highly Recommended)

***In Cooperation with Curriculum for Agricultural Science Education**

This course will develop students' understanding of the small and large animal industry, animal anatomy and physiology, advanced animal nutrition and reproduction, animal ethics and welfare issues, animal health, veterinary medicine, veterinary office practices, and animal services to humans. Students can also establish a supervised agricultural experience program and participate in FFA activities. FFA and Supervised Agriculture Experience projects are an integral part of the Agriculture Education model, so participation in these activities is a firm expectation for this course; however, these events typically take place outside of the school day and that should be taken into account when choosing to enroll in this course.

***Curriculum for Agricultural Science Education (CASE)** is a nationally recognized high school agricultural education curriculum that uses rigorous and relevant curriculum through a project-based approach that engages students with science, mathematics, and English language understanding.

AGR 251/252 AGRIBUSINESS MANAGEMENT

AGR250/259 (Yearly 1 Credit) (11, 12)

Prerequisites: Intro to AFNR (Recommended)

This course is designed to develop the students' business and managerial skills. Students will develop the decision making and entrepreneurial skills necessary for the operation of a successful business. Areas of study include the impact of technology on agriculture, keeping and using records, economic principles, basic business organization, financing the business, agricultural law, insuring the business, career establishment in an agricultural occupation, computer applications, marketing agricultural products and services. FFA and Supervised Agriculture Experience projects are an integral part of the Agriculture Education model, so participation in these activities is a firm expectation for this course; however, these events typically take place outside of the school day and that should be taken into account when choosing to enroll in this course. **Meets State Consumer Education Requirement for Graduation.*

AGR171/172 INTRODUCTION TO ANIMAL SCIENCE – DUAL CREDIT

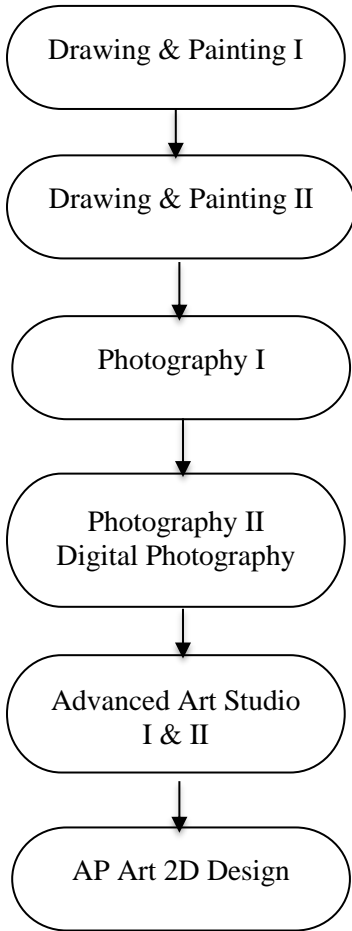
(Yearly 1 Credit) (11, 12)

Prerequisites: 'Highly recommend' Intro to AFNR

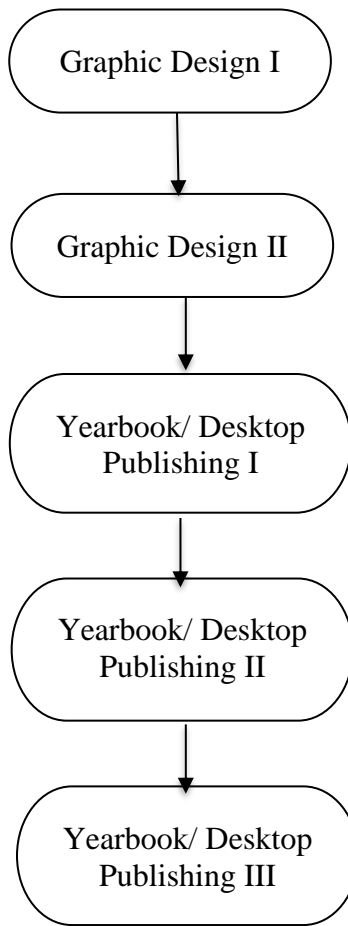
During this course, students will develop an understanding of the products produced by livestock and the methods used to determine their quality; a basic understanding of breeds, the principles of selection, growth, and evaluation; a basic understanding of animal reproduction and nutrition; and an understanding of the principles of commercial livestock production and management practices. *Heartland Community College dual credit can be achieved for Introduction to Animal Science.*

Art

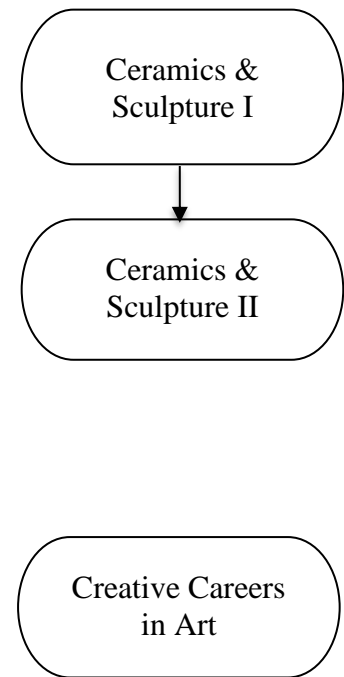
Two-Dimensional Classes



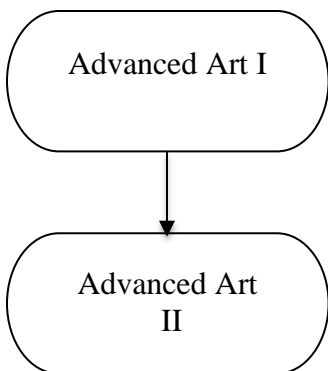
Technology Based Art Classes



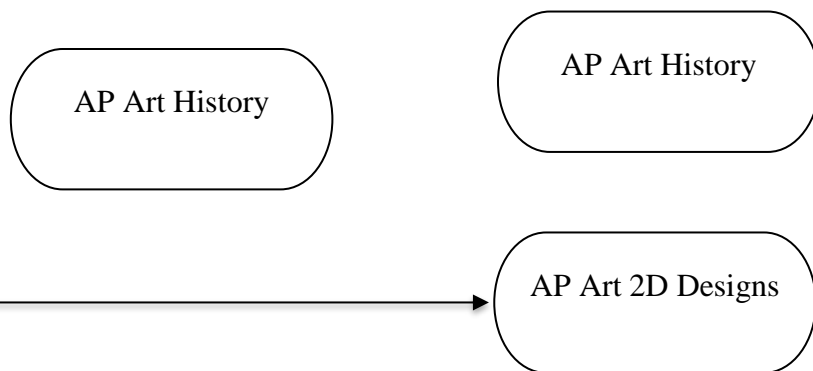
Three Dimensional Classes



2D, 3D, Tech Classes



Advanced Placement



Note: See course list for ¹²⁴prerequisites

ART COURSE LIST

All Elective Courses

| SUBJECT | GRADES | PREREQUISITES |
|--------------------------------------|---------------|--|
| Creative Careers in Art | 9, 10, 11, 12 | None |
| Graphic Design I | 9, 10, 11, 12 | None |
| Graphic Design II | 9, 10, 11, 12 | Graphic Design I |
| Drawing & Painting I | 9, 10, 11, 12 | None |
| Drawing & Painting II | 9, 10, 11, 12 | Drawing & Painting I |
| Ceramics & Sculpture I | 9, 10, 11, 12 | None |
| Ceramics & Sculpture II | 9, 10, 11, 12 | Ceramics & Sculpture I |
| Advanced Art Studio I | 10, 11, 12 | Drawing & Painting I and II or Ceramics & Sculpture I and II |
| Advanced Art Studio II | 11, 12 | Two Semesters of Advanced Art Studio I |
| AP Art 2D Design | 11, 12 | Pre-Requisite for Fine Arts Path: Students have 3 options to meet this: (1) Fine Arts: Advanced Art Studio I & II or (2) Graphic/Digital Design: Graphic Design I/II & Photography I/II or Yearbook or (3) Photo/Digital Imaging: Photography I/II & Graphic Design I/II or Yearbook |
| AP Art History | 11, 12 | Overall 4.0 GPA |
| Photography I | 11, 12 | None |
| Photography II - Digital Photography | 11, 12 | Photography I |
| Yearbook/Desktop Publishing I | 10, 11, 12 | None |
| Yearbook/Desktop Publishing II | 11, 12 | Yearbook/Desktop Publishing I |
| Yearbook/Desktop Publishing III | 12 | Yearbook/Desktop Publishing I & II |

ART COURSE DESCRIPTIONS

ART 061/062 CREATIVE CAREERS IN ART (Semester ½ Credit) (9, 10, 11, 12)

The purpose of this course is to introduce students to a variety of viable career options in the visual arts. Students will spend time exploring and engaging with different media, techniques, and processes that are prevalent in many art-based career paths. This course will be offered both semesters.

ART 121/122 GRAPHIC DESIGN I (Semester ½ Credit) (9, 10, 11, 12)

Graphic Design is designed to give students an introduction to the world of graphic art. Students will learn to create Graphic Design using the same tools and techniques as professional designers. The course divides graphic art into three areas: 1) Page layout, 2) Digital illustration, and 3) Photo enhancing. Students will learn to use professional software applications in those three areas. Students will gain experience useful in careers in journalism, graphic design, photography, printing, and communications. This course will be offered both semesters.

ART 131/132 GRAPHIC DESIGN II (Semester ½ Credit) (9, 10, 11, 12) **Prerequisite: Graphic Design I**

This course continues to include giving students experience in creating graphic art works. In this class, students continue to use the same tools and techniques as professional designers, but use role-playing and problem-based learning to solve design problems for real-world companies and organization. Students will learn more about specific graphic designers, and the career itself. Students will build upon prior knowledge in Graphic Design I to engage in more complex decision-making. The course divides graphic design into three areas: 1) Page layout, 2) Digital illustration, and 3) Photo enhancing. Students will learn to use professional software applications in those three areas. Students will gain experience useful in careers in graphic design, advertising, marketing, photography, printing, journalism, and communications.

ART 151/152 DRAWING & PAINTING I (Semester ½ Credit) (9, 10, 11, 12)

This course will focus on a variety of drawing and painting methods and techniques to help students develop their basic skills in Drawing and Painting. Students will review the elements and principles of design and support those concepts with historical and cultural examples. This introduction will allow students to find individual areas if interest, so they can further pursue those areas of interest. This course will be offered both semesters.

ART 161/162 DRAWING & PAINTING II (Semester ½ Credit) (9, 10, 11, 12) **Prerequisite: Drawing & Painting I**

Drawing and Painting II focuses on allowing students the opportunity to expand on areas they learned about in Drawing and Painting I. The course introduces students to more complex drawing and painting tools, techniques and media. This course continues to include art history, aesthetics, criticism, and production. Students will find themselves doing more independent problem solving. The course is designed for students who want to continue their painting and drawing experience. This course will be offered both semesters.

ART 201/202 CERAMICS & SCULPTURE I (Semester ½ Credit) (9, 10, 11, 12)

This course will review elements and principles of design as they relate to three-dimensional problem solving. Students will work with a variety of media and learn the basic skills used to create three-dimensional artwork. Concepts will be supported with artwork from other cultures and historical periods.

ART 211/212 CERAMICS & SCULPTURE II (Semester ½ Credit) (9, 10, 11, 12) **Prerequisite: Ceramics & Sculpture I**

This course will allow students an opportunity to expand on what they learned in Ceramics & Sculpture I. This course introduces students to more complex Ceramics and Sculpture tools, techniques and media. This course continues to include art history, aesthetics, criticism, and production. Students will find themselves doing more student directed problem solving and study.

ART 251/252 ADVANCED ART STUDIO I
(Semester ½ Credit; Yearly 1 Credit) (10, 11, 12)

Prerequisite: Drawing and Painting I and II, or Ceramics and Sculpture I and II

This course will allow students to further their art making abilities in creating two-and-three dimensional artworks. This course includes art history, aesthetics, criticism, and production using two-and-three dimensional materials. Students will utilize the elements of art and principles of design and support those concepts with historical and cultural examples. Students will create a portfolio of artwork.

ART 301/302 ADVANCED ART STUDIO II
(Semester ½ credit; Yearly 1 Credit) (11, 12)

Prerequisite: Two semesters of Advanced Art Studio I

After completing two semesters of Advanced Art Studio I, students may take Advanced Art Studio II for a full year. This course includes art history, aesthetics, criticism, and production using two-and-three dimensional materials. Students will build upon prior art knowledge to engage in more complex decision making. They will analyze and evaluate their own artworks and the artworks of others. Students will develop an artistic style as they communicate visually in response to the world around them. Students will complete their art portfolio.

ART 811/812 ADVANCED PLACEMENT ART 2D DESIGN
(Yearly 1 Credit) (11, 12) (AP Level)

Prerequisite (students have 3 options to meet this):

- (1) Fine Arts: Advanced Art Studio I & II or
- (2) Graphic/Digital Design: Graphic Design I/II & Photography I/II or Yearbook or
- (3) Photo/Digital Imaging: Photography I/II & Graphic Design I/II or Yearbook

This course is equivalent to a first year college 2D studio class. In this course students will develop a portfolio that is personal to their individual talents and interests, while demonstrating mastery of 2-D design principles. Students will demonstrate mastery through any two-dimensional medium or process, such as graphic design, digital imaging, photography, collage, fabric design, weaving, fashion design, fashion illustration, painting and printmaking. They will develop technical skills and knowledge of visual elements to create an individual portfolio of work for evaluation at the end of the course. Those who reach a high level of proficiency in this course should be able to gain advanced standing in college art/humanities, depending on college requirements.

ART 311/312 ADVANCED PLACEMENT ART HISTORY
(Yearly 1 Credit) (11, 12) (AP Level)

Prerequisite: An overall grade point average of 4.0

This course is equivalent to a first year college lecture-based art history class. Students should have a strong interest in art history. This course will provide an understanding and knowledge of architecture, culture, painting, and other art forms within historical and cultural contexts. Students will critically analyze historical and contemporary artworks from a variety of cultures. The course includes topics found at the AP Art History exam that students may choose to take in the spring. Exam location and costs will be made available during the year. Those who reach a high level of proficiency in this course should be able to gain advanced standing in college art history, depending on college requirements.

ART 351/352 PHOTOGRAPHY I
(Semester ½ Credit) (11, 12)

In this course, black and white photography will be taught as a form of visual communication. Students will learn to use a 35 mm manual camera, develop film and develop black and white photographs in the darkroom. No prerequisite is required; however, it is suggested that students have some kind of art or design related background. The photography course will follow a prescribed outline with the majority of the work being confined to the classroom.

ART 361/362 PHOTOGRAPHY II – DIGITAL PHOTOGRAPHY
(Semester ½ credit) (11, 12)

Prerequisite: Photography I

Students will continue their exploration of photography through an electronic media. Techniques and applications learned in Photo I will be expanded by acquiring, manipulating and outputting digitized images utilizing DSLR (digital single-lens reflex) cameras and Adobe Photoshop and iPhoto. This course will continue the visual communication processes essential to photography and other art fields of study. For example: design, photo journalism and advertising. Emphasis will be placed on the manual operation of the digital camera. DSLRs will be used by the students in the class.

ART 961/962 YEARBOOK/DESKTOP PUBLISHING I

ART 960/969 (Yearly 1 Credit) (10, 11, 12)

Course content is designed to combine English communication skills with graphic art, photography, design and computer skills, all in a team-taught setting. Students will study how to interview, research, organize, and write stories for publication. Students will also learn graphic art concepts, as well as how to use desktop publishing software to design a publication. Emphasis will be on hands-on training as students will be responsible for producing the high school yearbook. Because of its production nature, students in the course should be able to work independently on assignments and to meet deadlines and work outside of class to complete all the tasks necessary in publishing a yearbook. The course is designed for students interested in writing for publication, as well as students who are interested in exploring the computer graphic arts field.

ART 971/972 YEARBOOK/DESKTOP PUBLISHING II

ART 970/979 (Yearly 1 Credit) (11, 12)

Prerequisite: Yearbook/Desktop Publishing I

Students in this course may serve as part of the Editorial Board of the yearbook. They will also take on the additional planning, writing, designing, and supervising tasks required of editors.

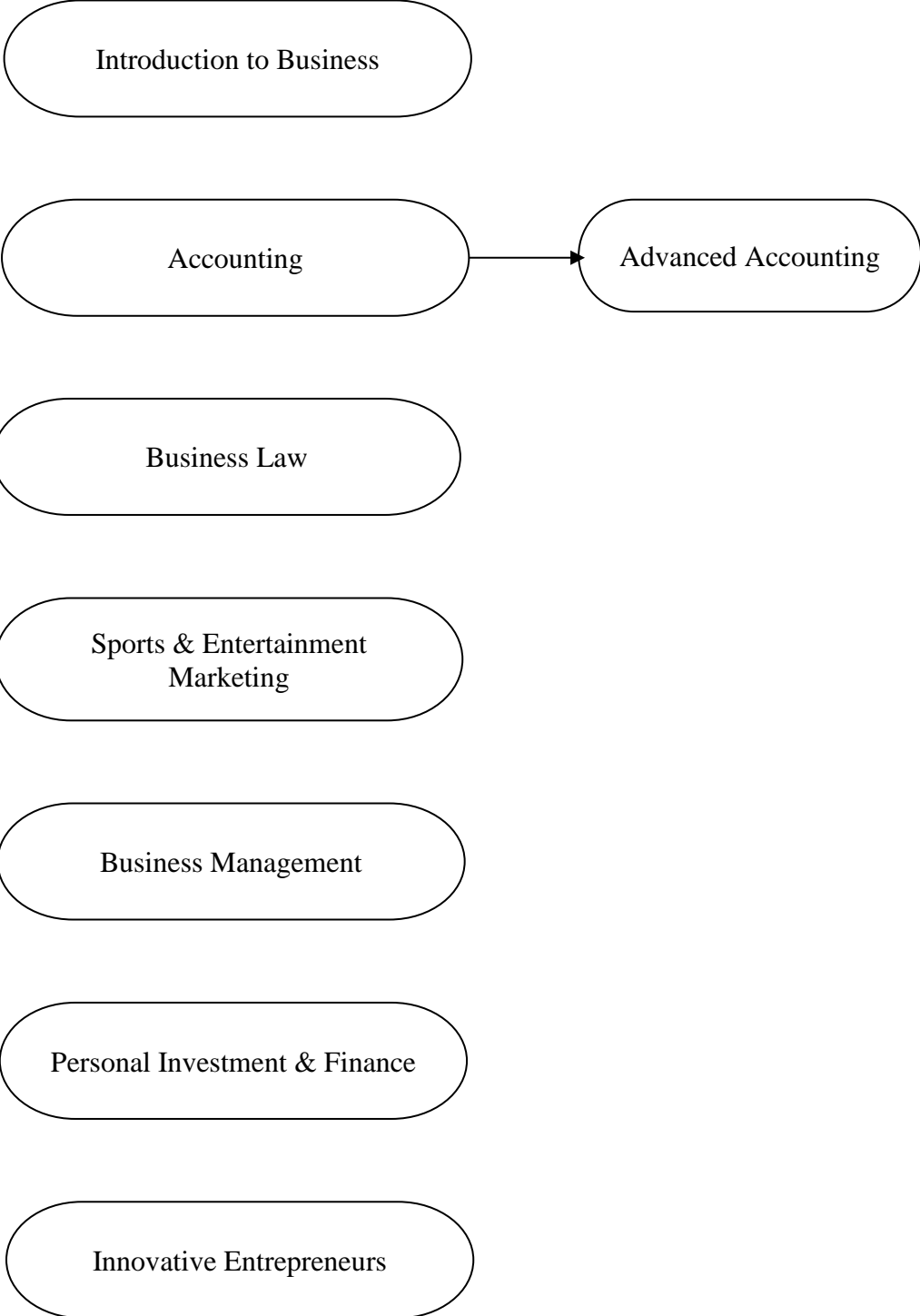
ART 981/982 YEARBOOK/DESKTOP PUBLISHING III

ART 980/989 (Yearly 1 Credit) (12)

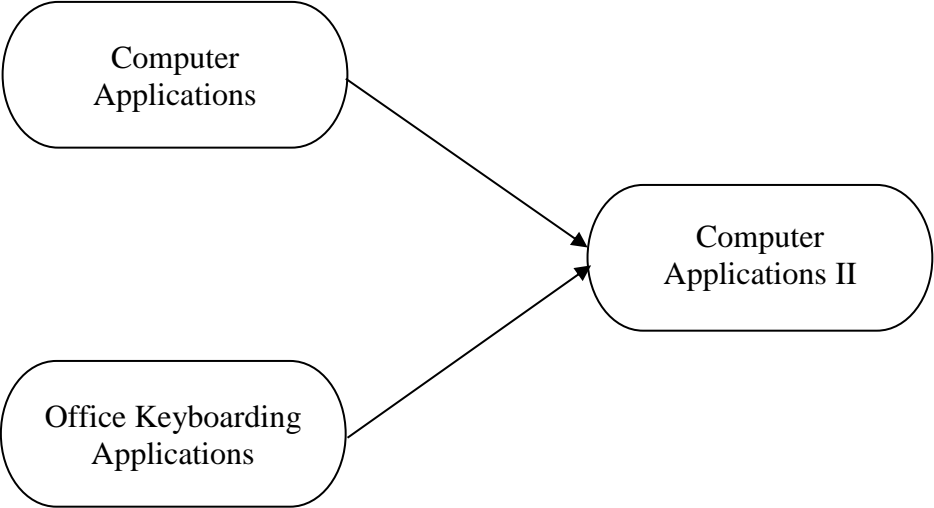
Prerequisite: Yearbook /Desktop Publishing I & II

Students in this advanced level Desktop Publishing class may assume the positions of greatest responsibility on the Yearbook Editorial Board. They will be ultimately responsible for all production aspects of the school yearbook. They will also perfect their skills in additional phases of Desktop Publishing, including special graphics and drawing programs.

Business Course Sequence



Business Computer Course Sequence



BUSINESS COURSE LIST

*Meets State Consumer Education Requirement for Graduation

| SUBJECT | GRADES | PREREQUISITES |
|----------------------------------|---------------|---|
| Introduction to Business* | 9, 10 | None |
| Computer Applications I | 9, 10, 11, 12 | None |
| Office Keyboarding Applications | 9, 10, 11, 12 | None |
| Computer Applications II | 9, 10, 11, 12 | "C" or higher in Computer Applications I or Office Keyboarding Applications |
| Accounting | 10, 11, 12 | None |
| Sports & Entertainment Marketing | 10, 11, 12 | None |
| Business Law | 10, 11, 12 | None |
| Advanced Accounting | 11, 12 | "C" or higher in Accounting |
| Business Management | 11, 12 | None |
| Personal Investment and Finance* | 11, 12 | None |
| Innovative Entrepreneurs | 12 | Application & Interview Process |
| Internship Program | 12 | Application & Review Process |

BUSINESS COURSE DESCRIPTIONS

BUS 051/052 INTRODUCTION TO BUSINESS (Yearly 1 Credit) (9, 10)

Prerequisite: None

This is a **one-year** course designed to teach students essential life skills necessary for success in today's world. This course includes basic knowledge of our economy, how it functions and the role of the consumer. Topics covered include basic business, banking, budgeting money, career planning, insurance, investing, saving, taxes and using credit wisely. Concepts of insurance, finance, accounting, marketing, management, and business organization are also introduced. There is an emphasis on emerging business technologies, professionalism, and maintaining positive business interactions within the classroom.

**Successful completion of Introduction to Business fulfills the State Consumer Education Requirement for high school graduation.*

BUS 111/112 COMPUTER APPLICATIONS I (Semester ½ Credit) (9, 10, 11, 12)

Prerequisite: None

In this **one-semester** hands-on computer course, students will be introduced to the more complex features of Microsoft Word, Excel, PowerPoint and Access. Student will also continue to develop keyboarding speed and accuracy skills. Applications will focus on a variety of effective and visually appealing activities/projects to help increase students' success in all areas of academics and careers. All work is completed during class. Successful completion of this course is a prerequisite for Computer Applications II.

BUS 211/212 COMPUTER APPLICATIONS II (Semester ½ Credit) (9, 10, 11, 12)

Prerequisite: "C" or higher in Computer Applications I or Office Keyboarding Applications

Students will learn advanced Microsoft Office skills and increase their marketability for employers and educational institutions throughout this **one-semester** course. Students will create professional documents using Word, advanced formulas and charts using Excel, and multimedia presentations using PowerPoint. This course will also cover the creation and manipulation of images, graphics, and logos with Adobe Photoshop. These skills will allow students to professionally customize their documents, spreadsheets and presentations beyond the average user. The use of various emerging technologies will be utilized to expose students to trends that are commonly used in higher education and in business. Students will also have the opportunity to work with specialized hardware such as tablets, poster printers and vinyl sticker cutters.

BUS 301/302 OFFICE KEYBOARDING APPLICATIONS (Yearly 1 Credit) (9, 10, 11, 12)

Prerequisite: None

This is a **one-year** course designed for students to learn fundamental keyboarding skills at a slower, more detailed pace. Skill is developed in controlling the keyboard and operative parts of the computer. In addition to developing keyboarding speed and accuracy skills, students will be introduced to the basics of Microsoft Word, Excel, PowerPoint, & Publisher. Applications will focus on a variety of effective and visually appealing activities/projects to help increase students' success in all areas of academics and careers. All work is completed during class. Successful completion of this course is a prerequisite for Computer Applications II.

BUS 501/502 ACCOUNTING (Yearly 1 Credit) (10, 11, 12)

Prerequisite: None

The practices and procedures of accounting for sole proprietorships, partnerships, and corporations are introduced in this **one-year** course. Hands-on techniques help students learn to apply the principles of the accounting cycle in a variety of business settings. Special emphasis is placed on the analysis of financial transactions, the use of journals and ledgers, and the development and completion of financial statements. Methods for calculating depreciation, inventory levels, interest, and taxes are also incorporated through the use of realistic problems and simulations. This course utilizes an online workbook and accounting software and is taught in a computer lab to enhance the professional learning experience. Accounting is an essential course choice if you plan on majoring in any area of business at the collegiate level.

BUS 551/552 ADVANCED ACCOUNTING

BUS 550/559 (Yearly 1 Credit) (11, 12)

Prerequisite: “C” or higher in Accounting

This **one-year** course is designed for students with either of the following objectives: (1) going to college and majoring in any area in the field of business, or (2) entering the workforce possessing the ability to analyze financial statements and make wise financial decisions, both professionally and personally. Advanced Accounting enhances student knowledge of concepts, practices, techniques, and theories related to the double-entry accounting system learned in Accounting and takes basic understanding of financial accounting to a deeper level. In addition, Advanced Accounting introduces students to management and cost accounting topics, giving students a more thorough and challenging accounting experience and resulting in a rock-solid foundation of business and accounting concepts and principles.

BUS 601/602 BUSINESS MANAGEMENT

(Semester ½ Credit) (11, 12)

Prerequisite: None

This **one-semester** course will teach students the administrative side of business and examine how business institutions operate in our modern political, social, and economic and technology rich society. Course content will provide a general background in the elements and characteristics of business enterprise, including business organization, advertising, investing, marketing, entrepreneurship, employee management, and other related topics. There is much analysis of real-world business decisions and a focus on current events in the business world. Global commerce and communication will also be discussed. Students will learn to utilize specialized technology to enhance understanding of the business world and its importance in running a successful business. Students will have the opportunity to research bringing new franchises to Bloomington-Normal and participate in a semester-long project that allows them to design their own business.

BUS 611/612 SPORTS & ENTERTAINMENT MARKETING

BUS 610/619 (Semester ½ Credit) (10, 11, 12)

Prerequisite: None

Explore marketing and advertising through the exciting world of sports and entertainment! This **one-semester** course will teach students the ways that different companies and products are priced, placed, and promoted. Types of promotion covered include advertising, personal selling, and public relations. Learn to conduct market research including identifying target markets and ways to reach that group through various forms of communication. Analyze the way that advertising and marketing are used by businesses to influence customer actions. The marketing portion of a business plan is taught so that students will be able to “sell” their ideas to others. This class focuses upon real world examples, specifically those from the sports and entertainment realm.

BUS 701/702 BUSINESS LAW

(Semester ½ Credit) (10, 11, 12)

Prerequisite: None

Business Law is a **one-semester** course open to sophomores, juniors and seniors. This course provides opportunities to explore the influences of the legal system on American business and industry as well as personal life. Topics include foundations of the U.S. legal system, civil and criminal law, contract law and more. Analysis of real-world cases, discussion of current events, participation in mock trials, and a field trip to the Law and Justice Center, help provide practical life experiences.

BUS 721/722 PERSONAL INVESTMENT & FINANCE

BUS 720/729 (Semester ½ Credit) (11, 12)

Prerequisite: None

This **one-semester** course will give students a firm grasp of money management and various investing techniques, as well as provide the college-bound student with an excellent foundation for post-secondary business classes. The ability to manage one’s personal finances on a daily basis, as well as set long term goals, is a valuable skill for students to possess. The process of making educated and informed decisions while taking charge of one’s financial future will be discussed in depth. Units of study include the following: budgeting, comparison pricing, taxes, credit, insurance, health care, housing, transportation, investments, consumer purchasing, and financial services. Various technological components are integrated throughout the curriculum.

**Successful completion of Personal Investment & Finance fulfills the State Consumer Education Requirement for high school graduation.*

BUS 741/742 INNOVATIVE ENTREPRENEURS**(Yearlong 2 Credits) (12)****Prerequisite: Application & Interview Process**

This class is a year-long experience that 1) engages students in startup business development and processes, and 2) creates meaningful connections with local business owners and innovators. Students will visit local businesses, partner with a business mentor, learn from guest speakers, develop their own business idea, and present progress to panels of business owners and investors throughout the year. Students will be exposed to design thinking, ideation, prototyping and a multitude of business and entrepreneurship concepts. Teamwork, motivation, responsibility, communication and inquiry will be further developed through this course. Students must be able to transport themselves to class each day as class will be held at various local businesses. Students must apply for this course and be selected to participate. This class requires an application and interview process that takes place in November.

This class will take place during 1st and 2nd hours; students will return to school prior to the beginning of 3rd hour.

WRK 141/142 INTERNSHIP PROGRAM**(Semester ½ Credit or 1 Credit (Yearly 1 Credit or 2 Credits) (12)****Prerequisite: Application & Review Process**

The Internship Program is designed for career exploration that benefits the student and will be tailored to meet the unique needs and interests of the learner. The student will participate in a workplace experience while interning with a mentor in a business/organization, which is reflective of the student's career interest, while observing workplace functions and investigating the requirements of a specific career field. Essential career skills will be correlated with soft skills and academic skills in a project-based format. The student will be released from school Monday-Thursday during practicum period(s) to intern with their mentor in an unpaid position with a business/organization an average of four hours per week for ½ credit or eight hours per week for 1 credit. Every Friday the student will participate in Internship Seminars during practicum period(s) at school instead of working with their mentor at the internship site. Seminars will assist the student in making connections between academic learning and workplace experiences in the following areas:

- Academic application, competency, and relationship development in a professional setting
- Career exposure, professionalism, and organizational culture
- Performance evaluation in light of expressed goals and learning outcomes
- Self-perception as compared to professional perception of site mentor
- Career goal assessment and clarification through reflection on internship experience
- Career Portfolio development, networking, and social media

Computer Science

Freshman, Sophomore,
Junior, and Senior

Computer Science
Essentials

Sophomore,
Junior, and Senior

AP Computer Science
Principles

Junior and Senior

AP Computer Science
(Java)

Cybersecurity

COMPUTER SCIENCE COURSE LIST

All Elective Courses

**Meets Graduation Requirement for either Elective OR Math Credit

| SUBJECT | GRADES | PREREQUISITES |
|----------------------------------|---------------|---|
| Computer Science Essentials | 9, 10, 11, 12 | None |
| Cybersecurity | 9, 10, 11, 12 | None |
| **AP Computer Science Principles | 10, 11, 12 | Algebra 2 (Comp Science Essentials Recommended) |
| **AP Computer Science (Java) | 11, 12 | Algebra 2 (Comp Science Essentials Recommended) |

COMPUTER SCIENCE COURSE DESCRIPTIONS

CSC 151/152 COMPUTER SCIENCE ESSENTIALS (Yearly 1 Credit) (9, 10, 11, 12)

Prerequisite: None

Computer Science Essentials exposes students to a diverse set of computational thinking concepts, fundamentals, and tools, allowing them to gain understanding and build confidence. Students use visual, block-based programming and seamlessly transition to text-based programming with languages such as Python to create apps and develop websites, and learn how to make computers work together to put their design into practice. They apply computational thinking practices, build their vocabulary, and collaborate just as computing professionals do to create products that address topics and problems important to them. **This course is designated as a STEM Concentration Course.*

CSC601/602 CYBERSECURITY (Yearly 1 Credit) (9, 10, 11, 12)

Cybersecurity introduces the tools and concepts of cybersecurity and encourages students to create solutions that allow people to share computing resources while protecting privacy. Nationally, computational resources are vulnerable and frequently attacked; in Cybersecurity, students solve problems by understanding and closing these vulnerabilities. This course raises students' knowledge and commitment to ethical computing behavior. It also aims to develop students' skills as consumers, friends, citizens, and employees who can effectively contribute to communities with a dependable cyber-infrastructure that moves and processes information safely. This course is a Project Lead the Way course that offers the following benefits: Sparks Interest and Fosters In-Demand Skills. Introduces Relevant Cybersecurity Skills in an Engaging, Secure, and Responsible Way. Connected to Industry and Aligned to Standards. Ensures Access to the Most In-Demand and Relevant Experience. Provides More Opportunities for Students to Engage in Computer Science. **This course is designated as a STEM Concentration Course.*

CSC 771/772 ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES (Yearly 1 Credit) (10, 11, 12)

Prerequisite: Algebra 2 (Computer Science Essentials is not required but would be beneficial)

Using Python as a primary tool and incorporating multiple platforms and languages for computation, this Project Lead the Way (PLTW) course aims to develop computational thinking, generate excitement about career paths that utilize computing, and introduce professional tools that foster creativity and collaboration. While this course can be a student's first in computer science, students without prior computing experience are encouraged to start with Computer Science Essentials. Computer Science Principles helps students develop programming expertise and explore the workings of the Internet. Projects and problems include app development, visualization of data, cybersecurity, and simulation. PLTW is recognized by the College Board as an endorsed provider of curriculum. This endorsement affirms that all components of PLTW CSP's offerings are aligned to the AP Curriculum Framework standards and the AP CSP assessment. Students enrolled in this course will have the opportunity to take the Advanced Placement Exam in May at their own expense. Depending on their score on the AP exam, they may be eligible for college credit. **This course is designated as a STEM Concentration Course.* ***This course will result in either Elective or Math credit. *One AP Computer Science course can count toward the 3 year Math graduation requirement.**

**CSC 781/782 ADVANCED PLACEMENT COMPUTER SCIENCE (Java)
(Yearly 1 Credit) (11, 12)**

Prerequisite: Algebra 2 (Computer Science Essentials is not required but would be beneficial)

AP Computer Science A (AP CS A) introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, that analysis of potential solutions, and the ethical and social implications of computing systems. This Project Lead the Way (PLTW) course emphasizes object-oriented programming and design using the Java programming language. PLTW is recognized by the College Board as an endorsed provider of curriculum. This endorsement affirms that all components of PLTW AP CS A's offerings are aligned to the AP Curriculum Framework standards and the AP CS A assessment.

Students enrolled in this course will have the opportunity to take the Advanced Placement Exam in May at their own expense. Depending on their score on the AP exam, they will be eligible for college credit. *This course is designated as a STEM Concentration Course. ***This course will result in either Elective or Math credit. *One AP Computer Science course can count toward the 3-year Math graduation requirement.**

Consumer Education

Options to meet Consumer Education Requirement (Choose 1)

Introduction to Business
(Yearly 1 Credit) (9,10)

Agribusiness Management
(Yearly 1 credit) (9,10)

Consumer Education
(Semester ½ credit) (11,12)

Consumer Math*
(Yearly 1 credit) (11,12)

Personal Investment & Finance
(Semester ½ credit) (11,12)

Vocations I
(Yearly 1 credit) (11,12)

Work Program Class
(Yearly 1 credit) (9,10)

Vocations II
(Yearly 1 credit) (11,12)

*Reserved for students with Case Manager

CONSUMER EDUCATION

Successful completion of any of the following courses/programs fulfills the State of Illinois Consumer Education requirement for high school graduation:

BUS 051/052 INTRODUCTION TO BUSINESS **(Yearly 1 Credit) (9, 10)**

One-year course designed to give students a general knowledge of our economy, how it functions and the role of the consumer in our private enterprise system. Consumer topics include effective money management techniques, using credit wisely, banking functions and procedures, and career opportunities. Concepts of insurance, finance, marketing, management, personnel relations, and business organization are introduced.

CON 151/152 CONSUMER EDUCATION **(Semester ½ Credit) (11, 12)**

Financial Independence... Consumer Education prepares you for life on your own. Through hands-on applications, students will learn to be informed consumers in the marketplace. They will practice money management including budgeting, comparing financial institutions, and completing 1040 Tax Forms. There will be opportunities to understand checking and savings accounts, positive and negative consequences of credit, taxation, insurance and investing. Application of budgeting principles will be applied to transportation, food, clothing and housing purchases. This is the course that sets you on the path to Financial Independence!

BUS 721/722 PERSONAL INVESTMENT & FINANCE

BUS 720/729 (Semester ½ Credit) (11, 12)

This **one-semester** course will give students a firm grasp of money management and various investing techniques, as well as provide the college-bound student with an excellent foundation for post-secondary business classes. The ability to manage one's personal finances on a daily basis, as well as set long term goals, is a valuable skill for students to possess. The process of making educated and informed decisions while taking charge of one's financial future will be discussed in depth. Units of study include the following: budgeting, comparison pricing, taxes, credit, insurance, health care, housing, transportation, investments, consumer purchasing, and financial services. Various technological components are integrated throughout the curriculum.

WRK 101/102 WORK PROGRAM (CLASS) **(Yearly 1 Credit) (11, 12)**

Prerequisite: Must enroll in WRK151/152

Workplace competencies and foundation skills such as orientation to a new job, interpersonal relationships, communication skills, evaluations, self-management, decision-making, critical thinking, responsibilities, labor laws, money management, income tax, career exploration, and entrepreneurship are covered and related to real-world working situations. Second year work program students cannot take WRK 101/102. **Meets Consumer Education requirement.*

AGR 251/252 AGRIBUSINESS MANAGEMENT

AGR 250/259 (Yearly 1 Credit) (11, 12)

This course is designed to develop the students' business and managerial skills. Students will develop the decision making and entrepreneurial skills necessary for the operation of successful business. Areas of study include the impact of technology on agriculture, keeping and using records, economic principles, basic business organization, financing the business, agricultural law, insuring the business, career establishment in an agricultural occupation, computer applications marketing agricultural products and services, aquaculture, wildlife conservation, economic principles of livestock production, food science, genetics applications in agriculture, advanced care and health management of animals and their environment, and agricultural engineering and mechanizations.

SPL 441/442 CONSUMER MATH

(Yearly 1 Credit) (11, 12) (Standard level) (IEP Team Recommendation)

This math course stresses consumer skills. Students who complete this course will be exposed to important consumer math skills necessary to function independently in society. This course will count as a Consumer Education credit.

SPV 101/102 VOCATIONS 1

(Classroom: Yearly 1 Credit) (11, 12) (Standard level) (IEP Team Recommendation)

This is the introductory course which focuses on basic entry level employment skills. Topics include, but are not limited to: job search, completing job applications, interview preparation, the unwritten rules of the work environment, career exploration, job safety, cooperation, basic employability skills. This course is designed to offer introductory skills for employability. **This course must be taken in conjunction with a training site.**

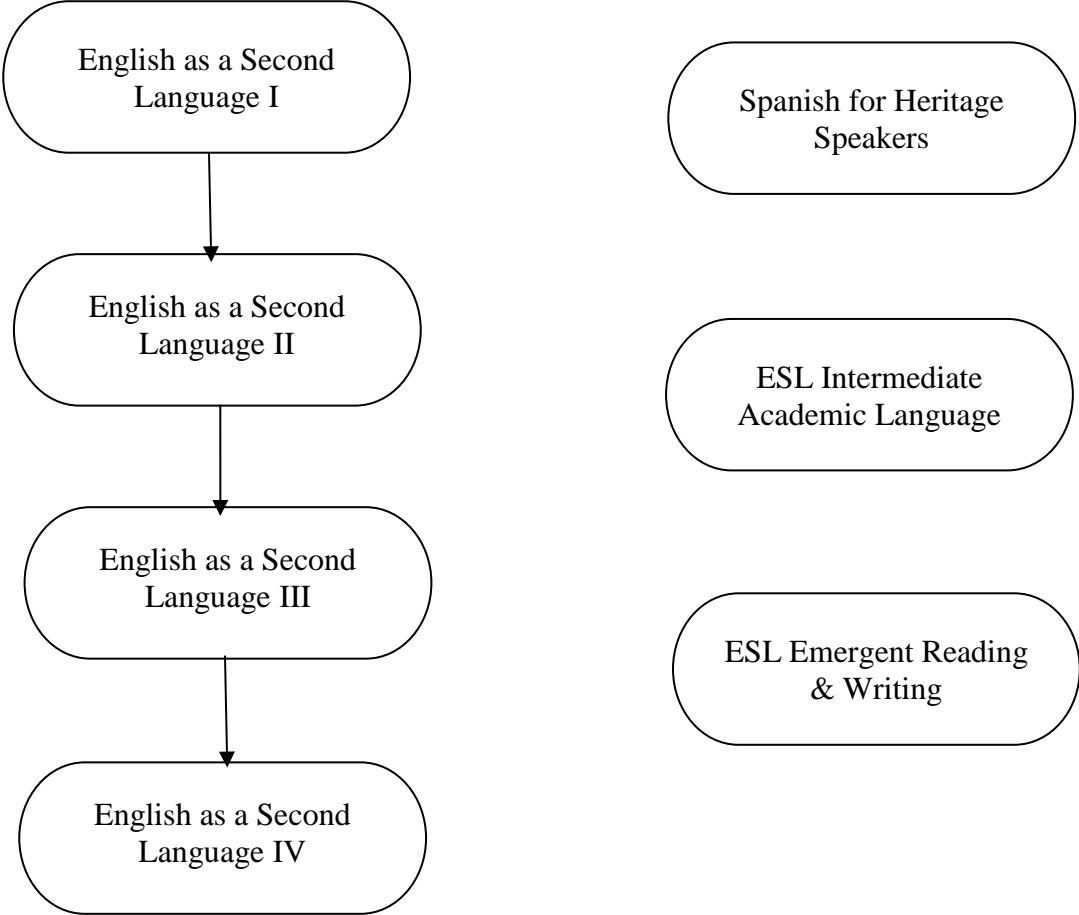
SPV 111/112 VOCATIONS II

(Classroom: Yearly 1 Credit) (11, 12) (Standard level) (IEP Team Recommendation)

This course focuses on the 12 employability skills recognized by adult service agencies. Topics include, but are not limited to: job preparation, job seeking skills, getting to know your strengths and weaknesses, career research, interviewing, resume writing, human relations, taxes, managing your money, growing vocationally for transition. Student participation in this course offers exposure to skills for employability. **This course must be taken in conjunction with a training site.**

****Students who take Vocations II a second year will have the option of enrolling in Training Sites only, this is an IEP team decision. ****

Supported English Studies



SUPPORTED ENGLISH STUDIES COURSE LIST

| SUBJECT | GRADES | PREREQUISITES |
|------------------------------------|--------|---|
| English as-a-Second Language I | | Demonstrated limited English ability through formal assessment |
| English as-a-Second Language II | | ESL I or demonstrated limited English ability through formal assessment |
| English as-a-Second Language III | | ESL I and II or demonstrated limited English ability through formal assessment |
| English as-a-Second Language IV | | ESL I, II and III or demonstrated limited English ability through formal assessment |
| Spanish for Heritage Speakers | | Spanish as primary home language |
| ESL Intermediate Academic Language | | None |
| ESL Emergent Reading & Writing | | None |

ENGLISH AS A SECOND LANGUAGE COURSE DESCRIPTIONS

**ENG 021/022 ENGLISH AS-A-SECOND LANGUAGE I (Basic ESL)
(Yearly 1 Credit)**

Beginning level class for English learners. The course is intended to address the social and academic English and study skill needs of the students. The course emphasizes the Entering and Beginning English skills of listening, speaking, reading and writing as identified by WIDA proficiency levels and standards. Criteria for eligibility: the student has demonstrated on either the WIDA screener or the previous school year ACCESS for ELLs standardized assessment an Entering or Beginning level of English proficiency, and is enrolled in the district's Transitional Program of Instruction. This course is appropriate for students with overall WIDA screener or ACCESS test scores of 1.0-1.9.

**ENG 031/032 ENGLISH AS-A-SECOND LANGUAGE II (Beginning ESL)
(Yearly 1 Credit)**

Prerequisite: ENG 021/022 or demonstrated limited English ability through formal assessment

Beginning and developing level class for English Learners. This course is intended to address the social and academic English and study skills needs of the students. The course emphasizes the Beginning and Developing English skills of listening, speaking, reading, and writing as identified by WIDA proficiency levels and standards. Criteria for eligibility: The student has demonstrated on either the ACCESS for ELLs screener or the previous school year ACCESS for ELLs standardized assessment a Beginning or Developing level of English proficiency and is enrolled in the district's Transitional Program of Instruction. This course is appropriate for students with overall WIDA screener or ACCESS scores of 2.0-2.9 or successful completion of ESL 1.

**ENG 081/082 ENGLISH AS-A-SECOND LANGUAGE III (Intermediate ESL)
(Yearly 1 Credit)**

Prerequisite: ENG 021/022 and ENG 031/032 or demonstrated limited English ability through formal assessment.

Developing and Expanding level class for English Learners. This course is intended to address the social and academic English and study skills needs of the students. The course emphasizes the Developing and Expanding English skills of listening, speaking, reading, and writing as identified by WIDA proficiency levels and standards. Criteria for eligibility: The student has demonstrated on either the ACCESS for ELLs screener or the previous school year ACCESS for ELLs standardized assessment a Developing or Expanding level of English proficiency and is enrolled in the district's Transitional Program of Instruction. This course is appropriate for students with overall WIDA screener or ACCESS scores of 3.0-3.9 or successful completion of ESL 2.

ENG 091/092 ENGLISH AS-A-SECOND LANGUAGE IV (Advanced ESL)

(Yearly 1 Credit)

Prerequisite: ENG 021/022, ENG 031/032, and ENG 081/082, or demonstrated high limited English ability through formal assessment.

Expanding and Bridging level class for English Learners. This course is intended to address the social and academic English and study skills needs of the students. The course emphasizes the Expanding and Bridging English skills of listening, speaking, reading, and writing as identified by WIDA proficiency levels and standards. Criteria for eligibility: The student has demonstrated on either the ACCESS for ELLs screener or the previous school year ACCESS for ELLs standardized assessment a Developing or Expanding level of English proficiency and is enrolled in the district's Transitional Program of Instruction. This course is appropriate for students with overall WIDA screener or ACCESS scores of 4.0+ or successful completion of ESL 3.

RTI 125/126 ESL INTERMEDIATE ACADEMIC LANGUAGE

(Yearly 1 Credit)

Prerequisite: None

This course is designed for English Learners at the beginning and developing levels of English proficiency who demonstrate the need for additional support in the area of technology use and study skills. Criteria for eligibility: the student has demonstrated on either the WIDA screener or ACCESS for ELLs an entering or beginning level of proficiency in English and is enrolled in the district's Transitional Program of Instruction.

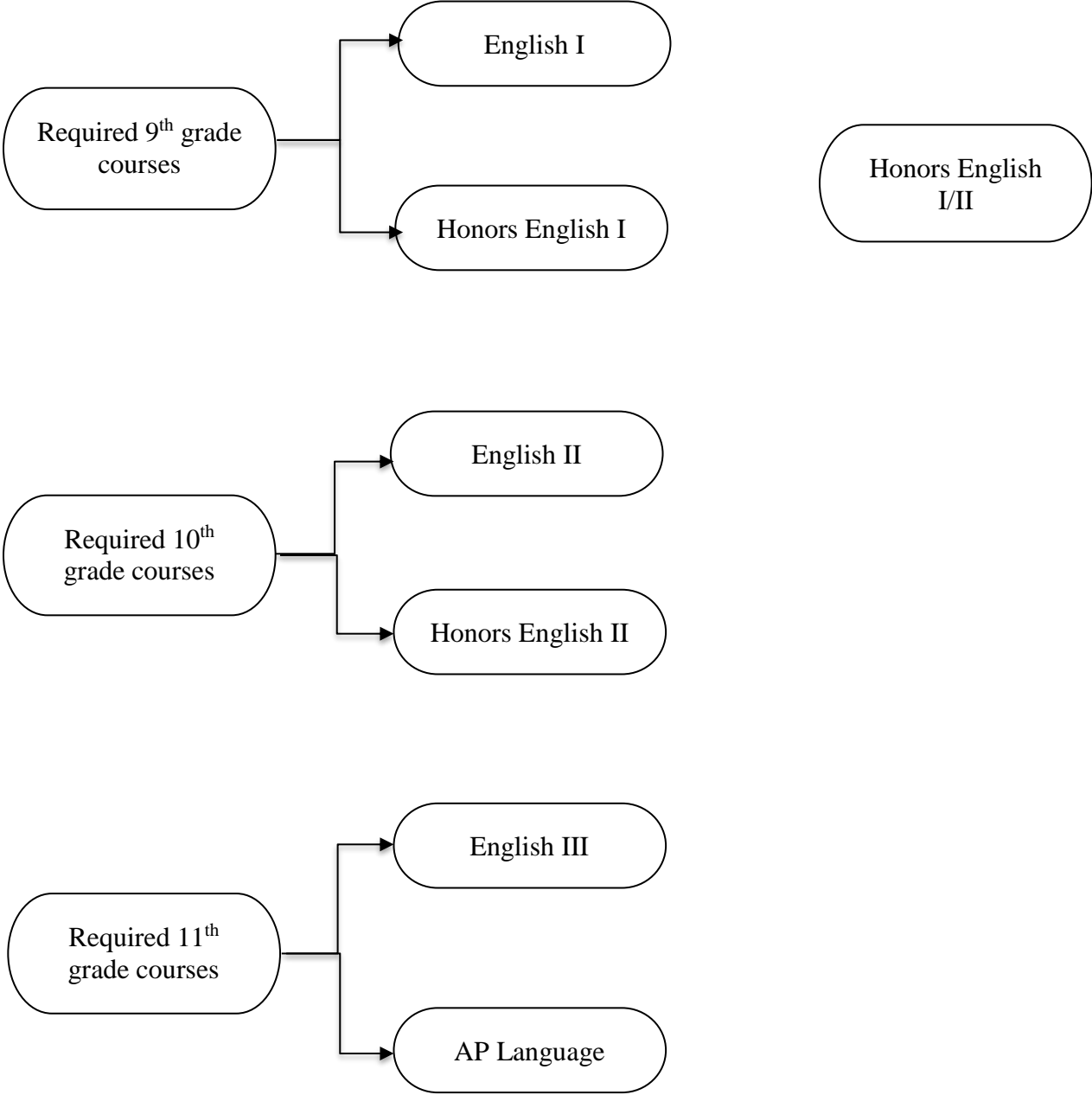
ELA 105/106 ESL EMERGENT READING & WRITING

(Yearly 1 Credit)

Prerequisite: None

This course is designed for English Learners at the beginning and developing levels of English proficiency who demonstrate the need for additional support in the area of reading and writing. Criteria for eligibility: the student has demonstrated on either the WIDA screener or ACCESS for ELLs an entering or beginning level of proficiency in English and is enrolled in the district's Transitional Program of Instruction.

English



Note: See course list for prerequisites

English Electives

11th & 12th Grade Electives

College English
Bridge

English IV

Senior Literature

Composition I
Dual Credit

Composition II
Dual Credit

Intro to Oral
Communications
Dual Credit

Philosophy &
Literacy Criticism

AP English
Literature &
Composition

Intro to Humanities
Dual Credit

Open Electives

Theater I

Journalism I

Literature of the
Silver Screen

Theater II

Journalism II

Creative Writing

Advanced Acting &
Directing

Journalism III

Note: See Course List for additional prerequisites

ENGLISH COURSE LIST

English Graduation Requirements: 4 Credits

NOTE: Failure of any course may result in concurrent enrollment.

| SUBJECT | GRADES | ENROLLMENT RECOMMENDATION/PREREQUISITE |
|-------------------------------------|------------|---|
| English I | 9 | None |
| Honors English I | 9 | Mastery of 8 th grade ELA standards or teacher recommendation |
| Honors English I & II | 9 | Enrolled into Computer Science Associate's Degree Program |
| English II | 10 | Previous enrollment in two semesters of English |
| Honors English II | 10 | "C" or higher in Honors English I OR "B" or higher in English I |
| English III | 11 | Previous enrollment in four semesters of English |
| AP English Language & Composition | 11 | "C" or higher in Honors English II OR "B" or higher in English II |
| College English Bridge | 12 | Teacher or counselor recommendation |
| English IV | 12 | None |
| Senior Literature | 12 | None |
| Philosophy & Literary Criticism | 11, 12 | None |
| Creative Writing | 11, 12 | None |
| Literature of the Silver Screen | 11, 12 | None |
| Theater I | 10, 11, 12 | 10 th graders must be concurrently enrolled in English II or Honors English II and have a passing grade in English I; 11 th graders must be concurrently enrolled in English III or AP Language |
| Theater II | 10, 11, 12 | Successful completion of Theater I |
| AP English Literature & Composition | 12 | "C" or higher in AP Language OR "B" or higher in English III |
| Advanced Acting and Directing | 11, 12 | Successful completion of Theater I and II |
| Composition I Dual Credit | 11, 12 | Two years successful completion of English I and II or Honors English I and II; Concurrent Enrollment in English III |
| Composition II Dual Credit | 11, 12 | "C" or better in ENG 911 or ENG 912; Concurrent Enrollment in English III |

| | | |
|---|------------|---|
| Journalism | 10, 11, 12 | 10 th graders must be concurrently enrolled In English II/Honors English II and have passing grade in English I; 11 th graders must be concurrently enrolled in English III/AP Language |
| Journalism II | 11, 12 | Successful completion of Journalism I and 10 th grade English |
| Journalism III | 12 | Successful completion of Journalism II and 11 th grade English |
| Introduction to Oral Communication Dual Credit | 11, 12 | Concurrent Enrollment in English III or AP Language in grade 11 |
| Introduction to the Humanities Dual Credit | 11, 12 | Concurrent Enrollment in English III or AP Language in grade 11 |

ENGLISH COURSE DESCRIPTIONS

ENG 151/152 ENGLISH I (Yearly 1 Credit) (9)

This genre-based course includes an analysis of various literary types: short story, poetry, nonfiction, drama, and the novel. Composition instruction will vary according to the type of literature being studied. Speech, grammar and research skills will be taught within each unit.

ENG 171/172 HONORS ENGLISH I (Yearly 1 Credit) (9)

ENROLLMENT RECOMMENDATION: Mastery of 8th grade ELA standards or teacher recommendation

This honors course enriches the content covered in English I by covering more difficult texts and emphasizing advanced writing and critical thinking skills. This genre-based course includes an analysis of various literary types: short story, poetry, nonfiction, drama, and the novel. Composition instruction will vary according to the type of literature being studied. Speech, grammar and research skills will be taught within each unit.

ENG 181/182 HONORS ENGLISH I & II (Yearly 1 Credit) (9)

ENROLLMENT RECOMMENDATION: Enrolled into Computer Science Associate's Degree Program

This honors course enriches the content covered in English I and English II by covering more difficult texts and emphasizing advanced writing and critical thinking skills. This course includes an analysis of various literary types: short story, poetry, nonfiction, drama, and the novel. Composition instruction will vary according to the type of literature being studied, and will include literary analysis and narrative composition. Speech, grammar and research skills will be taught within each unit. Additionally, the course focuses on taking contemporary literature and analyzing it through a global lens.

ENG 251/252 ENGLISH II (Yearly 1 Credit) (10)

ENROLLMENT RECOMMENDATION: English I or Honors English I

This theme-based course focuses on taking contemporary literature and analyzing it through a global lens. Composition instruction will include literary analysis and narrative writing which will vary in topic according to the literature being studied. Speech, grammar and research skills will be taught within each semester.

ENG 271/272 HONORS ENGLISH II (Yearly 1 Credit) (10)

Prerequisite: "C" or higher in Honors English I or "B" or higher in English I

This honors course enriches the content covered in English II by covering more difficult texts and emphasizing advanced writing and critical thinking skills. This theme-based course focuses on taking contemporary literature and analyzing it through a global lens. Composition instruction will include literary analysis and narrative composition which will vary in topic according to the literature being studied. Speech, grammar and research skills will be taught within each semester.

ENG 351/352 ENGLISH III (Yearly 1 Credit) (11)

ENROLLMENT RECOMMENDATION: English II or Honors English II

This course is a journey across and through America via selected American authors representing the major periods, schools, and traditions in American literary history. Our texts will span the pre-colonial eras (before European colonization in the 1600s) to our contemporary era; include multiple genres (fiction, nonfiction, poetry, drama); and attempt to examine the diversity that has shaped America over time.

ENG 371/372 AP ENGLISH LANGUAGE & COMPOSITION (Yearly 1 Credit) (11)

Prerequisite: "C" or higher in Honors English II OR "B" or higher in English II

An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading assignments should make students aware of the interactions among the writer's purpose(s), the audience's expectation(s), and the subject matter as well as the way generic conventions and the resources of language contribute to effectiveness in writing.

In addition to developing these vital skills through a variety of processes, the course is contextually and thematically rooted in an examination of the American Dream. Through the use of novels, memoir, poetry, op-ed, essay, speech, photography, art, film, and historical primary sources, students will immerse themselves in the rhetoric of the creation, transformation, corruption, destruction, and redemption narratives central to both shaping the American Dream and understanding its rhetorical impact on America and its people.

ENG 581/582 ENGLISH IV
(Semester ½ Credit) (12)

To be critical readers and college and career-ready writers, students will take task, purpose, and audience into careful consideration, choosing and analyzing words, information, structures, and formats deliberately. They will be able to use technology strategically when creating, refining, and collaborating on writing. They will become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They will develop the flexibility, concentration, and fluency to produce high-quality first drafts under a tight deadline as well as the capacity to revise and reflect upon their participation in the writing process. While this course will emphasize composition and rhetoric, reading will be a core component. Students may not enroll in both Composition I (ENG911/912) and English IV.

ENG 591/592 SENIOR LITERATURE
(Semester ½ Credit) (12)

This course includes an analysis of various modern and contemporary literary types: poetry, short story, nonfiction, and the novel. Composition instruction will be focused on reinforcement and mastery of literary analysis. Students will also be asked to utilize their speech, grammar, and research skills.

ENG 551/552 COLLEGE ENGLISH BRIDGE
(Yearly 1 Credit) (12)

ENROLLMENT RECOMMENDATION: Teacher or Counselor recommendation

This course is designed for students who have had less than average success in English in the past and is not intended for 4-year college-bound students. A variety of literature, including short stories, nonfiction, and novels will be studied. Students will also study a variety of materials that are not offered in the traditional English classroom. These materials include a graphic novel, contemporary nonfiction, current news magazines and newspapers, and film adaptations. This course emphasizes oral communication skills and requires written assignments.

ENG 721/722 PHILOSOPHY & LITERARY CRITICISM
(Semester ½ Credit) (11, 12)

This course focuses on the study of philosophy and philosophical literature. It is designed to include an investigation of both historical and modern approaches to values, ethics, and lifestyles. The course begins with a study of Greek philosophy, Aristotle, and tragedy and proceeds through contemporary world philosophies and literature. The techniques of literary criticism will be analyzed, discussed, and practiced. An analytical research paper will be required. The course will be of particular interest to those students who like idea-based literature and philosophy. It is recommended as a preparatory course for students going on to further education.

ENG 781/782 CREATIVE WRITING
(Semester ½ Credit) (11, 12)

This writing-intensive course is designed for students who enjoy writing and who wish to work at improving their own writing styles. Students will be given opportunities to exercise their imaginations and develop their own stories and poems. Outstanding examples of creative writing will be studied as models for student work, but the emphasis of the course will be on practical advice and daily practice in developing clear, effective, and interesting creative writing.

ENG 871/872 LITERATURE OF THE SILVER SCREEN
(Semester ½ Credit) (11, 12)

This one-semester course includes a study of literature written for film production. In addition to studying the history of film, students will view and analyze a variety of representative films from all eras, as well as examine film technique and technical elements and their influence on the literature. The course will include oral as well as written work dealing with critical analysis of the films. Formal essays, presentations, and a major researched project will be required.

ENG 881/882 AP ENGLISH LITERATURE & COMPOSITION**(Yearly 1 Credit) (12) (AP Level)****Prerequisite: "C" or higher in AP Language or "B" or higher in English III**

This senior elective is designed to prepare students for college-level English classes as well as the Advanced Placement in Literature. Through the examination of significant works of literature, students learn about the crafts/techniques and rhetorical strategies of writing, working toward developing mature analytical skills. Students will create a portfolio of written pieces of various lengths, purposes, and genre, gaining insight into their own writing styles. Substantial reading occurs at a brisk pace, and writing assignments are frequent.

ENG 811 THEATER I**(Semester ½ Credit) (10, 11, 12)****ENROLLMENT RECOMMENDATION: 10th graders must be concurrently enrolled in English II or Honors English II**

This course is intended to provide students with an introduction to the basic skills and areas of drama. The study of drama is approached as a performance art with a theoretical and practical background in play study and play production. This course includes work on drama history, play analysis, acting, set design, and costume design. This course will be offered first semester only.

ENG 812 THEATER II**(Semester ½ Credit) (10, 11, 12)****Prerequisite: Successful completion of Theater I; 10th graders must be concurrently enrolled in English II or Honors English II**

This course is intended to provide students interested in drama with a more concentrated study of drama theory and practice. The emphasis is on drama from the Renaissance to the modern era. The course includes the study and analysis of representative plays, playwrights, and styles, along with scene work in acting. This course will be offered second semester only.

ENG 842 ADVANCED ACTING AND DIRECTING**(Semester ½ Credit) (11, 12)****Prerequisite: Successful completion of Theater II**

This one-semester course includes theories and exercises in acting and directing with emphasis on the solution of specific acting and directing problems. In addition to studying Shakespeare's plays, students will investigate plays that offer opportunities for class exercises and will engage in procedural activities leading to the direction of plays. This course will be offered second semester only.

ENG 891/892 INTRODUCTION TO THE HUMANITIES - DUAL CREDIT**ENG 890/899 (Semester ½ Credit) (11, 12)****Prerequisite: Two years successful completion of English I and II or Honors English I and II; Concurrent Enrollment or completion of English III or AP Language**

Introduction to the Humanities is the study of social and cultural values as expressed through the major art forms, including painting, sculpture, architecture, literature, drama, music, dance, film, and photography. The course will examine the elements and formal qualities that are characteristic of each art form, the relationships between the arts, and the social and historical contexts from which they developed. *Heartland Community College dual credit can be achieved for Introduction to the Humanities.*

ENG 911 COMPOSITION I - DUAL CREDIT**ENG 910 (Semester ½ Credit) (11, 12)****Prerequisite: Two years successful completion of English I and II or Honors English I and II; Concurrent Enrollment or completion of English III or AP Language**

In English Composition I, students will improve their writing by learning about the integrated relationship between critical reading and writing skills. Students will explore how genres of communication shape the acts of reading and writing, and in the process, will learn how to become responsible and ethical readers, writers, and designers of various kinds of texts. Students gain exposure to a wide range of tools and skills available and necessary to 21st century readers and writers, including collaboration techniques, visual design principles, and how to effectively control surface features of their writing. *Heartland Community College dual credit can be achieved for Composition I.*

ENG 911 is intended to be a 1st semester course with ENG 922 following second semester. ENG 911 could be a "stand alone" senior elective.

ENG 922 COMPOSITION II - DUAL CREDIT

ENG 929 (Semester ½ Credit) (11, 12)

Prerequisite: “C” or better in ENG 911; Completion of English III or current enrollment

In English Composition II, students will put rhetorical principles into useful cultural practice via researching, designing, creating, and sharing multimodal composition projects that contribute to real academic or career purposes and audiences. Conceptual knowledge of genre, textual control, document design, writer responsibility, and collaboration will be applied as students research academic or career interests. Students will learn and apply both primary and secondary research skills, and will compose projects that successfully employ genre-appropriate reasoning, formats, and structures. *Heartland Community College dual credit can be achieved for Composition II.*

ENG 931/932 JOURNALISM I

ENG 930/939 (Yearly 1 Credit) (10, 11, 12)

Prerequisite: 10th graders must be concurrently enrolled in English II or Honors English II and have a passing grade in Freshman English; 11th graders must be concurrently enrolled in English III or AP Language

This elective course is for students who want to use their writing skills to learn newspaper journalism. The practical portion of the course comes through the production of the school newspaper. Students will study news writing, editorial, feature, sports, and in-depth writing. Editing, copy reading, headline writing, layout, desktop publishing, and advertising will also be studied. In addition to their writing, student artists and photographers will publish their graphic work in the student newspaper.

ENG 941/942 JOURNALISM II

ENG 940/949 (Yearly 1 Credit) (11, 12)

ENROLLMENT RECOMMENDATION: Successful completion of Journalism I and 10th grade English

This elective course is for advanced journalism students who have successfully completed Journalism/Newspaper I. Students will be responsible for all production aspects of the school newspaper. In addition to regular classroom assignments, students in this advanced course will assume editorial positions on the staff and take on the most challenging assignments. This course is intended for students who show a strong writing ability and who are contemplating a career in a journalism-related field.

ENG 951/952 JOURNALISM III

ENG 950/959 (Yearly 1 Credit) (12)

ENROLLMENT RECOMMENDATION: Successful completion of Journalism II and 11th grade English

This elective course is for the most advanced journalism students who have successfully completed both the Journalism/Newspaper I and Journalism/Newspaper II classes. Students will be fully responsible for the production of the school newspaper. They will assume the top editorial positions on the staff and determine the newspaper’s overall editorial policy as head of the Editorial Board. In addition to directing the newspaper staff, students will further develop their writing and editing skills, as well as the desktop publishing skills needed for production. The course is intended for students who show exceptional writing, editing, and desktop publishing ability and who are considering a career in a journalism-related field.

ENG 991/992 INTRODUCTION TO ORAL COMMUNICATION - DUAL CREDIT

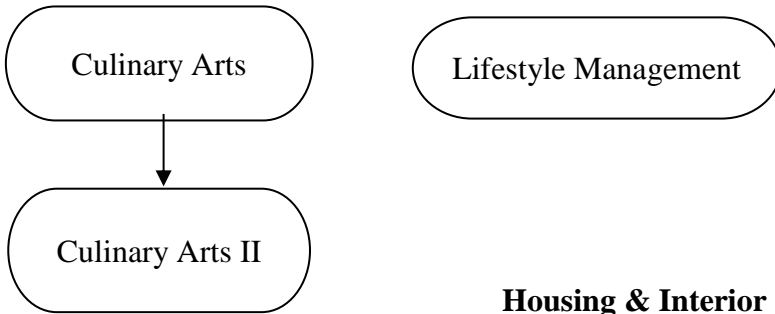
ENG 990/999 (Semester ½ Credit) (11, 12)

Prerequisite: Two years successful completion of English I and II or Honors English I and II; Concurrent Enrollment or completion of English III or AP Language

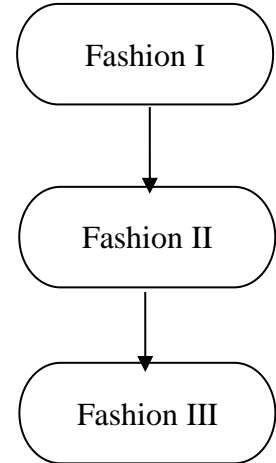
This is an introductory course in public speaking, with the dual goals of helping students understand basic communication principles and improving their oral communication skills. The course emphasizes preparing, selecting, organizing, and delivering oral messages, as well as analyzing and evaluating the speaking-listening process. *Heartland Community College dual credit can be achieved for Oral Communication.*

Family & Consumer Sciences

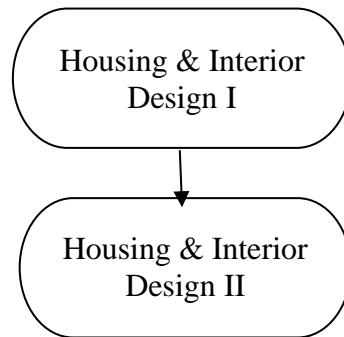
Foods & Nutrition



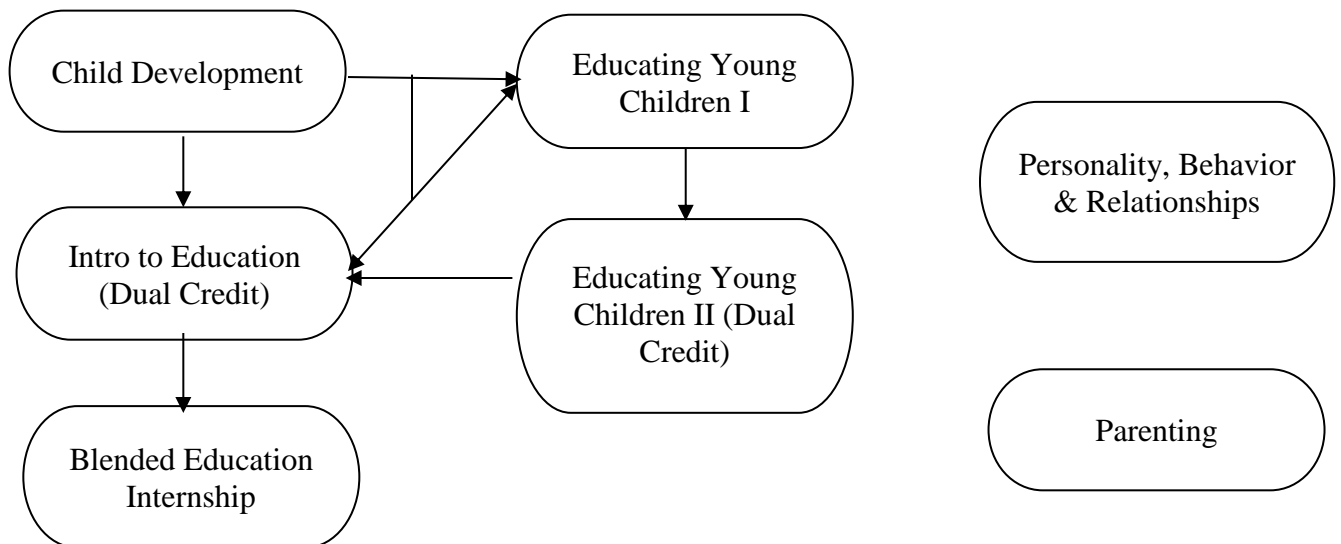
Fashion



Housing & Interior Design



Child and Family Development



FAMILY AND CONSUMER SCIENCES COURSE LIST

All Elective Courses

| SUBJECT | GRADES | PREREQUISITES |
|---|---------------|------------------------------------|
| Culinary Arts I | 9, 10, 11, 12 | None |
| Culinary Arts II | 9, 10, 11, 12 | Culinary Arts I |
| Child Development | 9, 10, 11, 12 | None |
| Parenting | 10, 11, 12 | None |
| Educating Young Children I | 10, 11, 12 | “C” or higher in Child Development |
| Educating Young Children II – Dual Credit | 11, 12 | “B” or higher in EYC I |
| Introduction to Education - Dual Credit | 11, 12 | Child Development (Recommended) |
| Education Internship | 12 | Introduction to Education |
| Housing & Interior Design I | 10, 11, 12 | None |
| Housing & Interior Design II | 10, 11, 12 | “C” or higher in H &ID I |
| Fashion I | 9, 10, 11, 12 | None |
| Fashion II | 9, 10, 11, 12 | “C” or higher in Fashion I |
| Fashion III | 10, 11, 12 | “C” or higher in Fashion II |
| Personality, Behavior and Relationships | 11, 12 | None |
| Lifestyle Management | 9, 10, 11, 12 | None |

FAMILY AND CONSUMER SCIENCES COURSE DESCRIPTIONS

FCS 111/112 CULINARY ARTS I **(Semester ½ Credit) (9, 10, 11, 12)**

Culinary Arts introduces and explores the basic principles of food preparation including: kitchen math and measurement, kitchen safety and sanitation, knife skills, product identification and usage, and application of cooking methods. A variety of recipes will be used to practice cooking techniques, explore tastes and develop the palate. Students will have the opportunity to take the ServSafe Food Handler Certification test. This certification is required by many restaurants and food service providers for employment.

FCS 122 CULINARY ARTS II **(Semester ½ Credit) (9, 10, 11, 12)** **Prerequisite: Culinary Arts I**

Culinary Arts II students will continue to demonstrate culinary skills in the lab with an emphasis on cooking techniques. Students will apply the principles learned in Culinary Arts I as they take their skills to the next level, learning about stocks, soups and sauces, pasta techniques, breads, regional and international food practices, cakes, and pastries.

FCS 151/152 CHILD DEVELOPMENT **FCS 150/159 (Semester ½ Credit) (9, 10, 11, 12)**

If you are interested in working with children, Child Development is essential to your future. You will gain fundamental knowledge and skills to care for and guide children from birth to early adolescence. Encouraging growth and development of the physical, social/emotional, cognitive, and language development will be the focus. Students taking Child Development will have the ability to earn the Gateways to Opportunity Level I Credential. This statewide accreditation program prepares students for careers working with children and their families in a professional environment. Child Development is a prerequisite for the Educating Young Children course. For additional information, please see: <http://www.ilgateways.com>, or FCS Building Chair.

FCS 251/252 PARENTING **(Semester ½ Credit) (10, 11, 12)**

Did you know approximately 80% of all Americans become parents and that children don't come with instruction manuals? Explore the responsibilities and roles of parenthood while learning everything from how to develop a healthy family to the care of a newborn. Topics include: determining parenting readiness, prenatal care, labor, delivery, adjustments to parenthood and the care of a newborn. Students have the opportunity to "parent" through the use of a Baby Think It Over infant simulator.

FCS 291/292 EDUCATING YOUNG CHILDREN I **FCS 290/299 (Yearly 1 Credit) (10, 11, 12)** **Prerequisite: "C" or higher in Child Development**

The activities in Educating Young Children I focus on the gaining skills necessary for educating children in a group setting creating the opportunity for students to become effective teachers. Students will be responsible for planning and implementing lessons for children ages 3-5. Additional responsibilities will include creating newsletters and other parent communication tools, making developmental observations, and keeping current in the trends in the field of Early Childhood Education.

FCS 391/392 EDUCATING YOUNG CHILDREN II – DUAL CREDIT **FCS 390/399 (Yearly 1 Credit) (11, 12)** **Prerequisite: "B" or higher in Educating Young Children I**

Educating Young Children II builds on the knowledge and skills developed in EYC I. Students will focus on the health, wellness, and nutritional needs of the preschool child. Additionally, EYC II students will assume a leadership role in the preschool and in their own learning. When appropriate, job shadowing and intern experiences will be included. From HCC course syllabus: this course provides an overview of the health, safety and nutritional needs of young children and early childhood practices to ensure the health and well-being of each child in a group setting. Content includes roles and responsibilities of adults in meeting children's diverse needs, the promotion of healthy lifestyle practices, understanding common childhood illnesses and injuries, meeting health, nutrition and safety standards, and planning nutritious meals that are appropriate for each child. *Heartland Community College Dual Credit can be achieved for Health, Safety, and Nutrition for the Young Child.*

FCS 501/502 INTRODUCTION TO EDUCATION – DUAL CREDIT

(Yearly 1 or 2 Credit) (11, 12)

Prerequisite(s): Child Development (Recommended)

This course provides an introduction to the American education system and as teaching as a profession. Throughout the course students will be offered a variety of perspectives on education including: historical, philosophical, social, legal, and ethical issues in a diverse society. A study of organizational structure and school governance will also be included. A minimum 15-hour clinical component is required for this class. Students are required to provide their own transportation for this component. Students who enroll in Introduction to Education will be required to undergo a criminal background check by a college selected vendor. A clear background check is mandatory in order to complete the course/state required 15-hour clinical component for each class. The cost of the background check will be added as a course fee. *Heartland Community College dual credit can be achieved for Introduction to Education.*

FCS600/609 EDUCATION INTERNSHIP

(Yearly 1 or 2 Credits) (Grade 12)

Prerequisite: Introduction to Education

The Education Internship Program is designed for career exploration within the field of education that benefits the student and will be tailored to meet the unique needs and interests of the learner. This course builds on the knowledge and skills developed in Introduction to Education and provides an introduction to multiple subcultures present in the American classroom. The student will participate in a workplace experience while interning with a mentor in a school setting, which is reflective of the student's career interest. Essential career skills will be correlated with soft skills and academic skills in a project-based format.

The student will be released from school four days a week during practicum period(s) to intern with their mentor in an unpaid position. Students will attend their school internship site an average of four hours per week for ½ credit or eight hours per week for 1 credit. One day a week, the student will participate in Education Internship Seminars during practicum period(s) at school instead of working with their mentor at the internship site. Students are required to provide their own transportation for this component.

Seminars will assist the student in making connections between academic learning and workplace experiences in the following areas:

- Exploration of the relationship between schools and their cultural context and recent trends with regard to diversity and achievement
- Academic application, competency, and relationship development in a professional setting
- Career exposure, professionalism, and organizational culture
- Performance evaluation in light of expressed goals and learning outcomes, utilizing the Illinois Professional Teaching Standards
- Self-perception as compared to professional perception of site mentor
- Career goal assessment and clarification through reflection on education internship experience
- Career Portfolio development, networking, and social media

FCS 311 HOUSING & INTERIOR DESIGN I

(Semester ½ Credit) (10, 11, 12)

Housing and Interior Design allows students to explore color, design techniques, furniture arrangements, architectural design and interior floor plans for personal use and career opportunities. This "hands-on" course is for you if you enjoy creating your own space or are interested in a career related to Housing and Interior Design.

FCS 332 HOUSING & INTERIOR DESIGN II

(Semester ½ Credit) (10, 11, 12)

Prerequisite: "C" or higher in Housing & Interior Design I

Explore the history of architecture and discover how it relates to today's housing styles. Choose furniture, lighting and accessories for a home based on a selected architectural style.

FCS 351 FASHION I

(Semester ½ Credit) (9, 10, 11, 12)

In this course students will discuss the why of fashion, fashion cycles, elements of design and how they apply to fashion, dressing to emphasize your best features, how to select fibers and fabrics for clothing, use of small sewing equipment and hand sewing skills used in clothing construction.

FCS 352 FASHION II
(Semester ½ Credit) (9, 10, 11, 12)
Prerequisite: “C” or higher in Fashion I

Students will expand on the skills learned in Fashion I to select patterns and fabric to construct clothing items of your choosing using a sewing machine and based on your ability level.

FCS 362 FASHION III
(Semester ½ Credit) (10, 11, 12)
Prerequisite: “C” or higher in Fashion II.

Expand on the skills you learned in Fashion I and II to select patterns and fabric to construct clothing items of your choosing based on your ability level. Projects will include the reconstruction on an existing garment and learning how to select and sew with knit fabric.

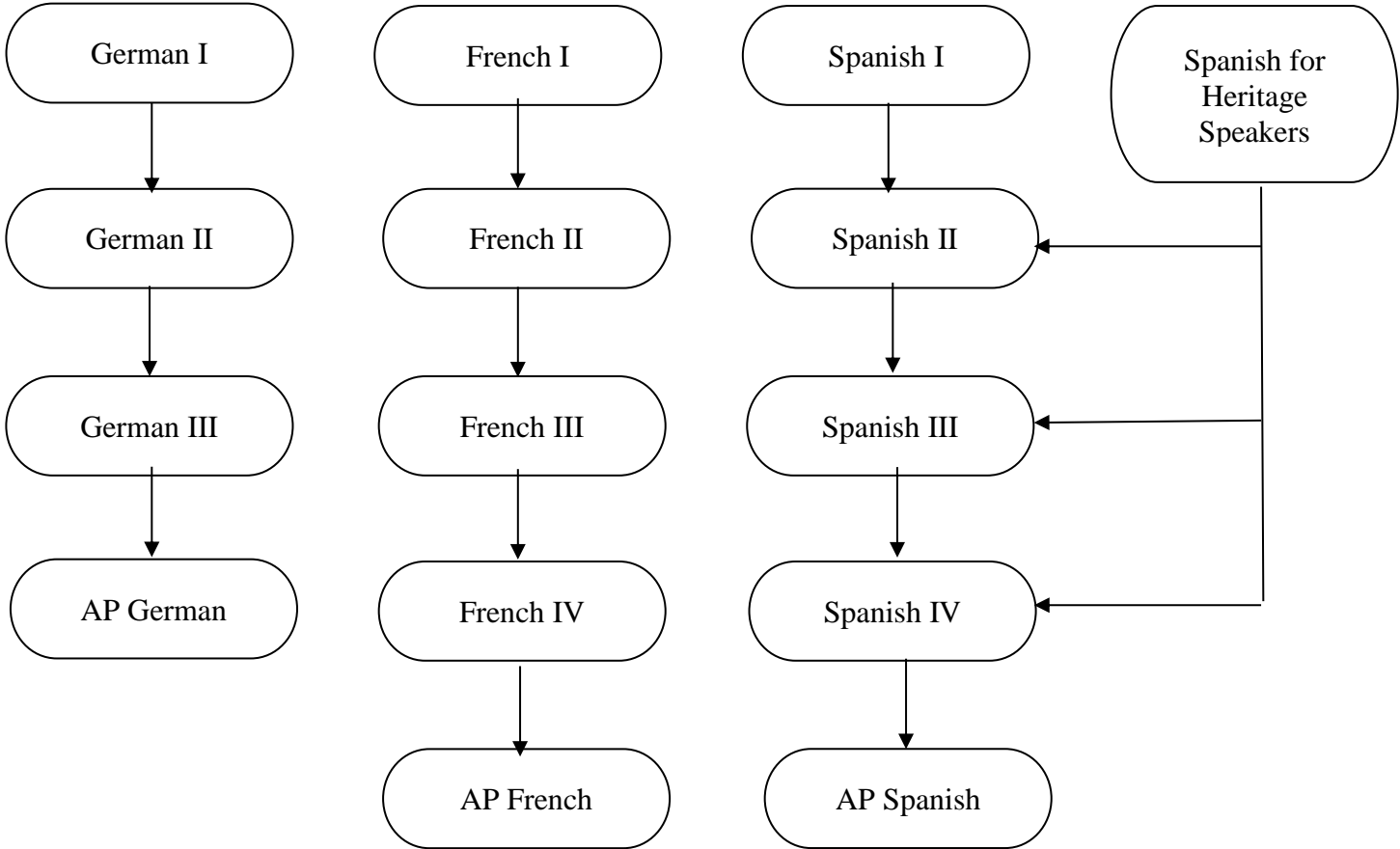
FCS 511/512 PERSONALITY, BEHAVIOR AND RELATIONSHIPS
(Semester ½ Credit) (11, 12)

You’re legally an adult at 18. Are you really ready for life after high school? This is a course every student should take and will cover topics you will encounter after graduation. Popular movies are used to give real life examples and promote class discussions about determining who you are, what is important to you and how to set personal goals, finding the career that is right for you, dealing with the everyday drama and the stress it brings. Learn how to establish healthy and lasting friendships and relationships, and deal with the occasional personal crisis using communication skills and conflict management.

FCS 701/702 LIFESTYLE MANAGEMENT
(Yearly 1 Credit) (9, 10, 11, 12)

This course meets the requirement for the PE Foundations credit. Lifestyle Management is a collaborative Physical Education and Family and Consumer Sciences course with a focus on personal wellness through both exercise and nutrition. Goal setting and personal assessment will be the emphasis in both components of the course. The exercise component of this course will introduce different methods of lifetime fitness choices; for example: brisk walking, Pilates, aerobics, cardio room equipment use, and resistance training. The nutrition component will address eating habits, nutrition, diet analysis, and hands on cooking experiences. Throughout this course, students will experience a positive approach to their own self-improvement for a better life now and in the future. ***May be taken for a maximum of 1 credit for FCS or P.E.**

Foreign Language



FOREIGN LANGUAGE

All Elective Courses

| SUBJECT | GRADES | PREREQUISITES |
|--|---------------|--|
| French I, German I, or Spanish I | 9, 10, 11, 12 | Strongly recommend a 220 on the MAP assessment in Reading AND A or B in Language Arts |
| French II, German II, or Spanish II | 9, 10, 11, 12 | Pass Level I or meet requirements of Placement Exam |
| French III, German III, or Spanish III | 10, 11, 12 | Pass Level II or meet requirements of Placement Exam |
| French IV, Spanish IV | 11, 12 | Pass Level III or meet requirements of Placement Exam |
| AP German | 11, 12 | |
| AP French, AP Spanish | 12 | Students must have a “B” or higher in preceding level in order to advance to next level of language study. |
| Spanish for Heritage Speakers | 9, 10, 11, 12 | Spanish must be first language at home |

Eighth grade middle school students who earn a “C” or higher in Level I second semester will advance to the next level. It is recommended that students who receive a “D” retake Level I in high school. Students who are enrolled in Focused Language Arts will not be eligible to enroll in foreign language in 9th grade. Students who earn a “C” or higher in foreign language tend to be better prepared for the next level.

Placement Exams

Placement exams have been designed to help place transfer students and offer motivated students an opportunity to accelerate their learning and skip a level. Advancement to a higher-level foreign language class is contingent upon an overall test score of 70%. In addition, students must pass each of the core competency tests (listening, reading, grammar/vocabulary, writing and speaking) with a 60%. Students advancing to a higher level will not receive credit for courses in which they were not enrolled. Placement test outlines and details are available from foreign language teachers and the guidance office. Students should contact the guidance office first to inquire about taking a placement test. The guidance office will then notify the building chair to begin the process of taking the placement test.

Heritage Language Speakers: Students with heritage language speaking skills (in French, German or Spanish) and who desire to study this language should contact the foreign language department prior to enrolling for proper level placement based on listening, speaking, reading, and writing abilities.

Students who speak Spanish as their primary language may enroll in the Spanish for Heritage Speakers class at the high schools. If the course is not available, placement tests will be offered to determine correct placement in Spanish or other foreign language course.

Los estudiantes de habla español como su idioma principal deben inscribirse en la clase para hispanohablantes en las escuelas secundarias. Si no se ofrece esta clase, pruebas de nivel se ofrecerán a estos estudiantes para determinar la ubicación correcta en español o en otra clase de idioma.

NOTE: As a reminder, students who sign up to take French or Spanish in 8th grade will be on track to take AP French or AP Spanish/ in their senior year. Those who take German in 8th grade will be on track to take AP German in their junior year. Students who enroll in French I or Spanish I during their freshman year will be on track to take AP French or AP Spanish their senior year only if they skip a level based on a placement test. Students who enroll in German I during their freshman year will be on track to take AP German their senior year. According to the College Board, some of the benefits for students who elect to take an AP course in high school are: “stand out in college admission, earn college credits, possibly skip introductory courses in college and build college readiness skills”

FOREIGN LANGUAGE COURSE DESCRIPTIONS

FIRST YEAR LANGUAGE

FOR 111/112 FRENCH I

FOR 211/212 GERMAN I

FOR 311/312 SPANISH I

(Yearly 1 Credit) (9, 10, 11, 12)

The aim of this course is to provide students with a basis for learning a foreign language as it is spoken and written today. Students will receive instruction in the grammar and structure of the language. Emphasis is given to developing the students' basic language skills: listening comprehension, speaking, reading and writing. Aural and oral proficiency is stressed. A second aim is to increase the students' awareness and understanding of the people and culture of the target language. Students are assessed using Standards Based Grading Methods and is based upon listening, reading, writing and speaking competence.

SECOND YEAR LANGUAGE

FOR 121/122 FRENCH II

FOR 221/222 GERMAN II

FOR 321/322 SPANISH II

(Yearly 1 Credit) (9, 10, 11, 12)

Prerequisite: Pass Level I or meet requirements of Placement Exam

This course, a continuation of the first-year program provides students with an in-depth explanation of grammar and language structure. Listening, writing and speaking skills are expanded and an understanding of the language and culture is further developed. Students are assessed using Standards Based Grading Methods and is based upon listening, reading, writing and speaking competence.

THIRD YEAR LANGUAGE

FOR 131/132 FRENCH III

FOR 231/232 GERMAN III

FOR 331/332 SPANISH III

(Yearly 1 Credit) (10, 11, 12)

Prerequisite: Pass Level II, Pass Spanish Heritage Speakers, or meet requirements of Placement Exam

This course is directed at developing the student communicative skills. The students review major principles and learn fine points of structure. Students will sharpen skills for reading in the target language. Practical application of the language is emphasized through the use of written, audio and video texts. Evaluation is based upon communicative competence, written and oral, and objective testing in content areas.

FOURTH YEAR LANGUAGE

FOR 141/142 FRENCH IV

FOR 341/342 SPANISH IV

FOR 340/349 SPANISH IV

FOR 251/252 AP GERMAN

(Yearly 1 Credit) (11, 12)

Prerequisite: Pass Level III, Pass Spanish Heritage Speakers, or meet requirements of Placement Exam

Communication and grammar are emphasized through the culture, literature, and history of the target population. Students' understanding of target language is enhanced through the use of video and audio texts. Students' reading skills are enhanced through the use of authentic texts. Evaluation is based upon written and oral communicative competence, as well as objective testing in content areas. AP testing is available upon request.

FIFTH YEAR LANGUAGE

FOR 151/152 AP FRENCH

FOR 351/352 AP SPANISH

(Yearly 1 Credit) (12) (AP level)

Prerequisite: Students must have a "B" or higher in preceding level in order to advance to next level of language study.

Communication and grammar are emphasized through the culture, literature, and history of the target population. Students' understanding of native speech is enhanced through the use of video and audio texts. Evaluation is based upon written and oral communicative competence, as well as object testing in content areas. Practice AP (Advanced Placement) exams will be used to monitor student progress. AP testing is available upon request.

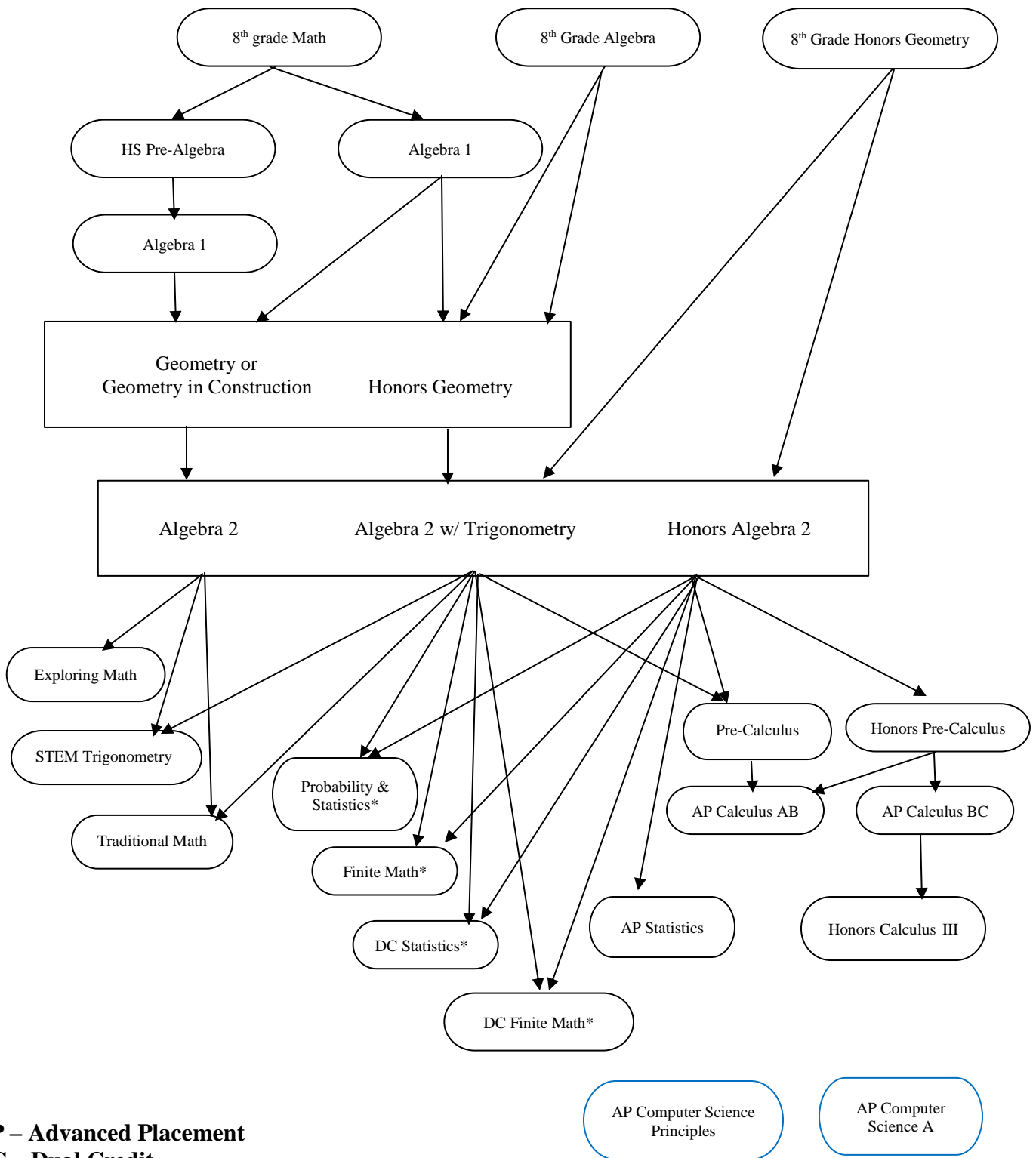
FOR 411/412 SPANISH FOR HERITAGE SPEAKERS

(Yearly 1 Credit) (9, 10, 11, 12)

Prerequisite: Spanish must be first language at home

This one-year course offers heritage Spanish-speaking students the opportunity to study Spanish formally in the same way native English speakers study English language arts. The course enables students to develop, maintain and expand their heritage language skills. Study will focus on Spanish grammar and syntax (including spelling and accents), regional literature in a wide variety of literary genres, vocabulary development, and writing for a variety of purposes. Students will be exposed to a wide range of heritage history and culture from across the Spanish-speaking world. Students from a Spanish heritage background who are concerned about placement in Spanish can take Spanish for Heritage Speakers and upon completion consider moving to Spanish II, III or IV.

Mathematics



AP – Advanced Placement

DC – Dual Credit

***One semester course (all other courses are one year)**

One AP Computer Science course can count toward a Math credit for graduation

Note: See course list for prerequisites

MATHEMATICS COURSE LIST

Mathematics Graduation Requirements: 3 Credits, including Algebra 1 c

Focused Algebra 1 and Focused Geometry are intended to support math courses and will not count for math credit.

| SUBJECT | GRADES | PREREQUISITES |
|---|---------------|---|
| Pre-Algebra | 9 | MAP Scores; Teacher Recommendation |
| Algebra 1 | 9, 10 | None |
| Geometry | 9, 10, 11 | Algebra 1 |
| Geometry in Construction | 9, 10, 11, 12 | Algebra 1 |
| Honors Geometry | 9, 10 | “A” in Algebra 1 or Teacher Recommendation |
| Algebra 2 | 10, 11, 12 | Algebra 1 |
| Algebra 2 w/ Trigonometry | 9, 10, 11, 12 | Honors Geometry; or “C” or higher in Geometry and Algebra 1 |
| Honors Algebra 2 | 9, 10, 11 | “C” or higher in Honors Geometry; or “A” in both Algebra 1 and Geometry |
| STEM Trigonometry | 11, 12 | Algebra 2, or Algebra 2 w/ Trigonometry |
| Pre-Calculus | 10, 11, 12 | Honors Algebra 2; or “C” or higher in Algebra 2 w/ Trigonometry |
| Honors Pre-Calculus | 10, 11, 12 | “C” or higher in Honors Algebra 2; or “B” or higher in Algebra 2 w/ Trigonometry |
| AP Computer Science Principles | 10, 11, 12 | Algebra 2 - Computer Science Essentials is not required but would be beneficial |
| AP Computer Science (Java) | 11, 12 | Algebra 2 - Computer Science Essentials is not required but would be beneficial |
| QL Transitional Math | 12 | Successful completion of 3 years of math |
| Exploring Math | 12 | Algebra 2 |
| Finite Math | 11, 12 | “C” or higher in Honors Algebra 2; or “B” or higher in Algebra 2 w/ Trigonometry |
| Finite Math for Business & Social Science Dual Credit | 11, 12 | “C” or higher in Honors Algebra 2; or “B” or higher in Algebra 2 w/ Trigonometry |
| Probability & Statistics | 11, 12 | “C” or higher in Honors Algebra 2; or “B” or higher in Algebra 2 w/ Trigonometry |
| Introduction to Statistics – Dual Credit | 11, 12 | Successful completion of Algebra II w/ Trigonometry or Pre-Calculus |
| AP Statistics | 11, 12 | “B” or higher in Honors Algebra 2; or “A” in Alg. 2 w/Trigonometry |
| AP Calculus AB | 10, 11, 12 | Honors Pre-Calculus |
| AP Calculus BC | 10, 11, 12 | “A” in Honors Pre-Calculus |
| Honors Calculus III | 11, 12 | A or B in AP Calculus BC |

NOTE: All prerequisite grades listed are semester grades. The number following the credit allotment indicates the grade level for which a course is intended; however, students at other grade levels may request these courses, as well. A scientific calculator is required for all math classes. In some cases, a graphing calculator may also be required.

MATHEMATICS COURSE DESCRIPTIONS

MAT 151/152 PRE-ALGEBRA

(Yearly 1 Credit) (9) (Standard level)

Prerequisite: MAP Scores; Teacher Recommendation

Pre-Algebra is a course for students who experience great difficulty in 8th grade mathematics. This course builds upon the essential skills of arithmetic as they apply to Algebra. Real numbers, linear equations, linear inequalities, factoring, fractions, graphing and some elements of geometry are stressed.

MAT 321/322 ALGEBRA 1

(Yearly 1 Credit) (9, 10)

Using variables or letters to represent numbers, Algebra is generalized arithmetic. Emphasis is placed on solving equations and inequalities, polynomials, factoring, linear equations in two variables, exponential functions and quadratic functions. Algebra provides the background for the future study of more complex mathematics. Completion of this course provides the student with the algebraic skills necessary to study Geometry or Honors Geometry.

MAT 521/522 GEOMETRY

(Yearly 1 Credit) (9, 10, 11)

Prerequisite: Algebra 1

Geometry is for anyone who intends to take further mathematics courses. In Geometry algebraic concepts such as solving equations and properties of square roots are used and reinforced. Definitions, postulates, theorems, corollaries, and properties will be used to complete geometric proofs. Additional topics include isometric transformations, parallel and perpendicular lines, dilation and similarity, right triangles and trigonometry, congruent triangles, quadrilaterals, circles, area and polygons, surface area and volume of solids, and constructions. Successful completion of this course enables a student to study Algebra 2 or Algebra 2 with Trigonometry.

MAT 501/502 GEOMETRY IN CONSTRUCTION

(Yearly 2 Credits – 1 Math Credit and 1 Elective Credit) (9, 10, 11, 12)

Prerequisite: Algebra I

Geometry in Construction is an integrated geometry in construction course. The common core aligned geometry curriculum is taught in the context of construction. The course is team taught by a math teacher and a technology teacher. The concepts within the course are organized to complement the skills and the knowledge needed in the building process starting with foundational concepts. The students in this course will have math days as well as build days. On the build days, the students will be working together to build a tiny house, shed or assist with a Habitat for Humanity house. This course will provide students the opportunity to immediately apply what they are learning in the classroom to what they are doing on the build site. Students will receive two credits for this year long, blocked course; one elective credit, one math credit. *This course is designated as a STEM Concentration Course. *This course is a BACC course so it will require submission of a BACC application.

MAT 601/602 HONORS GEOMETRY

(Yearly 1 Credit) (9, 10) (Honors Level)

Prerequisite: "A" in Algebra 1 or Teacher Recommendation

Honors Geometry is a rigorous course designed for anyone who desires a more challenging level of study at an accelerated pace. Enhance logical reasoning and spatial visualization skills will be emphasized in this course. Learning definitions, postulates, theorems, corollaries, and properties will be necessary to complete geometric proofs in Honors Geometry that will be more rigorous than in Geometry. In addition to all the topics of Geometry, other topics will be emphasized. In this course, emphasis is placed on solving geometric problems using advanced algebra. Successful completion of this course enables a student to study Algebra 2 with Trigonometry or Honors Algebra 2.

MAT 641/642 ALGEBRA 2

(Yearly 1 Credit) (10, 11, 12)

Prerequisite: Algebra 1

Algebra 2 is a course designed for anyone who has experienced difficulty in Algebra. Emphasis in this class is placed upon expanding the algebraic concepts taught in Algebra. This course is not designed for students who intend to enroll in Pre-

Calculus or Finite Math/Probability and Statistics. Successful completion of this course provides the student with the algebraic skills necessary to study QL Transitional Math or STEM Trigonometry. **This course is not designed for students who plan to attend a four-year university immediately after graduation.**

MAT 681/682 ALGEBRA 2 w/ TRIGONOMETRY
(Yearly 1 Credit) (10, 11, 12)

Prerequisite: Honors Geometry; or “C” or higher in Geometry and Algebra 1

This course is for anyone planning to take Pre-Calculus, AP Statistics, Dual Credit Finite, Dual Credit Statistics, Finite Mathematics, or Probability & Statistics. Emphasis in this class is placed upon expanding the algebraic concepts which include solving and graphing the following equations and functions: radical, rational, polynomial, logarithmic, and trigonometric. Additional topics include conics, right triangle, and circular function trigonometry. A graphing calculator is required.

MAT 721/722 HONORS ALGEBRA 2
(Yearly 1 Credit) (9, 10, 11) (Honors Level)

Prerequisite: “C” or higher in Honors Geometry; or “A” in both Algebra 1 and Geometry

Honors Algebra 2 is a rigorous course designed for anyone who desires a more challenging level of study at an accelerated pace. This course is for anyone who has experienced a high degree of success in mathematics and plans to take Pre-Calculus, AP Statistics, Finite Mathematics, or Probability & Statistics. Emphasis in this honors level course is placed upon expanding the algebraic concepts taught in Algebra. Topics include radicals, rational functions, polynomial functions, logarithmic functions and conics. Right triangle and circular function trigonometry are expanded including proofs of trigonometric identities and graphs of trigonometric functions. Independence of thought, logic and scientific reasoning are stressed throughout the course. A graphing calculator is required.

MAT 811/812 STEM TRIGONOMETRY
(Yearly 1 Credit) (11, 12)

Prerequisite: Algebra 2, or Algebra 2 w/ Trigonometry

STEM Trigonometry explores trigonometric concepts through activities such as launching rockets and through technology by using a phone app to program a robotic ball and flying quadcopters. Additional topics include sound and music, engineering, and real-life measurement. STEM Trigonometry will prepare students to use trigonometric concepts in future mathematics and related disciplines. Topics include right triangle trigonometry, Law of Sines and Cosines, unit circle, solving and graphing trigonometric functions, identities, and vectors. In addition to learning trigonometric relationships, students will use linear and quadratic functions and geometry to model real-world applications. Without the rigor of Pre-Calculus, STEM Trigonometry could be used to bridge the gap between high school mathematics and freshman college level mathematics. *This course is designated as a STEM Concentration Course.

MAT 741/742 PRE-CALCULUS
MAT 740/749 (Yearly 1 Credit) (10, 11, 12)

Prerequisite: Honors Algebra 2; or “C” or higher in Algebra 2 w/ Trigonometry

Pre-Calculus is a course that prepares students for studying Calculus. This course is the study of functions from a symbolic as well as a graphical perspective. Topics include but are not limited to linear, quadratic, polynomial, radical, rational, exponential, and logarithmic functions. Also covered are conics and their properties as well as trigonometric functions and identities. This course provides the foundation for a college Discrete Mathematics course or Calculus for Business & Social Science. Successful completion of this course with an “A” prepares the students for AP Calculus AB. A graphing calculator is required.

MAT 891/892 HONORS PRE-CALCULUS
(Yearly 1 Credit) (10, 11, 12) (Honors Level)

Prerequisite: “C” or higher in Honors Algebra 2; or “B” or higher in Algebra 2 w/ Trigonometry

Honors Pre-Calculus is a rigorous course designed for students that desire a more challenging level of study at an accelerated pace. Honors Pre-Calculus is for anyone contemplating majoring in engineering, medicine, mathematics, physics, applied computer science, or other mathematics related areas. Anyone intending to take college Calculus should study Pre-Calculus. A rigorous treatment of Analytic Geometry plus an introduction to Calculus topics provides a strong foundation for college Calculus. A graphing calculator is required.

CSC 771/772 ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES

(Yearly 1 Credit) (10, 11, 12)

Prerequisite: Algebra 2 (Computer Science Essentials is not required but would be beneficial)

Using Python as a primary tool and incorporating multiple platforms and languages for computation, this Project Lead the Way (PLTW) course aims to develop computational thinking, generate excitement about career paths that utilize computing, and introduce professional tools that foster creativity and collaboration. While this course can be a student's first in computer science, students without prior computing experience are encouraged to start with Computer Science Essentials. Computer Science Principles helps students develop programming expertise and explore the workings of the Internet. Projects and problems include app development, visualization of data, cybersecurity, and simulation. PLTW is recognized by the College Board as an endorsed provider of curriculum. This endorsement affirms that all components of PLTW CSP's offerings are aligned to the AP Curriculum Framework standards and the AP CSP assessment.

*This course is designated as a STEM Concentration Course.

Students enrolled in this course will have the opportunity to take the Advanced Placement Exam in May at their own expense. Depending on their score on the AP exam, they may be eligible for college credit. **This course will result in either Elective or Math credit. *One AP Computer Science course can count toward the 3-year Math graduation requirement.**

CSC 781/782 ADVANCED PLACEMENT COMPUTER SCIENCE (Java)

(Yearly 1 Credit) (11, 12)

Prerequisite: Algebra 2 (Computer Science Essentials is not required but would be beneficial)

AP Computer Science A (AP CS A) introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, that analysis of potential solutions, and the ethical and social implications of computing systems. This Project Lead the Way (PLTW) course emphasizes object-oriented programming and design using the Java programming language. PLTW is recognized by the College Board as an endorsed provider of curriculum. This endorsement affirms that all components of PLTW AP CS A's offerings are aligned to the AP Curriculum Framework standards and the AP CS A assessment.

Students enrolled in this course will have the opportunity to take the Advanced Placement Exam in May at their own expense. Depending on their score on the AP exam, they will be eligible for college credit. *This course is designated as a STEM Concentration Course. ***This course will result in either Elective or Math credit. *One AP Computer Science course can count toward the 3-year Math graduation requirement.**

MAT481/482 QL TRANSITIONAL MATH

(Yearly 1 Credit) (12)

Prerequisite: Successful completion of 3 years of math

Transitional Math is for students who may be planning to attend a Community College in a non-STEM field. In this course, students will explore and model relevant real-world applications using mathematical problem-solving within a collaborative learning approach. Examples include analyzing credit card payments, buying a house, and designing a business. Students will use estimation and explain/justify estimates, apply quantitative reasoning to solve problems involving quantities or rates, use summaries of data such as mean, median, and mode, use and apply algebraic reasoning, and use functions and modeling processes. This course follows the Quantitative Literacy and Statistics Math course framework. *A student earning a C or better in this course will guarantee enrollment into a general education credit bearing, college level course, such as: General Education Statistics, General Education Mathematics, Quantitative Literacy, Elementary Mathematical Modeling, or a technical/occupational mathematics at any community college in Illinois. Public or private universities in Illinois may voluntarily agree to provide guaranteed placement into a college math course without any further placement test or pre-requisite requirement.*

MAT 491/492 EXPLORING MATH

(Yearly 1 Credit) (12)

Prerequisite: Algebra 2

This course is designed for students intending to enroll at Heartland Community College or another community college after high school graduation. This course is designed for anyone that has experienced difficulty in their previous math courses. The curriculum is computer-based and modularized with one-to-one teacher guidance, allowing students to move through the content at an individualized pace. Students will be required to apply to Heartland Community College and take the COMPASS PLACEMENT test prior to beginning the course. Content can be completed by working through assignments or pretesting out of material. The course is broken up into four content areas consisting of Pre-Algebra, Beginning Algebra, and Intermediate

Algebra level I, and Intermediate Algebra level II. Students that continue at Heartland Community College will honor all progress made for students that enroll at HCC. This course is the same course as MATH09x at Heartland Community College.

MAT 841 FINITE MATH
(First Semester 1/2 Credit) (11, 12)

Prerequisite: “C” or higher in Honors Algebra 2; or “B” or higher in Algebra 2 w/ Trigonometry

This class focuses on linear applications, matrices, optimization problems using linear programming, and financial mathematics including amortization. This course covers fewer topics than the Heartland Dual Credit Finite Math for Business and Social Science Class. Students cannot get credit for both MAT 841 and MAT 911/912. Note, a graphing calculator is required for this course (instruction will be based on a TI 83+).

MAT 911/912 FINITE MATH FOR BUSINESS AND SOCIAL SCIENCE – DUAL CREDIT
(Semester ½ Credit) (11, 12)

Prerequisite: Successful completion of Algebra 2 w/ Trigonometry or Pre-Calculus

This class focuses on applications of the following topics: matrices, matrix algebra, linear programming, sets and counting techniques, probability, and the mathematics of finance. Note, a graphing calculator is required for this course (instruction will be based on a TI 83+). *Heartland Community College dual credit can be achieved for Finite Math for Business and Social Science*

MAT 842 PROBABILITY & STATISTICS
(Second Semester ½ Credit) (11, 12)

Prerequisite: “C” or higher in Honors Algebra 2; or “B” or higher in Algebra 2 w/ Trigonometry

Probability & Statistics is for anyone intending to study law, business administration, finance, marketing, accounting, social science, economics, nurse’s training, mathematics, or liberal arts. Topics included are concepts of probability, simulation, probability distributions, expectations, counting techniques, and descriptive statistics. A graphing calculator is required.

MAT 861/862 INTRODUCTION TO STATISTICS – DUAL CREDIT
(Semester ½ High School Credit) (11, 12)

Prerequisite: Successful completion of Algebra 2 w/ Trigonometry

This course focuses on mathematical reasoning and the solving of real-life problems, rather than on routine skills and appreciation. Descriptive methods (frequency distributions, graphing and measures of location and variation), basic probability theory (sample spaces, counting, factorials, combinations, permutations, and probability laws), probability distributions (normal distributions and normal curve, binomial distribution, and random samples and sampling techniques), statistical inference (estimation, hypothesis testing, t-test, and chi-square test, and errors), correlation and regression, and f-test and analysis of variance. An emphasis is placed on calculating statistical results using appropriate technology, and interpreting those results in context, rather than using formulas and tables. *Heartland Community College dual credit can be achieved for Introduction to Statistics.*

MAT 851/852 ADVANCED PLACEMENT STATISTICS
(Yearly 1 credit) (11, 12) (AP Level)

Prerequisite: “B” or higher in Honors Algebra 2; or “A” in Algebra 2 w/ Trigonometry

Advanced Placement Statistics is a course designed to cover the topics of a first-year college statistics course. Topics that will be covered include examining distributions of data through the use of graphs, tables, and formulas, planning and conducting surveys and/or experiments, exploring probability concepts, studying sampling distributions, and exploring inferences, confidence intervals, and tests of significance. Students enrolled in this course are encouraged to take the Advanced Placement examination in Statistics in May at their own expense. On the basis of this examination, the student’s college will determine how much credit in college mathematics the student will receive. A graphing calculator is required.

MAT 921/922 ADVANCED PLACEMENT CALCULUS AB
MAT 920/929 (Yearly 1 Credit) (10, 11, 12) (AP Level)

Prerequisite: “B” or higher in Honors Pre-Calculus; “A” or higher in Pre-Calculus

Advanced Placement Calculus AB is an accelerated math course that covers the topics of functions, limits, derivatives, integrals and their applications as well as analytical geometry. This course is equivalent to the first semester Calculus course at the college level. Advanced Placement Calculus AB is open to those students who intend to major in a field at the university level requiring the study of Calculus. The content is demanding and will require ample study time. Students enrolled in this course are encouraged to take the Advanced Placement examination in ^{AB} Calculus in May at their own expense.

On the basis of this examination, the student's college will determine how much advanced placement and/or credit in college mathematics the student will receive. A graphing calculator is required.

MAT 941/942 ADVANCED PLACEMENT CALCULUS BC

(Yearly 1 Credit) (10, 11, 12) (AP Level)

Prerequisite: "A" in Honors Pre-Calculus

Advanced Placement Calculus BC is equivalent to a semester of Calculus I and a semester of Calculus II in college. This is a rigorous course designed for students that desire a more accelerated pace than AP Calculus AB. All the topics in AP Calculus AB are studied. Other topics include lengths of curves, L'Hopital's Rule, Euler's method, parametric and polar functions, improper integrals, and sequences and series. Students enrolled in this course are encouraged to take the Advanced Placement examination in BC Calculus in May at their own expense. On the basis of this examination, the student's college will determine how much advanced placement and/or credit in college mathematics the student will receive. A graphing calculator is required.

MAT 971/972 HONORS CALCULUS III

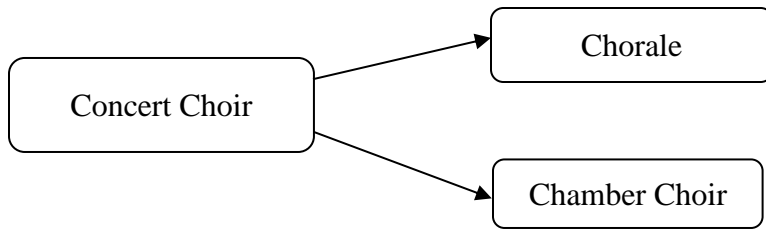
(Yearly 1 credit) (12)

Prerequisite: A or B in AP Calculus BC

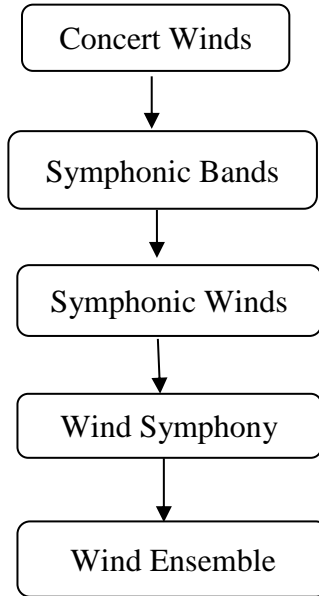
This course is the last of the sequence that focuses on calculus and analytic geometry and includes the essential elements of multi-variable calculus as well as the analytic geometry of space. Content focus is on vectors, functions of several variables, curves and surfaces, differentiation, partial derivatives, multiple integrals and surface integrals.

Music

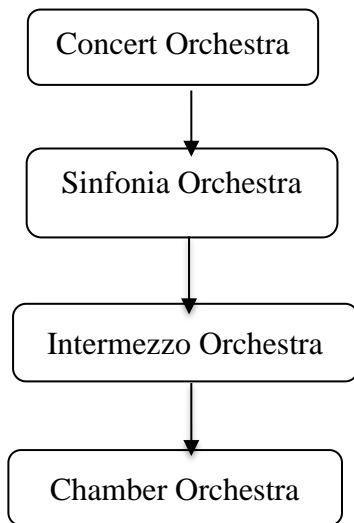
Choirs



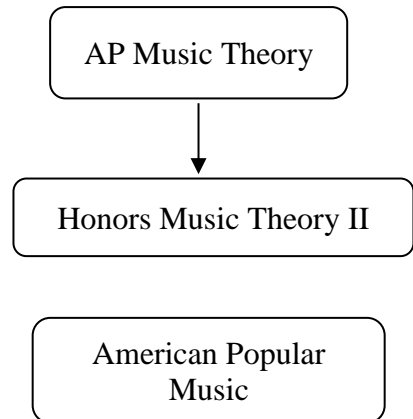
Bands



Orchestras



Electives



Note: See course list for prerequisites

MUSIC COURSE LIST

All Elective Courses

| SUBJECT | GRADES | PREREQUISITES |
|------------------------|---------------|--|
| Concert Choir | 9, 10, 11, 12 | None |
| Chorale | 10, 11, 12 | “B” or higher in Concert Choir and/or proficiency through an audition |
| Chamber Choir | 10, 11, 12 | “B” or higher in Chorale or Concert Choir and/or proficiency through an audition |
| Concert Winds | 9, 10, 11, 12 | Four years instrumental experience and/or proficiency determined through an audition |
| Symphonic Band | 9, 10, 11, 12 | Four years instrumental experience and/or proficiency determined through an audition |
| Symphonic Winds | 9, 10, 11, 12 | Four years instrumental experience and/or proficiency determined through an audition |
| Wind Symphony | 9, 10, 11, 12 | Four years instrumental experience and/or proficiency determined through an audition |
| Wind Ensemble | 9, 10, 11, 12 | Four years instrumental experience and/or proficiency determined through an audition |
| Concert Orchestra | 9, 10, 11, 12 | Four years instrumental experience and/or proficiency determined through an audition |
| Sinfonia Orchestra | 9, 10, 11, 12 | Four years instrumental experience and/or proficiency determined through an audition |
| Intermezzo Orchestra | 9, 10, 11, 12 | Four years instrumental experience and/or proficiency determined through an audition |
| Chamber Orchestra | 9, 10, 11, 12 | Four years instrumental experience and/or proficiency determined through an audition |
| American Popular Music | 10, 11, 12 | None |
| AP Music Theory | 11, 12 | Membership in Chamber Choir, Wind Ensemble, or Chamber Orchestra, or 80% or higher score on proficiency exam |
| Honors Music Theory II | 11, 12 | Completion of AP Music Theory |

Music Course Descriptions

MUS 211/212 CONCERT CHOIR
(Yearly 1 Credit) (9, 10, 11, 12)
Prerequisite: None

Concert Choir is open to all students, regardless of their musical experience. Students will perform quality choral literature in a variety of styles. Students will be taught basic musicianship skills, such as proper vocal production, tone quality, sight-reading, and music theory. Students will be assessed on the quality of their rehearsal and performance preparedness and etiquette. Students will also be assessed on written and performed musical proficiency, including musical literacy knowledge and skills, musical production knowledge and application, and performance skills and artistry. Because this is a performance-based class, attendance is required at all rehearsals and performances, which typically take place outside of the school day.

MUS 311/312 CHORALE
(Yearly 1 Credit) (10, 11, 12)
Prerequisite: "B" or higher in Concert Choir, proficiency on music theory targets, and an audition.

Chorale is open to all 10th, 11th, and 12th grade singers who demonstrate musical proficiency through an audition, and have a "B" or higher in all theory components from Concert Choir. Students will perform quality choral literature in a variety of styles. Students in this intermediate choir will be taught advanced musicianship skills, such as proper vocal production, tone quality, sight-reading, and music theory. Students will perform a variety of advanced-level choral literature in a variety of styles. Students will be assessed on the quality of their rehearsal and performance preparedness and etiquette. Students will also be assessed on written and performed musical proficiency, including musical literacy knowledge and skills, musical production knowledge and application, and performance skills and artistry. Because this is a performance-based class, attendance is required at all rehearsals and performances, which typically take place outside of the school day.

MUS 411/412 CHAMBER CHOIR
(Yearly 1 Credit) (10, 11, 12)
Prerequisite: "B" or higher in Chorale or Concert Choir, proficiency on music theory targets, and an audition.

Chamber Choir is open to all 10th, 11th, and 12th grade students who demonstrate musical proficiency through an audition, and have a "B" or higher in all theory components from Chorale or Concert Choir. Students will perform advanced, high-quality choral literature in a variety of styles. Students will be taught advanced musicianship skills, such as proper vocal production, tone quality, sight-reading, and music theory. Students will perform a variety of advanced-level choral literature in a variety of styles. Students will be assessed on the quality of their rehearsal and performance preparedness and etiquette. Students will also be assessed on written and performed musical proficiency, including musical literacy knowledge and skills, musical production knowledge and application, and performance skills and artistry. Because this is a performance-based class, attendance is required at all rehearsals and performances, which typically take place outside of the school day.

MUS 141/142 CONCERT WINDS
(Yearly 1 Credit) (9, 10, 11, 12)
Prerequisite: Four years instrumental experience and / or proficiency determined through an audition.

Concert Winds is a performance-based class offered to students with four years instrumental experience and proficiency determined through an audition. Students will perform a variety of quality literature in a variety of styles. Students will be graded on musical literacy, production knowledge (instrumental technique), performance skills, and rehearsal/performance professionalism. Performances typically take place outside of the school day, and on occasion, rehearsals are also scheduled outside of the school day. Because this is a performance-based class, attendance is required at these events.

MUS 241/242 SYMPHONIC BAND
(Yearly 1 Credit) (9, 10, 11, 12)
Prerequisite: Four years instrumental experience and / or proficiency determined through an audition.

Symphonic Band is a performance-based class offered to students with four years instrumental experience and or proficiency determined through an audition. Students will perform a variety of quality literature in a variety of styles. Students will be graded on musical literacy, production knowledge (instrumental technique), performance skills, and rehearsal/performance professionalism. Performances typically take place outside of the school day, and on occasion, rehearsals are also scheduled outside of the school day. Because this is a performance-based class, attendance is required at these events.

MUS 341/342 SYMPHONIC WINDS
(Yearly 1 Credit) (9, 10, 11, 12)

Prerequisite: Four years instrumental experience and / or proficiency determined through an audition.

Symphonic Winds is a performance-based class offered to students with four years instrumental experience and proficiency determined through an audition. Students will perform a variety of quality literature in a variety of styles. Students will be graded on musical literacy, production knowledge (instrumental technique), performance skills, and rehearsal/performance professionalism. Performances typically take place outside of the school day, and on occasion, rehearsals are also scheduled outside of the school day. Because this is a performance-based class, attendance is required at these events.

MUS 351/352 WIND SYMPHONY
(Yearly 1 Credit) (9, 10, 11, 12)

Prerequisite: Four years instrumental experience and / or proficiency determined through an audition.

Wind Symphony is a performance-based class offered to students with four years instrumental experience and proficiency determined through an audition. Students will perform a variety of quality literature in a variety of styles. Students will be graded on musical literacy, production knowledge (instrumental technique), performance skills, and rehearsal/performance professionalism. Performances typically take place outside of the school day, and on occasion, rehearsals are also scheduled outside of the school day. Because this is a performance-based class, attendance is required at these events.

MUS 441/442 WIND ENSEMBLE
(Yearly 1 Credit) (9, 10, 11, 12)

Prerequisite: Four years instrumental experience and / or proficiency determined through an audition.

Wind Ensemble is a performance-based class offered to students with four years instrumental experience and proficiency determined through an audition. Students will perform a variety of quality literature in a variety of styles. Students will be graded on performance skills, technical proficiency, knowledge of terms and notations, written assignments and class participation. Because this is a performance-based class, attendance is required at all rehearsals and performances, which typically take place outside of the school day.

MUS 231/232 CONCERT ORCHESTRA
(Yearly 1 Credit) (9, 10, 11, 12)

Prerequisite: Four years instrumental experience and/or proficiency determined through an audition.

Concert Orchestra is a performance-based class that is offered to all students with a minimum of four years of string playing experience and/or proficiency as determined through an audition on violin, viola, cello, or string bass. This entry-level orchestra works on developing basic techniques, including accurate tuning, intonation, two-octave scales, bowings, shifting, vibrato, and tone quality. Students will perform a variety of quality orchestral literature. Students will be graded on performance skills, technical proficiency, written assignments, and class participation, along with rehearsal and concert attendance. Because this is a performance-based class, attendance is required at all rehearsals and performances, which typically take place outside of the school day.

MUS 331/332 SINFONIA ORCHESTRA
(Yearly 1 Credit) (9, 10, 11, 12)

Prerequisite: Four years instrumental experience and/or proficiency determined through an audition.

Sinfonia Orchestra is a performance-based class that is offered to all students with a minimum of four years of string playing experience and / or proficiency as determined through an audition on violin, viola, cello, or string bass. This medium - advanced level orchestra continues to develop musicianship skills, including intonation, two and three-octave scales, bowings, shifting, vibrato, and tone quality. Students will perform a variety of quality orchestral literature. Students will be graded on performance skills, technical proficiency, written assignments, and class participation, along with rehearsal and concert attendance. Because this is a performance-based class, attendance is required at all rehearsals and performances, which typically take place outside of the school day.

MUS 361/362 INTERMEZZO ORCHESTRA
(Yearly 1 Credit) (9, 10, 11, 12)

Prerequisite: Four years instrumental experience and/or proficiency determined through an audition.

Intermezzo Orchestra is a performance-based class that is offered to all students with a minimum of four years of string playing experience and/or proficiency as determined through an audition on violin, viola, cello, or string bass. This medium-advanced level orchestra continues to develop more advanced musicianship skills, including intonation, three octave scales, bowings, shifting, vibrato, and tone quality. Students will perform a variety of quality orchestral literature. Students will be graded on performance skills, technical proficiency, written assignments, and class participation, along with rehearsal and concert attendance. Because this is a performance-based class, attendance is required at all rehearsals and performances, which typically take place outside of the school day.

MUS 431/432 CHAMBER ORCHESTRA
(Yearly 1 Credit) (9, 10, 11, 12)

Prerequisite: Four years instrumental experience and/or proficiency determined through an audition.

Chamber Orchestra is a performance-based class that is offered to all students with a minimum of four years of string playing experience and / or proficiency as determined through an audition on violin, viola, cello, or string bass. This top-level orchestra continues to develop advanced musicianship skills including intonation, three-octave scales, bowings, shifting, vibrato, and tone quality. Students will perform a variety of advanced-level quality orchestral literature. Students will be graded on performance skills, technical proficiency, written assignments, and class participation, along with rehearsal and concert attendance. Because this is a performance-based class, attendance is required at all rehearsals and performances, which typically take place outside of the school day.

MUS 251/252 AMERICAN POPULAR MUSIC
(Semester 1/2 Credit) (10, 11, 12)

Prerequisite: None

This course is designed for students who are interested in music, but are not currently enrolled in Band, Choir, or Orchestra performing ensembles. Students will increase and broaden their appreciation and understanding of American culture by studying American popular music. Students will learn to recognize specific musical styles, genres, and performers. They will also study the cultural trends, sounds, characteristics, and the messages of popular music. Specific genres covered will include jazz, blues, musical theater, country, rock, pop and hip-hop music.

MUS 451/452 AP MUSIC THEORY
(Semester 1/2 Credit) (11, 12) (AP Level)

Prerequisite: Membership in Chamber Choir, Wind Ensemble, or Chamber Orchestra, or 80% or higher grade on proficiency exam.

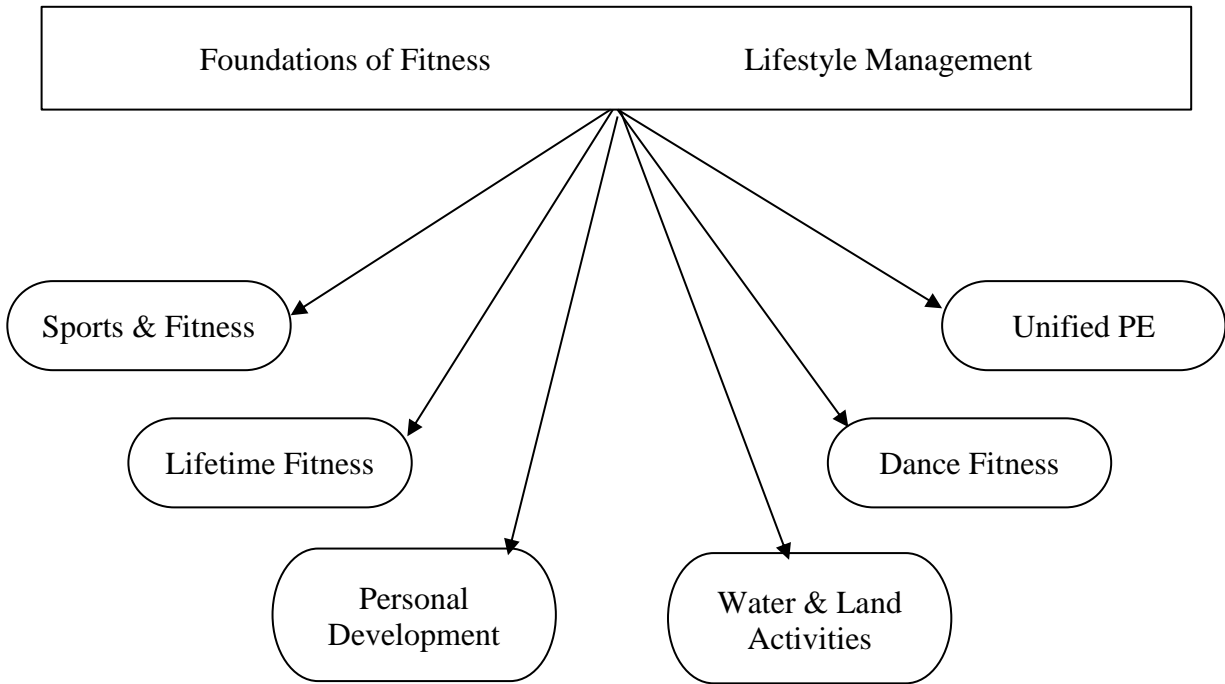
Students study the structure of music, harmony, composition, ear training, form, and analysis. This course is strongly recommended for those who wish to pursue music beyond high school. Students enrolled in this course will have the opportunity to take the Advanced Placement exam in May at their own expense.

MUS 461/462 HONORS MUSIC THEORY II - ARRANGING AND COMPOSITION
(Semester ½ credit) (11, 12)

Prerequisite: Completion of AP Music Theory.

This course furthers the student understanding of music theory through the development of their composing and arranging skills. Students will study compositional techniques, orchestration, and best practices in arranging for vocal and instrumental ensembles. Students will complete original compositions and arrangements that can be included in their music portfolio.

Physical Education



PHYSICAL EDUCATION COURSE LIST

| SUBJECT | GRADES | PREREQUISITES |
|----------------------------|---------------|---|
| Health | 9, 10 | None |
| Drivers Ed/Swim | 9, 10 | None |
| Foundations of Fitness | 9, 10 | None |
| Sports and Fitness | 10, 11, 12 | Foundations or Lifestyle Management |
| Lifetime Fitness | 10, 11, 12 | Foundations or Lifestyle Management |
| Personal Development | 10, 11, 12 | Foundations or Lifestyle Management |
| Dance Fitness | 10, 11, 12 | Foundations or Lifestyle Management |
| Adapted Physical Education | 9, 10, 11, 12 | By IEP Only |
| Water and Land Activities | 9, 10, 11, 12 | None |
| Advanced Aquatics | 9, 10, 11, 12 | None |
| Swim Guard | 10, 11, 12 | Advanced Aquatics & current Lifeguard Certification |
| Lifestyle Management | 9, 10, 11, 12 | None |
| Unified Physical Education | 10, 11, 12 | “C” or better in previous PE course(s) |

PHYSICAL EDUCATION COURSE DESCRIPTIONS

Students will enroll in one PE class per semester.

Students are required to enroll in PE every semester they are in school even when they have attained 3.5 credits. Unit 5 expects that all students to participate in a Physical Education course that includes swimming content. Therefore, students who decide to take Driver's Education through a private company will be expected to register for WALA or Advanced Aquatics.

PE modification form required for extenuating circumstances that impact participation.

Due to facility limitations, students may be placed into a PE course that is different than the one selected during course registration.

PHY 051/052 HEALTH

(Semester 1/2 Credit) (9, 10)

Health education will allow students to use higher level thinking in order to make informed health decisions. A variety of learning activities and student-centered discussions will be applied to the following topics: wellness, mental health, stress management, making healthy food choices, lifelong fitness, alcohol and substance abuse, human sexuality, and current health topics. A physical fitness component may be incorporated. **This course is required for graduation.**

PHY 101/111 DRIVERS ED/SWIM

PHY 102/112 (Semester 1/2 Credit) (9, 10)

All students will enroll in nine weeks of swimming when enrolled in Unit 5 Driver's Education

This course is designed to introduce students to a variety of swim techniques. Students will experience a variety of swim activities including, stroke development, fitness activities, diving, and water safety techniques. This is a nine-week course taken in conjunction with the classroom portion of driver's education.

PHY 131/132 FOUNDATIONS OF FITNESS

(Semester ½ Credit) (9, 10) One Time Enrollment Only

This course is an introduction to physical education that provides an overview of PE activities. This class will provide a foundation of fitness components and concepts that students will be able to build upon in future physical education classes. Students will develop physical and health-related fitness skills through participation in individual and team activities.

**This course meets the prerequisite requirement for other PE electives.*

PHY 201/202 SPORTS and FITNESS

(Semester 1/2 Credit) (10, 11, 12)

Recommended: Foundations of Fitness or Lifestyle Management

This course is designed to continue developing students' knowledge of the benefits of personal fitness. All students in this course will be engaged in a variety of projects that support the development of their personal fitness levels. Fitness concepts and terminology include: heart rate monitoring, FITT principle, and 5 components and skill related components of fitness. This is a fitness-based course that will include but is not limited to: Softball, Soccer, Frisbee, Basketball, Volleyball, Lacrosse and Hockey.

PHY 301/302 LIFETIME FITNESS

(Semester 1/2 Credit) (10, 11, 12)

Recommended: Foundations of Fitness or Lifestyle Management

This course is designed to continue developing students' knowledge of the benefits of personal fitness. All students in this course will be engaged in a variety of projects that support the development of their personal fitness levels. Fitness concepts and terminology include: heart rate monitoring, 5 components of fitness, and FITT principle. This is a fitness-based course that will include but is not limited to: Tennis, Eclipse ball, Frisbee, Badminton, Pickle-ball and Hockey.

PHY 401/402 PERSONAL DEVELOPMENT

PHY 400/409 (Semester 1/2 Credit) (10, 11, 12)

Recommended: Foundations of Fitness or Lifestyle Management

This course is designed to introduce students to the various concepts of personal training and strength & conditioning. Students will be introduced to various modalities of training through weight room workouts and other training applications. Training concepts covered will include: weight room orientation, fitness ~~178~~ training recommendations, the 4 pillars of human movement,

nutrition planning concepts, principles of training, heart rate monitoring, general plyometrics, cardiorespiratory training, basic speed and agility training.

PHY 501/502 DANCE FITNESS

(Semester 1/2 Credit) (10, 11, 12)

Recommended: Foundations of Fitness or Lifestyle Management

Dance Fitness is a course designed to have students physically active and educated through a variety of dance forms. Students will develop fitness and movement skills while participating in aerobic, cultural, social, classical, and modern styles of dances. While exploring creative expression through dance, students will demonstrate choreographic concepts and principles. Students will investigate dance history, techniques, terminology, and styles through a variety of written and performance-based assessments. Students engage in the art form of dance through multiple perspectives to make connections between dance, self, community and worldwide.

PHY 601/602 WATER AND LAND ACTIVITIES

(Semester 1/2 Credit) (9, 10, 11, 12)

Recommended: None

This course will include physical education activities both in the water and on land. This course will include a variety of water activities, as well as land/aerobic activities and games. This course is for students who complete Drivers Education off campus or for students that do not qualify to enroll in Drivers Education during the school year. Course content includes: American Red Cross Aquatic Swimming Levels, Water/Land Games and Activities, and Water/Land Fitness Activities.

PHY 631/632 ADVANCED AQUATICS

(Semester 1/2 Credit) (9, 10, 11, 12)

Recommended: None. This course is open to any student. Students can take this course without becoming a certified lifeguard.

This course is focused on training students to become an American Red Cross certified lifeguard. The course will develop student's swimming skills, as well as muscular and cardiovascular endurance. The primary purpose of this course is to provide entry-level lifeguard participants with knowledge and skills to prevent, recognize and respond to aquatic emergencies and to provide professional-level care for breathing and cardiac emergencies, injuries, and sudden illness until emergency medical services (EMS) personnel take over.

Each student will have the option of receiving American Red Cross certification in Lifeguarding & CPR/AED. First Aid is included with these certifications. A Certification card can be obtained at additional costs. The certification includes successful demonstrations of 3 pre-requisites tests, two final timed scenarios, and two written finals (CPR/FIRST AID & BASIC SKILLS). These standards (tests) are set by the American Red Cross. The Lifeguard Certification is active for 2 years from the date of completion of the class. Students can take Advanced Aquatics each semester.

PHY 651/652 SWIM GUARD

(Semester 1/2 Credit) (10, 11, 12)

Prerequisite: Advanced Aquatics AND current Red Cross Lifeguard Certification

This course is designed for students that currently hold an American Red Cross lifeguard certification. Students will be active lifeguards for students who use the high school pool during the school day. This course has a strict attendance/tardy policy. Students must present themselves and act in a professional manner to be maintained as a swim guard. Students will be required to attend in service sessions in order to maintain their skills.

PHY 701/702 LIFESTYLE MANAGEMENT*

(Yearly 1 Credit) (9, 10, 11, 12)

Lifestyle Management is a collaborative Physical Education and Family and Consumer Sciences course with a focus on personal wellness through both exercise and nutrition. Goal setting and personal assessment will be the emphasis in both components of the course. The exercise component of this course will introduce different methods of lifetime fitness choices; for example: brisk walking, Pilates, aerobics, cardio room equipment use, and resistance training. The nutrition component will address eating habits, nutrition, weight control, diet analysis, and healthy food preparation skills. Throughout this course, students will experience a positive approach to their own self-improvement for a better life now and in the future. ***May be taken for a maximum of 1 credit, for FCS or PE.** *This course meets the prerequisite requirement for other PE electives.

PHY 801/802 UNIFIED PHYSICAL EDUCATION

(Semester ½ Credit) (10, 11, 12)

Prerequisite: “C” or better in previous PE courses.

Unified PE is designed to strengthen Project UNIFY which is endorsed by numerous schools throughout the district. Unified PE will meet state standards for physical education while promoting relationships between general education peers and peers in special education. The student will be in the class as a positive role model and peer teacher to the students who have an IEP. They will learn the different aspects of individual disabilities both physically and behaviorally. The students will participate in fitness gram testing, swimming and recreational/leisure activities.

PHY 511/512 ADAPTED PHYSICAL EDUCATION

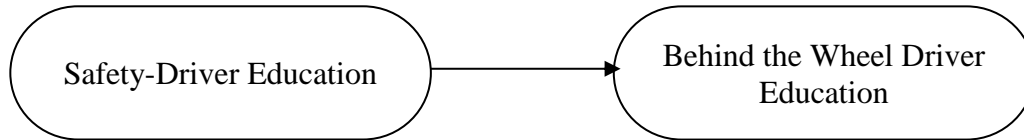
(Yearly 1 Credit) (9, 10, 11, 12) (Standard Level)

Prerequisite: IEP

Adapted Physical Education classes are provided for those students with an Individualized Education Programs (IEP). These classes are smaller in number and allow for more individualized attention. The basic intent of this course is to address IEP goals, to increase physical fitness levels, to learn lifetime activity skills and to provide a safe and successful environment while participating in physical activity.

(NORMAL WEST ONLY) Adapted Aquatics will be incorporated into the Adapted PE curriculum. This portion of the class will address Individualized Education Program (IEP) goals as well as basic water safety, water adjustment skills and an introduction to basic swimming strokes. Individual and group instruction will be based on the skill of the individual student. Adapted swim equipment will be provided for safety and instructional needs.

Driver Education



DRIVER'S EDUCATION COURSE LIST

| SUBJECT | GRADES | PREREQUISITES |
|-----------------------------------|---------------|---|
| Safety-Driver Education | 9, 10, 11, 12 | *None |
| Behind-the-Wheel Driver Education | 10, 11, 12 | *Completes/Passing grade in Classroom Phase |

*To be eligible for enrollment in either phase of Driver Education, the students must have received a passing grade in at least eight (8) courses during the previous two semesters. (House Bill 418 – Public Act 88-188 – Effective 1/1/94)

DRIVER ED COURSE DESCRIPTIONS

DVR 101/111 SAFETY - DRIVER EDUCATION
DRV 102/112 (9 weeks; ¼ Credit) (9, 10, 11, 12)

DRV 103/113 CO-TAUGHT SAFETY – DRIVER’S EDUCATION FOR SPECIAL EDUCATION STUDENTS
DRV 104/114 (9 weeks; ¼ (Credit) (9, 10, 11, 12)

Students are placed into Driver Education based on their birthdate and age. If a student turns 15 after December 31, 2022, they **WILL NOT** take Driver Education until the following school year. If a student turns 15 prior to December 31, 2022, they will register for one of the sections below.

| Turns 15... | 1st quarter | 2nd quarter | 3rd quarter | 4th quarter |
|--|-------------|-------------|-------------|-------------|
| Before May 1, 2022 | DRV101 | PHY101 | | |
| Between May 1, 2022 & July 31, 2022 | PHY111 | DRV111 | | |
| Between August 1, 2022 & October 15, 2022 | | | DRV102 | PHY102 |
| Between October 16, 2022 & December 31, 2022 | | | PHY112 | DRV112 |

Classroom Phase –Driver Education is a State approved program which consists of a minimum of 30 hours of classroom instruction. Students are enrolled in this class the semester after they turn 15. (See Above) The application fee (\$20) will be collected approximately two weeks into the classroom instruction. The fee for this course is \$100. For those individuals completing the classroom phase (approximately nine weeks), the student will then begin nine weeks of swimming with that instructor.

The classroom portion covers the Illinois Rules of the Road booklet which outlines the rules and laws that apply to driving. Students will learn how to handle various situations they will encounter in different driving settings. Defensive driving will always be the main emphasis throughout the class.

Any student who does NOT take Safety-Driver’s Education classroom at their respective high school will need to sign up for Water and Land Activities during their freshman or sophomore year.

During the semester of Drivers Education, students will be in nine weeks of Drivers Education classroom and nine weeks of Drivers Ed/Swim PE.

BEHIND-THE-WHEEL DRIVER EDUCATION

(No Credit) (10, 11, 12)

Prerequisite: Completes and Passes Classroom Phase

NOTE:

- Behind the wheel scheduling is done by the Driver Education Coordinator.
- It will **not** show up on class schedule or transcript.
- Behind-the-wheel fee is not due until students are scheduled into driving.

Beginning maneuvers such as starting, stopping, backing, etc. in light residential traffic, moderate city traffic, two-line highway, heavier suburban traffic, limited access (Interstate) traffic, and heavy city traffic will be covered. During the above lessons, students will learn to recognize the problems relating to that particular lesson and how defensively the driver may respond appropriately.

Behind the wheel (BTW) instruction consists of a minimum of 6 hours of driving and 6 hours of observation. BTW runs over a 6-week period during the school year. Students will drive every day in a variety of driving environments ranging from residential to interstate. Students are scheduled after they have completed the classroom phase and have a valid permit.

(Behind the Wheel will not appear on the student's schedule.) The oldest students are placed first depending on availability. A signup form for BTW is given during the classroom phase. At the time of publication, the BTW fee for 2021-2022 is \$300. Those families that qualify for the reduced or free lunch program may have the Driver Education fee waived or reduced.

Behind the wheel phase may be done through the following ways: Study Hall (if the student has one), lunch/homeroom, summer session, or during physical education class (ONLY by Drivers Education Coordinator request).

Science

| GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|-------------------------------------|---|--|----------|
| Biology <i>or</i> Honors Biology | Chemistry <i>or</i> Honors Chemistry <i>(some students may double up with Physics)</i> Some students take BSAA I or PSAA I <i>(within the Ag Dept.)</i> | <ul style="list-style-type: none"> Physics <i>(requirement for all AP classes)</i> <i>(some students double or triple up with physics and 1+ of the following):</i> Advanced Placement Biology/Chemistry/Physics Dual Credit Chemistry Dual Credit Environment Earth Biological Engineering Earth & Space Science Environmental Earth Molecular and Structural Biology BSAA II <i>(within the Ag Dept.)</i> | |

Sample Honors Plan

| GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|----------------|---------------------|----------|---|
| Honors Biology | Honors Chemistry | Physics* | Advanced Placement Biology/Chemistry/Physics |

Sample 3-Year Plan

| GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|---------|-----------|----------|----------|
| Biology | Chemistry | Physics* | |

Sample 4-Year Plan

| GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|---------|-----------|----------|---|
| Biology | Chemistry | Physics* | Dual Credit/Advanced Placement/Elective* |

*Note: More than one science course can be taken in the same school year

SCIENCE DEPARTMENT COURSE LIST

Graduation Requirement of 2 Credits

| SUBJECT | GRADES | PREREQUISITES |
|--|-------------|--|
| Biology I | 9, 10 | None |
| Honors Biology | 9, 10 | Mastery of 8 th Grade Math and Science standards; or recommendation of Teachers/Counselors |
| Biological Science Applications in Agriculture | 10, 11, 12 | Biology (Intro to AFNR Recommended) |
| Physical Science Applications in Agriculture | 10, 11, 12 | Biology (Intro to AFNR Recommended) |
| Molecular and Structural Biology | 11, 12 | Two Years of Science |
| AP Biology | 11, 12 | Phys I or Current enroll in Phys I |
| Chemistry I | 10, 11, 12 | Completion of Algebra I (or concurrent enrollment) |
| Honors Chemistry | 10, 11, 12 | “B” or higher in Algebra |
| Fundamentals of Chemistry Dual Credit | 11, 12 | Two Years of Science |
| AP Chemistry | 11, 12 | Physics I or current enrollment in Physics I |
| Physics I | 10*, 11, 12 | “C” or higher in Geometry or Honors Geometry. Credit or current enrollment in Chemistry I or Honors Chemistry. *Students who received an “A” in Algebra 2 w/ Trigonometry or Honors Algebra 2 may take as a Sophomore. |
| AP Physics C | 11, 12 | C” or higher in Physics I and completion or Concurrent enrollment in Pre-Calculus or Calculus |
| Environment Earth | 11, 12 | Two Years of Science |
| Environment Earth Dual Credit | 11, 12 | Two years of Science; “C” or higher in previous Science courses |
| Earth and Space Science | 11, 12 | Successful completion of 2 years of science |
| Biological Engineering | 11, 12 | Two years of Science |

SCIENCE COURSE DESCRIPTIONS

SCI 101/102 BIOLOGY I **(Yearly 1 Credit) (9, 10)**

This course is based upon fundamental life sciences concepts, which include cells and cellular energy, ecology, populations, Mendelian and molecular genetics, as well as the structure and function of animals. Real life connections to the curriculum are stressed, as are hands-on laboratory activities. Students can expect to develop both critical thinking and problem-solving skills throughout the course.

SCI 201/202 HONORS BIOLOGY **(Yearly 1 Credit) (9, 10) (Honors Level)** **Prerequisite: Mastery of 8th Grade Math and Science standards; or recommendation of Teachers/Counselors.**

This course is based upon fundamental life sciences concepts, which include cells and cellular energy, ecology, populations, Mendelian and molecular genetics, as well as the structure and function of animals. Real life connections to the curriculum are stressed, as are hands-on laboratory activities. Students can expect to develop both critical thinking and problem-solving skills as they navigate through a more challenging level of study at an accelerated pace.

SCI 331/332 BIOLOGICAL SCIENCE APPLICATIONS IN AGRICULTURE (BSAA) **Yearly 1 Credit) (10, 11, 12)** **Prerequisites: Biology I (both semesters); Intro to AFNR (Recommended)** ***In Cooperation with Curriculum for Agricultural Science Education**

BSAA is designed to reinforce and extend students' understanding of science by associating basic scientific principles and concepts with relevant applications in agriculture. This course will use numerous laboratory experiments and exercises as the main instruction tool. Topics of instruction will include: Introduction to Plant & Animal Sciences, Soil & Soiless Plant Systems, Plant Anatomy & Physiology, Taxonomy, Plant & Animal Nutrition, Cells, History & Uses of Animals, Genetics & Evolution. FFA and Supervised Agriculture Experience projects are an integral part of the Agriculture Education model, so participation in these activities is a firm expectation for this course; however, these events typically take place outside of the school day and that should be taken into account when choosing to enroll in this course. ****Meets graduation requirement for either Elective or Science course.**

***Curriculum for Agricultural Science Education (CASE)** is a nationally recognized high school agricultural education curriculum that uses rigorous and relevant curriculum through a project-based approach that engages students with science, mathematics, and English language understanding.

SCI 341/342 PHYSICAL SCIENCE APPLICATIONS IN AGRICULTURE (PSAA) **(Yearly 1 Credit) (10, 11, 12)** **Prerequisites: Biology I (both semesters); Intro to AFNR (Recommended)** ***In Cooperation with Curriculum for Agricultural Science Education**

Physical Science Applications in Agriculture (PSAA) is designed to reinforce and extend students' understanding of science by associating basic physical science and engineering concepts with relevant applications in agriculture. This course will use numerous laboratory experiments, projects, and problem-solving exercises as the main instruction tools. Topics of instruction will include: Introduction to Ag, Power and Technology, Measurement, Material Properties, Energy, Machines and Structures, and Mechanical Applications. FFA and Supervised Agriculture Experience projects are an integral part of the Agriculture Education model, so participation in these activities is a firm expectation for this course; however, these events typically take place outside of the school day and that should be taken into account when choosing to enroll in this course. ***This course is designated as a STEM Concentration Course. **Meets graduation requirement for either Elective or Science course.**

***Curriculum for Agricultural Science Education (CASE)** is a nationally recognized high school agricultural education curriculum that uses rigorous and relevant curriculum through a project-based approach that engages students with science, mathematics, and English language understanding.

SCI 361/362 MOLECULAR AND STRUCTURAL BIOLOGY **(Yearly 1 Credit) (11, 12)** **Prerequisite: Successful completion of two years of Science**

This course is designed for juniors and seniors who are interested in a science related career. The curriculum will focus on Mendelian and molecular genetics, cell specialization, as well as the anatomy and physiology of the human body. Students will

conduct many in class laboratory investigations and a variety of dissections. NOTE: Students completing AP (Advanced Placement) Biology are not eligible to enroll in Molecular and Structural Biology.

SCI 401/402 ADVANCED PLACEMENT BIOLOGY
(Yearly 1 Credit) (11, 12) (AP Level)

Prerequisite: Physics I or current enrollment

This course is designed for juniors and seniors who are planning a career in the health sciences or those who are interested in an in-depth study of cells, cell communication and cellular energy, Mendelian and molecular genetics, biochemistry, populations and ecology. This course has the equivalent level of material that would be covered in a freshman level college class and is designed to prepare students for the Advanced Placement exam in May. Students earning a high score on this exam may receive college credit depending upon their college choice. NOTE: Students completing AP (Advanced Placement) Biology are not eligible to enroll in Molecular and Structural Biology.

SCI 451/452 CHEMISTRY I
(Yearly 1 Credit) (10, 11, 12)

Prerequisite: Completion of Algebra 1 or concurrent enrollment

This is a laboratory course that deals with matter and energy, as well as the changes that take place through chemical interaction. Successful completion of this course will help students to develop their problem solving and critical thinking skills.

SCI 501/502 HONORS CHEMISTRY
(Yearly 1 Credit) (10, 11, 12) (Honors Level)

Prerequisite: "B" or higher in Algebra 1

This course deals with matter and energy as well as the changes that can take place through chemical interaction. The course is designed for the student who desires a more challenging level of study at an accelerated pace. Students are guided through the course with class discussions, individual work and laboratory investigations.

SCI 561/562 FUNDAMENTALS OF CHEMISTRY – DUAL CREDIT
(Yearly 1 Credit) (11, 12)

Prerequisite: "B" or higher in Chemistry or Honors Chemistry

This is a year-long survey of general, organic, and biological chemistry for students who plan to pursue a health-related profession or who have an interest in chemistry. An emphasis is placed on the relationship between chemistry and life through issues and examples from the health, medical, and environmental fields. Laboratory exercises are used to reinforce the lecture material. *Heartland Community College dual credit can be achieved for Fundamentals of Chemistry.*

SCI 601/602 ADVANCED PLACEMENT CHEMISTRY
(Yearly 1 Credit) (11, 12) (AP Level)

Prerequisite: Physics I or Current Enrollment in Physics I

This course is equivalent to a first-year college chemistry class. Completion of laboratory exercises is a requirement of the course. The course covers topics found on the AP Chemistry exam that students may choose to take in the spring. Exam location and costs will be made available during the year. Those who reach a high level of proficiency in this course should be able to gain advanced standing in college chemistry, depending on college requirements.

SCI 651/652 PHYSICS I
SCI 650/659 (Yearly 1 Credit) (10*, 11, 12)

Prerequisite: "C" or higher in Geometry or Honors Geometry. Credit or current enrollment in Chemistry I or Honors Chemistry.

***Students who have received an "A" in Algebra 2 w/ Trigonometry or Honors Algebra 2 may take Physics as a Sophomore.**

Physics is a laboratory course that examines the physical laws and principles that govern nature. The general areas that are studied are: motion, forces, energy, waves, optics, electricity, and nuclear energy. Emphasis will be placed on understanding the concepts of physics and then to analyze the concepts mathematically. The problem-solving skills developed in this course are transferable to many areas outside of physics.

SCI 751/752 ADVANCED PLACEMENT PHYSICS C
(Yearly 1 Credit) (11, 12) (AP Level)

Prerequisite: C or higher in Physics I and completion or concurrent enrollment in Pre-Calculus or Calculus.

AP Physics C is designed for students interested in majoring in physics, engineering, or mathematics, and for students interested in inquiry-based activities pertaining to physics. Topics covered include Mechanics and Electricity and Magnetism. While it is helpful for students to have had prior exposure to calculus concepts, the calculus needed in this course is taught throughout the course. Students completing this course should have a strong conceptual understanding of physics and well-developed skills in designing, performing and analyzing laboratory experiments. Laboratory work is an integral part of this course. Students enrolled in this course will have the opportunity to take their Advanced Placement exam in May at their own expense. Students receiving a high grade on the exam may be eligible for college credit depending on the score and college.

SCI 801/802 ENVIRONMENT EARTH
(Yearly 1 Credit) (11, 12)

Prerequisite: Two years of Science, “C” or higher in previous science courses
Previously Environmental Science

This is a course for non-science majors who desire a physical science understanding of environmental concerns. Topics may include: groundwater, air quality, land management, nuclear energy, and solid waste disposal.

SCI 811/812 ENVIRONMENT EARTH - DUAL CREDIT
(Yearly 1 Credit) (11, 12)

Prerequisite: Two years of Science, “C” or higher in previous Science courses

This is a course for non-science majors who desire a physical science understanding of environmental concerns. Topics may include: ground water, air quality, land management, nuclear energy, and solid waste disposal. *This course is designated as a STEM Concentration Course. *Heartland Community College dual credit can be achieved for Environment Earth.*

SCI 831/832 EARTH AND SPACE SCIENCE
SCI 830/839 (Yearly 1 Credit) (11, 12)

Prerequisite: Successful completion of 2 years of science

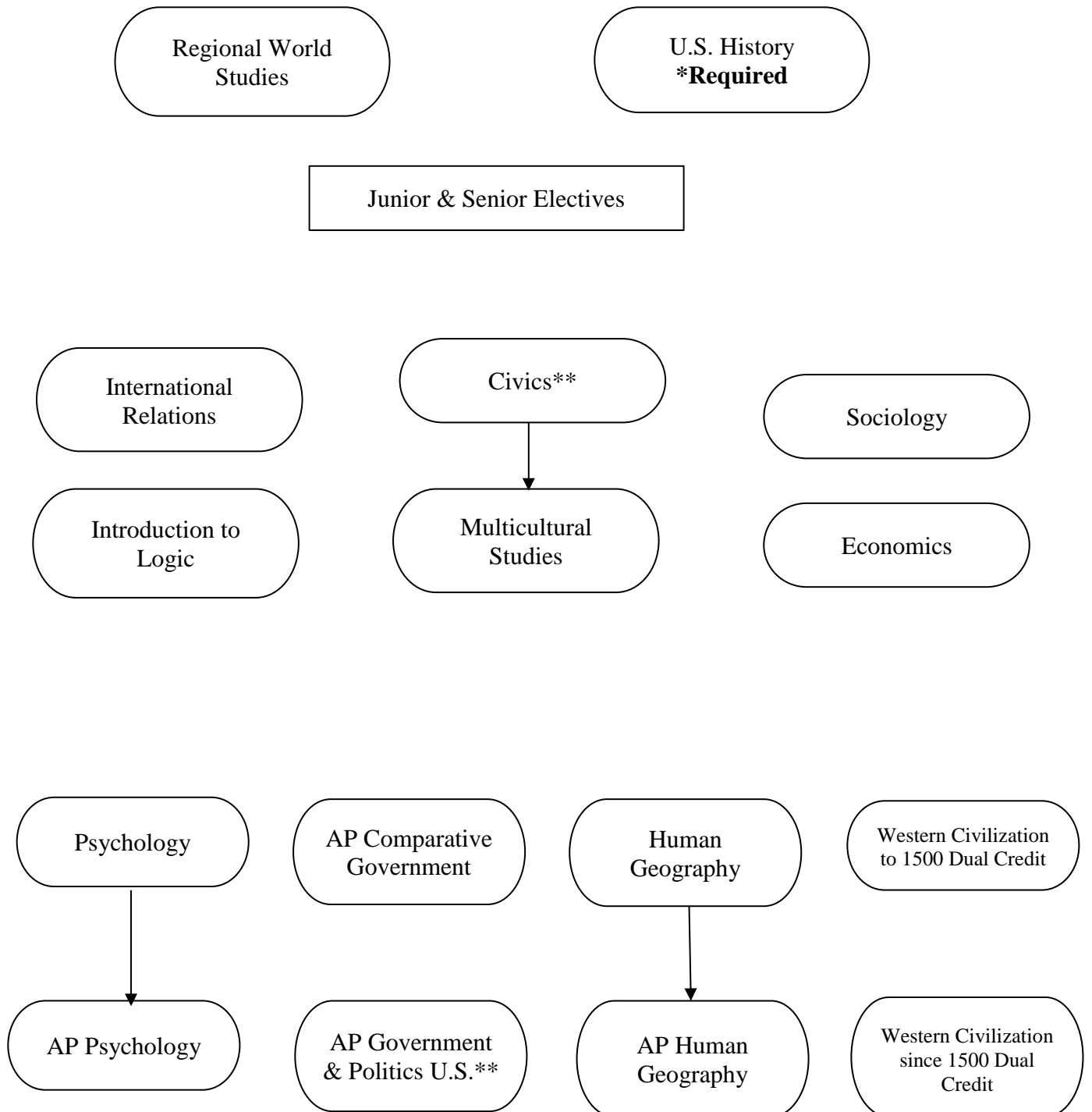
This course is designed for juniors and seniors who are interested in learning about astronomy and earth science in depth. The course will connect concepts learned in biology and chemistry to the Universe and its stars, Earth and its changing surfaces and climate, and how humans have impacted the Earth. Students will conduct many laboratory investigations and frequently work in small groups.

SCI 861/862 BIOLOGICAL ENGINEERING
(Yearly 1 Credit) (11, 12)

Prerequisite: Two years of Science

Biological engineering is a science elective course in which students will have the opportunity to complete a series of hands on scientific explorations in a cutting-edge field in science. This STEM (*Science, Technology, Engineering & Math*) course gives students the opportunity to analyze biological systems, apply engineering principles to these biological processes and use their skills to build better solutions to a large variety of real-world problems. Example investigations include the use of microorganisms to produce fuels, genetically engineering organisms, using increasing computer power to analyze biological data in genetics and medicine and “bio-hacking” humans and other organisms. Upon completion of this course students will have a deeper understanding of biological engineering concepts as well as an advanced understanding of real-world problem solving through the use of the engineering design process. *This course is designated as a STEM Concentration Course.

Social Studies



*US History is **required**. See Course List for additional prerequisites.

Civics or AP Government & Politics U.S. is **required.

SOCIAL STUDIES COURSE LIST

Graduation Requirement of 2 Credits including 1.0 credit U.S. History & .5 credit Civics*
Successful completion of Constitution Test

| SUBJECT | GRADES | PREREQUISITES |
|---|------------|--|
| Regional World Studies | 9 | None |
| U.S. History | 10, 11, 12 | None |
| Civics | 11, 12 | None |
| International Relations | 11, 12 | None |
| Human Geography | 11, 12 | None |
| Introduction to Logic | 11, 12 | None |
| Psychology | 11, 12 | None |
| Sociology | 11, 12 | None |
| Economics | 11, 12 | None |
| AP Psychology | 11, 12 | Psychology and “B” or higher in all previous Social Studies courses |
| AP Government and Politics U.S. | 11, 12 | “B” or higher in all previous Social Studies courses *Meets the Civics graduation requirement |
| AP Comparative Government | 11, 12 | “B” or higher in all previous Social Studies courses |
| AP Human Geography | 11, 12 | Human Geography and “B” or higher in all previous Social Studies courses |
| Western Civilization to 1500 Dual Credit | 11, 12 | None |
| Western Civilization Since 1500 Dual Credit | 11, 12 | None |
| Multicultural Studies | 11, 12 | None |

SOCIAL STUDIES COURSE DESCRIPTIONS

SOC 101/102 REGIONAL WORLD STUDIES **(Yearly 1 Credit) (9)**

In this course, 9th grade students' study about people, places and events in different parts of the world. Three major goals of the course are for students to (1) learn about the history of major world regions – Asia, Africa, Europe; (2) learn about the geography of these regions; and (3) gain a better understanding of world issues and problems.

SOC 211/212 UNITED STATES HISTORY **(Yearly 1 Credit) (10, 11, 12)**

This course is **required** for graduation from high school. Students will study modern U.S. History. During the first semester students will study World War II through Vietnam. Second semester students will examine the 1970's to post-September 11th era. Students will use inquiry skills to analyze primary sources and recognize patterns to history that will enable them to better understand and communicate conclusions on current issues and concerns.

SOC 151/152 CIVICS **(Semester ½ Credit) (11, 12)**

This course fulfills the civics requirement for graduation. Students will use inquiry-based skills to examine the rights and freedoms protected by the Constitution as well as the limits and responsibilities associated with them. Students will analyze historical and controversial issues through simulations and discussions to take informed action. Students will make informed decisions about civic and governmental issues, ultimately learning how to be an active participant in a democratic society. This course includes the Constitution Test, which is a graduation requirement.

SOC 161/162 MULTICULTURAL STUDIES **(Semester ½ Credit) (11, 12)**

Multicultural Studies/History is a course that focuses on the experiences, achievements, and contemporary culture of varied races of people in the U.S. The major purpose of this course is to enable students to analyze past and current social conditions and problems varied races of people face, and develop the skills to recognize and solve social problems within their community.

SOC 301/302 INTERNATIONAL RELATIONS **(Semester ½ Credit) (11, 12)**

The purpose of International Relations is for students to study the conflicts and relationships among the nations of the world during the Twenty-first Century. Particular emphasis is placed on analyzing the foreign policy of the United States and our role in shaping the world order. Students study and defend positions in a simulation format on a variety of contemporary foreign policy issues.

SOC 401/402 HUMAN GEOGRAPHY **(Semester ½ Credit) (11, 12)**

Human Geography investigates where human activities (i.e. Genocide/Darfur) occur and why they happen where they do, using cutting edge technology (i.e. GIS, GPS). The course explores contemporary world challenges relevant to the United States. This course is intentionally designed to be academically rigorous yet accessible to all learners through hands-on activities. The concepts and skills prepare each student for life as a citizen of an interdependent world. Major areas of study are cartography and analysis, population demographics and development, urbanization and the environment.

SOC 511/512 INTRODUCTION TO LOGIC **(Semester ½ Credit) (11, 12)**

The primary objective is for students to form a reasoned argument using logical analysis; implementing facts and personal values. In addition, students will be able to recognize an 'illogical' argument. This course will also enable students to strengthen writing and oral presentation skills as they conduct research based on social issues that affect contemporary global and cultural trends.

SOC 601/602 PSYCHOLOGY **(Semester ½ Credit) (11, 12)**

Have you ever wondered why you do the things you do? If so, as a student of psychology, you will develop the knowledge and skills to explore/analyze and research this question and others related to lifespan development, personality, sensation, perception, and psychological disorders to gain an understanding of the complexities of human thought and behavior.

SOC 701/702 SOCIOLOGY

(Semester ½ Credit) (11, 12)

Sociology is the study of group behavior. Topics of study include the similarities and differences in cultures, changes in society, group organization and interaction, deviance, and social class. A special focus is placed on the influence of society on the individual in terms of attitudes, beliefs, and behavior.

SOC 801/802 ECONOMICS

(Semester ½ Credit) (11, 12)

This semester long course is an overview of micro and macro-economic concepts that are relevant to all students. Students will examine key economic concepts, including economic decision making, supply and demand, government spending, taxation, unemployment and monetary policy. Students will analyze real life examples of economic concepts as well as economic data, with a focus on the current American economic system.

ADVANCED PLACEMENT SOCIAL STUDIES OPTIONS

The Social Studies Department Advanced Placement program is a rigorous study in preparation for an AP test in May. Individual motivation and study is necessary to successfully complete the program. Each class is a continuation of the prerequisite course(s) and follows the curriculum recommended by the College Board for preparation for the AP test. The AP instructor or Social Studies Department Building Chair can provide further information about each course. A student may select these courses in either the junior or senior years.

SOC 612 AP PSYCHOLOGY

(Semester ½ Credit) (11, 12) (AP Level)

Prerequisites: Psychology and “B” or higher in all previous Social Studies courses

Spring semester only

This college level course extends the topics from the introduction course and introduces the systematic and scientific study of the behavior and mental processes of human beings and other animals. Included is a consideration of the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students also learn about the ethics and methods psychologists use in their science and practice. Course is designed to help students prepare for the College Board exam given in May.

SOC 861/862 AP GOVERNMENT & POLITICS U.S.

(Semester ½ Credit) (11, 12) (AP Level)

Prerequisites: “B” or higher in all previous Social Studies courses

This college level course fulfills the civics requirement for graduation. The course provides an analytical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. political reality. Course is designed to help students prepare for the College Board exam given in May. **Students enrolled in the fall course are strongly encouraged to enroll in Comparative. AP exam is only administered in May.**

SOC 882 AP COMPARATIVE GOVERNMENT & POLITICS

(Semester ½ Credit) (11, 12) (AP Level)

Prerequisite: “B” or higher in all previous Social Studies courses

Spring Semester only

This college level course introduces students to fundamental concepts used by political scientists. Students examine the political institutions and processes of six different countries – China, Iran, Mexico, Nigeria, Russia, and the United Kingdom – and compare the ways they address problems. Students will analyze data and readings to draw conclusions about political systems. Course is designed to help students prepare for the College Board exam given in May. This is a standalone course and does **NOT** need to be taken in conjunction with AP Government and Politics U.S.

SOC 912 AP HUMAN GEOGRAPHY

(Semester ½ Credit) (11, 12) (AP Level)

Prerequisites: Human Geography and “B” or higher in all previous Social Studies courses

Spring semester only.

This college level course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine

human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. Course is designed to help students prepare for the College Board exam given in May.

SOC 931 WESTERN CIVILIZATION TO 1500 – DUAL CREDIT

SOC 930 (Semester ½ Credit) (11, 12)

This college level course covers the main stream of Western civilization from the first millennium B.C. to 1500. The course considers religious, economic, and cultural trends and developments as well as the major political events of the period. The focus of the course is on Europe but the great Middle Eastern civilizations and cultural contributions are considered as they impact Europe and help shape the West. Special attention is given to individuals and their contributions as well as to the rise of nations. *Heartland Community College dual credit can be achieved for Western Civilization.*

SOC 942 WESTERN CIVILIZATION SINCE 1500 – DUAL CREDIT

SOC 949 (Semester ½ Credit) (11, 12)

This college level course covers the development of the modern West in terms of the great movements of the past five centuries: The Reformation, The Enlightenment, Absolutism and the rise of the nation state, the French Revolution, Industrialization, the emergence of modern political ideology, the World Wars, the Cold War and the roots of the present political situation. The course emphasizes watershed events in the realm of religion, politics, economics, artistic and cultural developments, and war. Special attention is given to the contributions of individuals in shaping the modern world. *Heartland Community College dual credit can be achieved for Western Civilization.*

Intervention Course Descriptions

Elective credit is earned for these courses

ELA 101/102 FOCUSED LANGUAGE ARTS **(Semester ½ Credit) (9, 10, 11, 12) (Standard Level)**

Enrollment Recommendation based on MAP score, reading/writing diagnostic, and MTSS team decision
The goal of this class is to support success in English courses as well supporting students with the literacy demands of the high school curriculum. Instruction will be tailored to meet the needs of the students with an emphasis on writing and reading comprehension. Student assessments will be administered to determine whether future intervention is needed. This class will earn an elective credit, not an English credit.

NOTE: Students take this course in conjunction with their required English course.

RTI 131/132 CHOICES **(Semester ½ Credit) (9, 10, 11, 12) (Standard Level)** **Prerequisite: Referral Form completed by assigned Case Manager or Interventionist Recommendation**

This course is designed to support students who are experiencing circumstances that interfere with their academic performance. These types of challenges can include but are not limited to failing grades, administrative intervention, attendance factors, frequent transitions, factors that have required counseling, and stressors outside of school. Course objectives include teaching proactive strategies to effectively manage life stressors and identifying resources. Course topics include but are not limited to: ways to succeed in school, handling peer stressors, responding to family relationships, positively navigating dating relationships, avoiding various peer pressures, building resiliency, and improving self-image. Students with the Related Service of Social Work are encouraged to take this course as well as students with the eligibility of Emotional Disability. Students who are transferring to the public-school setting from a therapeutic day school or more restrictive placement should be enrolled in this class to assist in the transition process. This class can be taken numerous semesters as an elective credit.

RTI 133/134 CHOICES II **(Semester ½ Credit) (9, 10, 11, 12)** **Prerequisite: Choices I is required before taking this course. Some exceptions will apply. This course can be taken numerous semesters as an elective credit.**

This course is designed to support students who continue to experience circumstances that create educational barriers both emotionally and academically. These types of challenges can include but are not limited to failing grades, administrative intervention, attendance factors, and frequent transitions, factors that have required counseling, and stressors outside of school. Course objectives include teaching a continuum of proactive strategies to effectively manage life stressors and identifying resources as the students transition into their later high school years. This course is supported through a co-taught model implemented by a School Social Worker. This delivery model includes teaching lessons, small group counseling sessions, individual counseling, and/or 1:1 therapeutic intervention. Course topics include but are not limited to: review of key strategies to succeed in school, responding to family relationships/creating boundaries, handling peer pressure, building resiliency as well as independence, and improving self-image. Students will use the foundation principles learned in Choices I to expand their knowledge by utilizing these in various transitional environments. The following groups are encouraged to take Choices 2: students with the Related Service of Social Work; students who have completed Choices 1 and request continued support provided through a class; students with the eligibility of Emotional Disability; those participating in the MTSS Intervention Process. Students who are transferring to the public-school setting from a therapeutic day school or more restrictive placement should be enrolled in this class to assist in the transition process

RTI 121/122 STUDY SKILLS **(Semester ½ Credit) (9, 10, 11, 12) (Standard Level)** **Prerequisite: Referral Form completed by assigned Case Manager or Interventionist Recommendation**

This one semester class will help students improve basic study skills. Topics will include note taking, test-taking strategies, and organization.

MAT101/102 FOCUSED MATH

(Semester ½ Credit) (9, 10) (Standard Level) Pre-Requisite: Map Score & Interventionist Recommendation

The goal of this class is to support success in Pre-Algebra and at the same time fill skill gaps from middle school by using a combination of hands-on activities, number talks, computer software, and manipulatives. Students will be progress monitored to determine whether further intervention is needed. This class will earn an elective credit, not math credit.

RTI141/142 CREATIVE ASPIRATIONS

(Semester ½ Credit) (9, 10, 11, 12)

Prerequisite: Referral Form completed by assigned Case Manager or Interventionist Recommendation

This course is designed to support students who are experiencing symptoms that interfere with their academic performance. Specifically, this class will target symptoms including anxiety, mood dysregulation, executive functioning, self-image/self-concept concerns, etc. These types of symptoms often create challenges in the school environment including but are not limited to failing grades, struggles to attend school, difficulties in participating in classroom activities, struggling to engage peers in less structured times of the day (including transitions and at lunch), etc. Course objectives include instruction on symptoms and strategies for symptoms management, social skills training, cooperative group/social problem training, and desensitization to routine stressors through exposure training. These objectives will be achieved through a mixture of educational, support group, and experiential activities (including artistic projects and recreational activities). Students can be referred to take this class based on need (General education, 504, Special Education) by administration and/or staff including school counselor, school administrator, interventionist, and/or special education team member. This class can be taken numerous semesters as an elective credit.

MAT331/332 FOCUSED ALGEBRA

(Semester Credit ½ Credit) (10, 11) (Standard Level) Pre-Requisite Map Score & Interventionist Recommendation

The goal of this class is to support success in Algebra 1 and at the same time fill skill gaps by using a combination of hands-on activities, number talks, computer software, and manipulatives. Students will be progress monitored to determine whether further intervention is needed. This class will earn an elective credit, not math credit.

MAT531/532 FOCUSED GEOMETRY

(Semester Credit ½ Credit) (10, 11) (Standard Level) Pre-Requisite Map Score & Interventionist Recommendation

The goal of this class is to support success in Geometry and at the same time fill skill gaps by using a combination of hands-on activities, number talks, computer software, and manipulatives. Students will be progress monitored to determine whether further intervention is needed. This class will earn an elective credit, not math credit.

Special Education

English

- Structured Literacy
- English I
- Foundations
- English II
- Adventures
- English III
- Mastery
- Literacy for Life
- Explorations

Science

- Biology
- Energy & Matter
- Physical Science

Social Studies

- Regional World Studies
- U.S. History
- Civics

Math

- Basic Math
- Intro to Pre-Algebra
- Pre-Algebra
- Algebra I
- Geometry
- Consumer Math

Physical Education

- Health
- Driver Education
- Adaptive PE

Vocations

- Pre-Vocations
- Voc. Training Program I
- Voc. Training Program II
- Voc. Training Program III
- Training Site I
- Training Site II

Resource

- Resource Study Hall
- Communication Resource

Other

- Choices
- Social Thinking
- Study Skills
- Writing Lab
- Consumer Education

SPECIAL EDUCATION COURSE LIST

| SUBJECT | GRADES | PREREQUISITES |
|----------------------------------|---------------|----------------------------|
| <u>English</u> | | |
| Structured Literacy | 9, 10, 11, 12 | Recommendation of IEP Team |
| Foundations | 9, 10, 11, 12 | Recommendation of IEP Team |
| Adventures | 9, 10, 11, 12 | Recommendation of IEP Team |
| Mastery | 9, 10, 11, 12 | Recommendation of IEP Team |
| Explorations | 9, 10, 11, 12 | Recommendation of IEP Team |
| English 1 | 9, 10 | Recommendation of IEP Team |
| English 2 | 9, 10, 11, 12 | Recommendation of IEP Team |
| English 3 | 11, 12 | Recommendation of IEP Team |
| Literacy For Life | 11, 12 | Recommendation of IEP Team |
| <u>Science</u> | | |
| Biology | 9, 10, 11, 12 | Recommendation of IEP Team |
| Physical Science | 9, 10, 11, 12 | Recommendation of IEP Team |
| Energy & Matter | 9, 10, 11, 12 | Recommendation of IEP Team |
| <u>Social Studies</u> | | |
| Regional World Studies | 9, 10, 11, 12 | Recommendation of IEP Team |
| U.S. History | 9, 10, 11, 12 | Recommendation of IEP Team |
| Civics | 9, 10, 11, 12 | Recommendation of IEP Team |
| <u>Math</u> | | |
| Basic Math | 9, 10, 11, 12 | Recommendation of IEP Team |
| Introduction to Pre-Algebra | 9, 10, 11, 12 | Recommendation of IEP Team |
| Pre-Algebra | 9, 10, 11, 12 | Recommendation of IEP Team |
| Algebra 1 | 9, 10, 11, 12 | Recommendation of IEP Team |
| Geometry | 10, 11, 12 | Recommendation of IEP Team |
| Consumer Math | 9, 10, 11, 12 | Recommendation of IEP Team |
| <u>Physical Education</u> | | |
| Driver Education | 9, 10, 11, 12 | Recommendation of IEP Team |
| Health | 9, 10, 11, 12 | Recommendation of IEP Team |
| Adaptive PE | 9, 10, 11, 12 | Recommendation of IEP Team |
| <u>Vocations</u> | | |
| Pre-Vocations | 9, 10 | Recommendation of IEP Team |
| Vocations Training Program I | 11, 12 | Recommendation of IEP Team |
| Vocations Training Program II | 11, 12 | Recommendation of IEP Team |
| Vocations Training Program III | 11, 12 | Recommendation of IEP Team |
| Training Site I | 11, 12 | Recommendation of IEP Team |
| Training Site II | 11, 12 | Recommendation of IEP Team |
| <u>Resource</u> | | |
| Resource Study Hall | 9, 10, 11, 12 | Recommendation of IEP Team |
| Speech/Communication Resource | 9, 10, 11, 12 | Recommendation of IEP Team |
| <u>Other</u> | | |
| Choices | 9, 10, 11, 12 | Recommendation of IEP Team |
| Consumer Education | 9, 10, 11, 12 | Recommendation of IEP Team |
| Social Thinking | 9, 10, 11, 12 | Recommendation of IEP Team |
| Study Skills | 9, 10, 11, 12 | Recommendation of IEP Team |
| Writing Lab | 9, 10, 11, 12 | Recommendation of IEP Team |

SPECIAL EDUCATION COURSE DESCRIPTIONS

Please refer to Page 3 for the description of the weighted grade system associated with regular and standard level courses.

ENGLISH

SPL 291/292 STRUCTURED LITERACY

(Yearly 1 credit) (9,10, 11, 12) (Standard level)

This course utilizes Wilson's Just Words, a focused word study curriculum, based on the success of the Wilson Reading Program. Students will participate in explicit, systematic teaching of word study skills. This curriculum works to master the critical skill of orally segmenting phonemes in a syllable. They learn to segment with a "tapping" system that provides a kinesthetic-tactile guide and reinforcement. Students study sound-symbol correspondence as related to syllable patterns, spelling rules, and the morphological patterns of prefixes, roots, and suffixes. Using kinesthetic-tactile memory techniques, students learn to automatically read and spell the most frequently used English words. Students apply decoding skills to read with prosody, learning how to read sentences in meaningful phrases. This practice emphasizes fluent reading for meaning rather than speed.

SPL 311/312 FOUNDATIONS

(Yearly 1 Credit) (9, 10, 11, 12) (Standard level)

This course is designed to improve decoding skills through syllable structure and spelling. It emphasizes word analysis skills to promote accuracy in word recognition. Repeated exposure and interaction with rules each week assist the student in applying word structure knowledge. Reading fluency is targeted daily in order to develop generalization and application of strategies learned.

SPL 321/322 ADVENTURES

(Yearly 1 Credit) (9, 10, 11, 12) (Standard level)

This course is designed to improve students' ability to recognize words, their meanings, and increase comprehension and oral reading fluency. Emphasis on vocabulary knowledge and development for cross curricular words, application and generalization of decoding and encoding strategies and reading fluency through various text genres including novels.

SPL 331/332 MASTERY

(Yearly 1 Credit) (9, 10, 11, 12) (Standard level)

This course is designed to improve students' vocabulary knowledge, comprehension and silent reading fluency. Emphasis is on increased complexity of cross curricular words, application and generalization of decoding and encoding strategies and reading fluency through use of higher language-based activities and expository/ informational text.

SPL 341/342 EXPLORATIONS

(Yearly 1 Credit) (9, 10, 11, 12) (Standard level)

This course teaches students methods for reading, comprehending, analyzing, synthesizing, and integrating information. These strategies help students to read proficiently, and write skillfully. Students learn study skills such as note-taking and summarizing in the context of materials taken from the areas of science, history, government, geography, and the humanities. Students respond in writing to short-answer and essay questions.

SPL 211/212 ENGLISH 1

(Yearly 1 Credit) (9, 10) (Standard level)

This course analyzes various literary types such as the short story, poetry, nonfiction, drama and the novel. Speech, paragraph and multi-paragraph writing, grammar and research skills will be taught within each unit.

SPL 221/222 ENGLISH 2

(Yearly 1 Credit) (9, 10, 11, 12) (Standard level)

This course focuses on literature written by authors from a global perspective. Students will complete a variety of writing assignments including narrative and literary analysis, as well as, speech, grammar and research skills.

SPL 231/232 ENGLISH 3
(Yearly 1 Credit) (11, 12) (Standard level)

This course focuses on American Literature. The texts will cover the history of America through American authors. It will include multiple genres (fiction, nonfiction, poetry, drama). Both semesters of this course include daily activities in grammar and vocabulary skills. Grammar activities focus on part of speech and the application of those to the students' own writing. Students are also expected to correctly define, spell and utilize new vocabulary.

SPL 251/252 LITERACY FOR LIFE
(Yearly 1 Credit) (11, 12) (Standard level)

The goals of English Life Skills is to provide opportunities for students to demonstrate their reading, writing, listening, and communication skills in a variety of settings that relate to students' specific transitional goals. Activities and lessons will focus on the following learning standards: Research, Reading Comprehension, Speaking and Listening and Writing/Language. A variety of materials will be used including novels, contemporary nonfiction, current news magazines and newspapers, online media platforms and film adaptations.

SCIENCE

SPL 501/502 BIOLOGY
(Yearly 1 Credit) (9, 10, 11, 12) (Standard level)

First semester biology includes the basic principles of the scientific method, characteristics of living things, using microscopes, cell structure and function, classification of living things, genetics, and the theory of evolutionary development of Earth's species. The second semester curriculum is based on the systems that make up the human body, including the skeletal, muscular, nervous, reproductive, circulatory, respiratory, and digestive.

SPL 531 PHYSICAL SCIENCE
(Semester ½ Credit) (9, 10, 11, 12) (Standard level)

Instruction in the interrelationships of the physical sciences presented in a practical setting. Topics include density, gravity, motion, force, energy, light, sound, heat and electricity. The use of simple machines is used to help illustrate various concepts. The class is taught through the use of lecture, class discussions and laboratory explorations.

SPL 532 ENERGY & MATTER
(Semester ½ Credit) (9, 10, 11, 12) (Standard level)

This course explores the relationships between matter and energy. Students learn about the periodic table and how elements are categorized. Chemical reactions and a variety of measurement procedures are applied through lecture, class discussion and laboratory explorations.

SOCIAL STUDIES

SPL 621/622 REGIONAL WORLD STUDIES
(Yearly 1 Credit) (9, 10, 11, 12) (Standard level)

Regional World Studies gives students an overview of world issues, cultures, history, and geography. The main goal is to gain a better understanding of other countries by examining their history, culture, situations, and current events. Through this, we examine our understanding of US foreign policy (why our nation acts the way it acts with other countries). First semester we explore parts of Europe and Africa. Second semester covers the Middle East and Asia.

SPL 631/632 U.S. HISTORY
(Yearly 1 Credit) (9, 10, 11, 12) (Standard level)

This course is required for graduation from high school. Students will study modern U.S. History. During the first semester students will study the World War II through the 1960s. Second semester students will examine the 1970's to post-September 11th era. Students will analyze primary sources and recognize patterns to history that will enable them to better understand and communicate conclusions on current issues and concerns.

SPL 611/612 CIVICS
(Semester ½ Credit) (9, 10, 11, 12) (Standard level)

This course fulfills the civics requirement for graduation. Students will examine the rights and freedoms protected by the Constitution as well as the limits and responsibilities associated with them. Students will analyze historical and controversial issues through simulations and discussions to take informed action. Students will make informed decisions about civic and

governmental issues, ultimately learning how to be an active participant in a democratic society. This course requires the successful completion of the Constitution Test, which is a graduation requirement. It is recommended that students take this course junior or senior year.

MATHEMATICS

SPL 411/412 BASIC MATH
(Yearly 1 Credit) (9, 10, 11, 12) (Standard level)

This math course supplements and builds upon foundation math skills. Students who complete this course will be exposed to basic math procedures using the real number system, basic money skills, estimation and relationships between the four basic math functions. Students are given instruction on performing operations using various strategies without the use of a calculator.

SPL 401/402 INTRODUCTION TO PRE-ALGEBRA
(Yearly 1 Credit) (9, 10, 11, 12) (Standard level)

Students will work on the developing number skills and basic algebra skills and concepts. Topics included will be number relationships, fractions, decimals, percents, integers and inequalities. Students will simplify like terms, solve single step and basic two-step equations.

SPL 431/432 PRE-ALGEBRA
(Yearly 1 Credit) (9, 10, 11, 12) (Standard level)

This course builds upon the essential skills of arithmetic as they apply to Algebra. Real numbers, linear equations, linear inequalities, factoring, fractions, graphing, multi-step equations (with variables on both sides) and basic elements of geometry are stressed.

SPL 451/452 ALGEBRA 1
(Yearly 1 Credit) (9, 10, 11, 12) (Standard level)

This course will put an emphasis on setting up and solving equations, inequalities and systems of equations. Other topics include: graphing linear, exponential, square root and quadratic functions, simplifying polynomials and factoring. Algebra provides the background for the future study of more complex math.

SPL 471/472 GEOMETRY
(Yearly 1 Credit) (10, 11, 12) (Standard level)

In Geometry, algebraic concepts such as solving equations and properties are used and reinforced. Topics include basic geometric proofs, transformations, parallel and perpendicular lines, dilations and similarity, right triangles and trigonometry, congruent triangles, quadrilaterals, circles, area and polygons, and surface area and volume of solids.

SPL 441/442 CONSUMER MATH
(Yearly 1 Credit) (11, 12) (Standard level)

This math course stresses consumer skills. Students who complete this course will be exposed to important consumer math skills necessary to function independently in society. This course will count as a Consumer Education credit.

PHYSICAL EDUCATION

SPL 361/362 HEALTH
(Semester ½ Credit) (9, 10, 11, 12) (Standard level)

A variety of learning activities and student-centered discussions will be applied to the following topics: wellness, mental health, stress management, food choices, lifelong fitness, substance abuse, human sexuality and current health topics. This course is required for graduation.

PHY 511/512 ADAPTIVE PHYSICAL EDUCATION
(Yearly 1 Credit) (9, 10, 11, 12) (Standard Level)
Prerequisite: IEP

Adapted Physical Education classes are provided for those students with Individualized Education Programs (IEP's). These classes are smaller in number and allow for more individualized attention. The basic intent of this course is to address IEP goals, to increase physical fitness levels, to learn lifetime activity skills and to provide a safe and successful environment while

participating in physical activity. Adapted Aquatics will be incorporated into the current Adapted PE curriculum. This class will address Individualized Education Program (IEP) goals as well as basic water safety, water adjustment skills and an introduction to basic swimming strokes. Individual and group instruction will be based on the skill of the individual student. Adapted swim equipment will be provided for safety and instructional needs.

VOCATIONAL TRANSITION ASSISTANCE PROGRAM (VTAP)
(All levels of VTAP are determined through an IEP Team decision)

SPT 251/252 PRE-VOCATIONS
(Yearly 1 Credit) (IEP Team Recommendation) (Standard level)

This course is designed for students with significant vocational deficits who will benefit from training that addresses functional limitations prior to entering the Vocational Training Program. Pre-Vocations includes, but is not limited to: following basic directions, completion of simple tasks, appropriate hygiene/appearance, learning basic personal information, cooperation skills, communication and social skills, following a basic schedule.

SPV 101/102 VOCATIONS I
(Classroom: Yearly 1 Credit) (Standard level)

This is the introductory course which focuses on basic entry level employment skills. Topics include, but are not limited to: job search, completing job applications, interview preparation, the unwritten rules of the work environment, career exploration, job safety, cooperation, basic employability skills. This course is designed to offer introductory skills for employability. **This course must be taken in conjunction with a training site.**

SPV 111/112 VOCATIONS II
(Classroom: Yearly 1 Credit) (Standard level)

This course focuses on the 12 employability skills recognized by adult service agencies. Topics include, but are not limited to: job preparation, job seeking skills, getting to know your strengths and weaknesses, career research, interviewing, resume writing, human relations, taxes, managing your money, growing vocationally for transition. Student participation in this course offers exposure to skills for employability. **This course must be taken in conjunction with a training site.**

***Students who take Vocations II a second year will have the option of enrolling in Training Sites only, this is an IEP team decision. ***

SPV 151/152 TRAINING SITE 1 – VTAP Work
(Semester 1 Credit or Yearly 2 Credits) (IEP Recommendation) (Standard level)

This hands-on experience is offered in combination with one of the above Vocations Courses. A variety of training sites are offered and assigned based on student interest, ability, and IEP team recommendations. Training sites are created for the purpose of providing the student with an overall work experience, transferable to any job. Training sites allow for the assessment of the 12 evaluation criteria recognized by adult service agencies. Training sites include, but are not limited to: vocational training center, on-campus sites, and community sites. Training sites are assigned by the Vocational Coordinator.

SPV161/162 TRAINING SITE 2 – VTAP Work
(Semester 1.5 Credits or Yearly 3 Credits) (IEP Recommendation) (Standard level)

This experience takes place within the community, is competitive and integrated with non-disabled workers.

- Student must have received a VTAP grade of B or higher the previous 2 semesters.
- Student must have received a vocation work course grade of B or higher the previous 2 semesters.
- Student must meet the VTAP attendance policy the previous 2 semesters.
- Student must provide own transportation to and from work.
- Community employment site must be approved and secured in advance by the date provided by the assigned VTAP Coordinator.
- Student may have the option of enrolling in training site only, this is an IEP team decision.
- If the site falls through, the student will no longer be eligible for the Training Site 2 option and will be considered for the Training Site 1 option.

EUGENE FIELD 18-22 SECONDARY SERVICES COURSE DESCRIPTIONS

The 18-22 Transition Program was developed by Unit 5 Special Education Teachers and Staff. The purpose of the program is to provide Unit 5 students with intensive transition experiences and training in real-life age appropriate settings. These students have attended 4 years of high school and are preparing for life as young adults.

SPF 111/112 ADULT LIFE SKILLS PROGRAM (1)

Designed to meet the needs of each individual student, the Adult Life Skills 1 program focuses on the areas of communication, interpersonal skills, independent living skills, vocational skills, functional academics, independent functioning along with exposure to recreational and leisure opportunities across all environments. There is an emphasis on applying learned skills in multiple settings, while problem solving and building independence. Instruction is provided in the classroom, community and vocational settings. Program works to connect students and families to appropriate and available adult service resources in the areas of employment, education and living situations.

SPF 121/122 ADULT LIFE SKILLS PROGRAM (2)

This program is designed to meet the needs of individuals across disability categories. The program primarily focuses on functional academics and life-skills along with community-based instruction. Communication needs and social skills are addressed. Intensive individualized instruction is provided. Areas of focus may include: independent living skills, vocational skills, functional academics, independent functioning along with exposure to recreational and leisure opportunities across all environments. There is an emphasis on applying learned skills in multiple settings, with the proper amounts of support for independence. Students enrolled in this program typically transition to an Adult Developmental Training program or Supported Employment Program.

SPF 131/132 ADULT LIFE SKILLS PROGRAM (3)

This program is designed to meet the needs of individuals across disability categories with multiple, significant needs. While individualized for each student, the program addresses needs in the areas of mobility/positioning, communication, sensory stimulation, health/medical, and adapted life skills. The area of functional academics is also addressed as necessary for each student. An intense level of support is provided to each student to ensure all needs are met. In addition, the use of technology and adapted equipment is widely used to provide for a successful learning environment for the students. Instruction is provided in both the classroom and community environments to provide opportunities for rec/leisure experiences and community-based instruction. Students enrolled in this program typically transition to an Adult Developmental Training program.

SPF 181/182 DEVELOPMENTAL TRAINING (DT) PROGRAM

This program is designed for students with significant vocational deficits who benefit from an alternate location or additional training to address functional limitations prior to entering the Vocational Transition Assistance Program. Individualized goals are established through the IEP process to meet each students' wants and needs. The program includes but is not limited to: following basic directions, completion of simple job tasks, appropriate hygiene/appearance, cooperation skills, communication and social skills, pre-vocational skills assessments, and following a basic schedule. Developmental Training can be a precursor to Unit 5 VTAP.

SPF 191/192 VOCATIONAL TRANSITION ASSISTANCE PROGRAM (VTAP) WORK PROGRAM

The Vocational Transition Assistance Program is an evaluation, training, community participation, and employment preparation program. It is designed to help prepare students for their transition into employment and optimum community participation as adults. Hands-on training sites are created for the purpose of providing the student with an overall work experience, transferable to any job or community activity. Students are placed at training sites for a portion of their school day for the opportunity to gain valuable employability, communication and independence skills. This program is designed to provide support for students as they strengthen their skills in the areas of cooperation, initiative, work habits, adaptability, acceptance of constructive criticism, personal appearance/professionalism, teamwork, communication, problem solving, and completing work with high-quality.

RESOURCE

SPL 991/992 RESOURCE STUDY HALL (No Credit) (9, 10, 11, 12) (Standard level)

This supported study hall is designed as a means to monitor, assist, and provide specific skills and supports for student IEP goals and progress. Accommodations and adaptations are provided as necessary for each student. Curricular goals are supported during this time.

SPL 971/972 SPEECH/COMMUNICATION RESOURCE (No Credit) (9, 10, 11, 12) (Standard level)

This supported study hall is designed as a means to monitor, assist, and provide specific skills and supports for students who have IEP goals for speech language. Curricular goals are supported during this time.

OTHER

SPL 131/132 CHOICES (Semester ½ Credit) (9, 10, 11, 12) (Standard level)

Prerequisite: Referral Form completed by assigned Case Manager

This course is designed to support students who are experiencing circumstances that interfere with their academic performance. These types of challenges can include but are not limited to failing grades, administrative intervention, attendance factors, frequent transitions, factors that have required counseling, and stressors outside of school. Course objectives include teaching proactive strategies to effectively manage life stressors and identifying resources. Course topics include but are not limited to: ways to succeed in school, handling peer stressors, responding to family relationships, positively navigating dating relationships, avoiding various peer pressures, building resiliency, and improving self-image. Students with the Related Service of Social Work are encouraged to take this course as well as students with the eligibility of Emotional Disability. Students who are transferring to the public-school setting from a therapeutic day school or more restrictive placement should be enrolled in this class to assist in the transition process. This class can be taken numerous semesters as an elective credit.

SPL 141/142 CONSUMER EDUCATION (Semester ½ Credit) (9, 10, 11, 12) (Standard level)

This course is designed to increase understanding of personal finances, housing, taxes, loans, and significant purchases. This course meets the consumer education graduation requirement.

SPL 701/702 SOCIAL THINKING (Yearly 1 Credit) (9, 10, 11, 12) (Standard level)

Students placed in Social Thinking have deficits in social skills due to Autistic Spectrum Disorders (ASD) and the communication impact of ASD. Students exhibit difficulties/deficits in the area(s) of Social communication, Problem solving, Communication skills, Peer interactions, Self-advocacy, and Managing anxiety. Please note that deficits may not be noted in all above areas for consideration for enrollment. Students engage in a variety of activities including small/large group discussion, role play, scripting, social interaction games, transition planning, IEP investigation, and conversational skills. Every activity is based on developing communication/interaction skills for the classroom, workplace, social settings, and various interpersonal opportunities.

SPL 121/122 STUDY SKILLS (Semester ½ Credit) (9, 10, 11, 12) (Standard level)

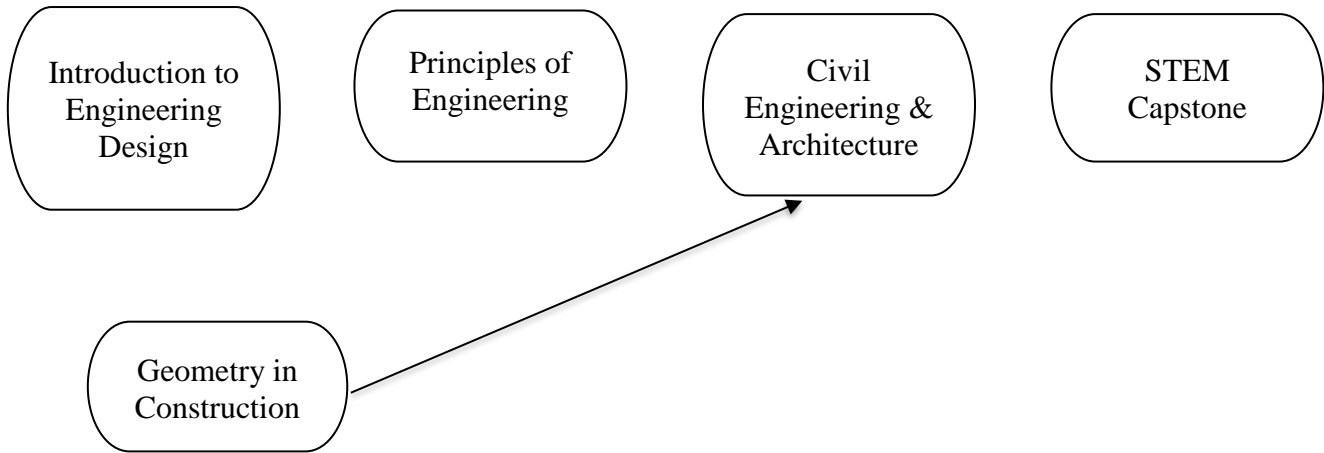
This one semester class will help students improve basic study skills. Topics will include note taking, test-taking strategies, and organization.

SPL 201/202 WRITING LAB (Semester ½ Credit) (9, 10, 11, 12) English Credit (Standard level)

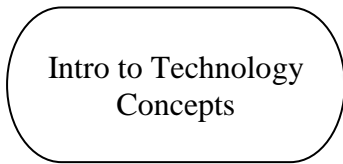
This course is designed to improve written communication skills. Activities will focus on group interaction and the writing process. Instruction in sentence types, sentence structure, writing paragraphs, narrative essays, expository essays, use of prewriting tools, editing and revising is provided.

Technology

Engineering sequence



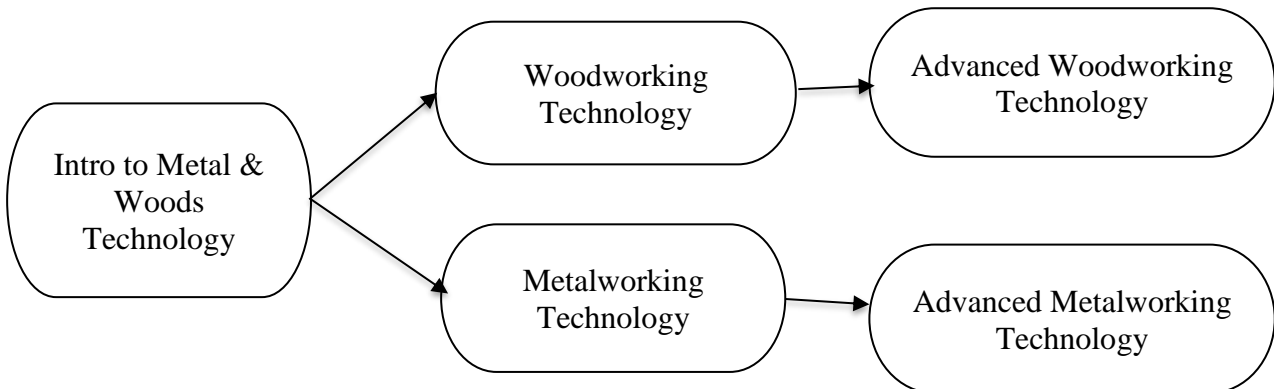
General Technology Sequence



Interactive Design Sequence



Applied Technology Sequence



Note: See course list for prerequisites

TECHNOLOGY COURSE LIST

| SUBJECT | GRADES | PREREQUISITES |
|--|---------------|---|
| Intro to Technology Concepts | 9, 10, 11, 12 | None |
| Video & Multimedia Technology | 10, 11, 12 | One year of Technology Concepts or one year of Intro to Animation & Rendering |
| Advanced Video & Multimedia Technology | 11, 12 | One year of Video & Multimedia Technology |
| Introduction to Metal & Wood Technology | 9, 10, 11, 12 | None |
| Introduction to Engineering Design | 9, 10, 11, 12 | None |
| Principles of Engineering Dual Credit | 10, 11, 12 | None |
| Civil Engineering & Architecture Dual Credit | 11, 12 | None |
| Intro to Animation & Rendering | 9, 10, 11, 12 | None |
| Geometry in Construction | 10, 11, 12 | Algebra 1 |
| Metalworking Technology Dual Credit | 10, 11, 12 | One year of Intro to Metal & Woods Tech |
| Advanced Metalworking Technology Dual Credit | 10, 11, 12 | One year of Metalworking Technology |
| Woodworking Technology | 10, 11, 12 | One year of Intro to Metal & Woods Tech |
| Advanced Woodworking Technology | 10, 11, 12 | One year of Woodworking Technology |
| STEM Capstone | 12 | None |

TECHNOLOGY COURSE DESCRIPTIONS

TEC 081/082 INTRODUCTION TO TECHNOLOGY CONCEPTS

(Semester ½ Credit, Yearly 1 Credit) (9, 10, 11, 12)

This is an exploratory class in Technology, Energy Utilization, 3D Computer Aided Design and several other technological concepts. Though “hands-on” projects, students will learn about the history of and the impacts of technology and possible career choices for the future. Students will develop teamwork, problem solving, and design skills. A variety of concepts will be explored through a majority of self-directed activities, utilizing computer based and hands on learning in teams. Upon completion, students will have an understanding of what courses/careers are available to them and demonstrate team working strategies and display technological literacy. Students will also study basic drafting, energy utilization, digital media, personal computer hardware and software, and manufacturing principles. Student projects include: 3D designs, soldering project, engineering design project, Gamemaker video games, video game cases, networking computers, and aerospace project. *This course is designated as a STEM Concentration Course.

TEC 201/202 VIDEO & MULTIMEDIA TECHNOLOGY

(Yearly 1 Credit) (10, 11, 12)

Prerequisite: Full year of Technology Concepts or Animation & Rendering

This semester or full year course examines how to communicate using digital media. Students will learn how to create digital media in the areas of computer animation, digital video editing, graphic design, and audio. Within each area students will learn how to create digital media content including text, digital images, videos, and sound. Throughout this course students will become proficient in Adobe Creative Cloud Suite. Students will design and develop products such as t-shirts, commercials/short videos, audio files and computer animations. This class will utilize the video production studio for video creation and editing. *This course is designated as a STEM Concentration Course.

TEC 231/232 ADVANCED VIDEO & MULTIMEDIA TECHNOLOGY

(Yearly 1 Credit) (11, 12)

Prerequisite: Full year of Digital Media Production

This course builds on the application of knowledge gained during the first level of digital media production. Projects will include school broadcasts/video announcements, school-related video creation, instruction video creation, web page construction, and the Bloomington-Normal Film Fest. Students will extend their capabilities with cameras and lighting as well as directing their own video project. **This course is designated as a STEM Concentration Course.*

TEC 251/252 INTRODUCTION TO METAL AND WOODS TECHNOLOGY

(Semester ½ Credit, Yearly 1 Credit) (9, 10, 11, 12)

Introduction to Metal and Woods Technology concentrates on the basic applications and process that are used in working with wood, metal, and plastic. Students will study practical applications where industrial materials are used in today’s society and study the processes of manipulating those materials. Concentration includes separating, forming, fabricating, and finishing through hands-on labs and activities. Students will produce various types of take-home projects made from industrial materials that will utilize woodworking, machining, and welding processes. This class is a great introduction to learn how to build, visualize and produce projects! Students will receive an opportunity to proficiency test for HCC MFTG 115 upon completion of a full year.

TEC 411/412 INTRODUCTION TO ENGINEERING DESIGN

***In Cooperation with Project Lead the Way**

(Yearly 1 Credit) (9, 10, 11, 12)

IED focuses on the design process and the applications that are used in the design world. Through hands-on projects, students apply engineering standards and document their work. Students use industry standard 3D modeling software to help them design solutions to solve proposed problems, document their work using an engineer’s notebook, and communicate solutions to peers and members of the professional community. **This course is designated as a STEM Concentration Course.*

TEC 421/422 PRINCIPLES OF ENGINEERING – DUAL CREDIT

***In Cooperation with Project Lead the Way**

(Yearly 1 Credit) (10, 11, 12) (Standard Level)

This course will offer students a unique opportunity to earn dual credit for Project Lead the Way (PLTW) coursework. This course is part of a series of high school pre-engineering curriculum developed by the national engineering program Project Lead the Way. Students will study different fields of engineering thought: civil, mechanical, electrical, energy, etc, technological systems, and manufacturing processes.

Students will also be involved in activities that focus on social and political consequences of technological change. Lessons are taught through hands-on projects that concentrate on how engineers and technicians use math, science, and technology to solve problems to benefit people. **This course is designated as a STEM Concentration Course. Heartland Community College Career Technical Education Credit can be achieved for Principles of Engineering.*

TEC 431/432 CIVIL ENGINEERING AND ARCHITECTURE – DUAL CREDIT

***In Cooperation with Project Lead the Way
(Yearly 1 Credit) (11, 12) (Standard Level)**

This course will offer students a unique opportunity to earn dual credit for high school level Project Lead the Way (PLTW) coursework; students must be enrolled in approved high school level PLTW programs in order to qualify for this course. Students enrolled in CEA will study the area of Civil Engineering and Architecture through a long-term project that involves the development of a local property site. As you learn about various aspects of civil engineering and architecture, you will apply what you learn to the design and development of this property. The course covers the following: The roles of civil engineers and architects, project and site Planning, building design, and project documentation and presentation. Revit, which is a state-of-the-art 3D design software package from AutoDesk, will be used to help design solutions to solve your major course project. Working in teams, you will learn about documenting your project, solving problems, and communicating your solutions to other students and members of the professional community of civil engineering and architecture. CEA is an advanced specialized course within the Project Lead the Way sequence. **This course is designated as a STEM Concentration Course. Heartland Community College Career Technical Education Credit can be achieved for Civil Engineering and Architecture.*

***Project Lead the Way (PLTW)** is a nationally recognized high school Pre-Engineering curriculum that uses rigorous and relevant curriculum through a project-based approach that engages students in conjunction with math and science content. Unit Five courses offered in the PLTW sequence include: Introduction to Engineering Design, Principles of Engineering, and Civil Engineering and Architecture. Project Lead the Way courses are eligible for college credit at certain engineering universities (i.e. RIT, Bradley, Purdue and others).

TEC 491/492 INTRODUCTION TO ANIMATION & RENDERING

(Semester ½ credit, Yearly 1 Credit) (9, 10, 11, 12)

This course is designed to introduce students to basic methods and practices of creating 3D animation and renderings. Students will experiment with a wide variety of animation techniques. They will use math skills to control timing, physics to control lighting and optics, writing skills for storytelling, art talents to create characters, and computer skills for editing scene, shape and object manipulation. Using industry leading 3D animation software, the student will learn to create animations that closely resemble famous movies such as: Toy Story, Monsters, Inc., and Inside Out. Attention will also be given to rendering and animating of fires, hair, explosions, and characters. Ninety percent of this course will have students using their technical skills to render and animate using provided software. **This course is designated as a STEM Concentration Course.*

MAT 501/502 GEOMETRY IN CONSTRUCTION

(Yearly 2 Credits – 1 Math Credit and 1 Elective Credit) (10, 11, 12) (Standard Level)

Geometry in Construction is an integrated geometry in construction course. The common core aligned geometry curriculum is taught in the context of construction. The course is team taught by a math teacher and a technology teacher. The concepts within the course are organized to complement the skills and the knowledge needed in the building process starting with foundational concepts. The students in this course will have math days as well as build days. On the build days, the students will be working together to build a tiny house, shed or assist with a Habitat for Humanity house. This course will provide students the opportunity to immediately apply what they are learning in the classroom to what they are doing on the build site. Students will receive two credits for this year long, blocked course; one elective credit, one math credit. **This course is designated as a STEM Concentration Course. This course is a BACC course so will require submission of a BACC application.*

TEC 521/522 METALWORKING TECHNOLOGY – DUAL CREDIT

(Yearly 1 Credit) (Standard Level)

Prerequisite: One Year of Introduction to Metal & Woods Technology

This course introduces the metal-working processes used to form, fabricate, and assemble manufactured products. Course content focuses on shielded metal arc welding, gas metal arc welding, oxy-fuel cutting, plasma torch cutting, lathe turning, and milling. Eighty-five percent of the content is taught through hands-on problem-solving activities. *Heartland Community College Career Technical Education Credit can be achieved for Metalworking Technology.*

**TEC 561/562 ADVANCED METALWORKING TECHNOLOGY – DUAL CREDIT
(Yearly 1 Credit) (Standard Level)**

Prerequisite: One Year of Metalworking Technology

This course focuses on advanced topics in metalworking such as: milling, lathe turning, welding, and project design. Throughout the semester, students will design and build a functional working product along with completing welding preparation in shielded metal arc welding, gas metal arc welding, and gas tungsten arc welding. Course material concentrates on problem solving and hands-on activities. *This course is designated as a STEM Concentration Course. *Heartland Community College Career Technical Education Credit can be achieved for Advanced Metalworking. For an additional fee, students may choose to earn OSHA General Industry training credential through an on-line supplemental curriculum.*

**TEC 721/722 WOODWORKING TECHNOLOGY
(Yearly 1 Credit) (10, 11, 12) (Standard Level)**

Prerequisite: One Year of Introduction to Metal & Woods Technology

This course is designed to help students develop an understanding of the manufacturing process through woodworking. Students will become skilled in the use of woodworking machines, tools and techniques. Students will also design, develop and produce a manufactured project. Topics include the manufacturing process, basic cabinetmaking/woodworking, jig and fixture production, finishing, assembly, wood identification and wood production. Considerable emphasis is placed on the production of wood products within a manufacturing environment.

**TEC 741/742 ADVANCED WOODWORKING TECHNOLOGY
(Yearly 1 Credit) (10, 11, 12)**

Prerequisite: One Semester of Woodworking Technology

This course is an advanced study of the manufacturing process of wood products. Students will research, plan, and manufacture a student designed wood project with instructor approval. Topics include the product design, measurement, layout, manufacturing processes, cabinetmaking/woodworking, jig and fixture production, finishing assembly, wood identification and wood production. *This course is designated as a STEM Concentration Course. *For an additional fee, students may choose to earn OSHA General Industry training credential through an online supplemental curriculum.*

**STM 811/812 STEM CAPSTONE
(Yearly, 1 Credit) (12)**

The STEM Capstone course is the final course in the STEM Designation sequence. Students who enroll in this course will have the opportunity to apply the knowledge and skills they have learned through their previous STEM courses by working with local businesses / nonprofits to identify and solve a real-world problem. Students will explore the fundamentals of STEM design through robot construction, computer programming, profit analysis of design solutions and scientifically determining material properties. Students will then identify a problem, develop a solution and transform their idea into a product. The authentic partnerships developed during the course with STEM professionals will enable students to gain experience in STEM industries and explore potential careers. At the conclusion of this course students will have a marketable design solution which solves a real-world problem.

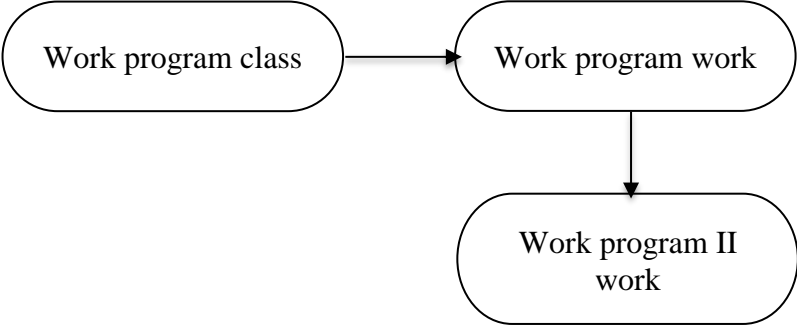
Please see page 14 for a complete description of the STEM Designation and for a list of courses that meet the prerequisite requirements.

Work/Career Exposure

Internship Programs

Pathways to success

Innovative
Entrepreneurs



WORK/CAREER EXPOSURE COURSE LIST

All Elective Courses

| SUBJECT | GRADES | PREREQUISITES |
|--------------------------|--------|-------------------------|
| Pathways to Success | 11, 12 | None |
| Work Program Class | 11, 12 | |
| Work Program Work Year 1 | 11, 12 | |
| Work Program Work Year 2 | 12 | |
| Internship Program | 12 | Application is required |
| Innovative Entrepreneurs | 12 | Application is required |

WORK/CAREER EXPOSURE COURSE DESCRIPTIONS

WRK121/122 PATHWAYS TO SUCCESS – DUAL CREDIT **(Semester ½ Credit) (11, 12)**

This course will help students gain awareness of their academic, career, and personal selves and facilitate development in each of these areas. The focus will be placed on gaining knowledge of each self, identifying areas of strength and those needing improvement, and mastering the tools necessary to achieve growth in these life areas. *Heartland Community College dual credit can be achieved for Pathways to Success.*

WRK 101/102 WORK PROGRAM (CLASS) **(Yearly 1 Credit) (11, 12)**

Prerequisite: Must enroll in WRK151/152

Workplace competencies and foundation skills such as orientation to a new job, interpersonal relationships, communication skills, evaluations, self-management, decision-making, critical thinking, responsibilities, labor laws, money management, income tax, career exploration, and entrepreneurship are covered and related to real-world working situations. Second year work program students cannot take WRK 101/102. **Meets Consumer Education requirement.*

WRK 151/152 WORK PROGRAM (WORK) **(Yearly 2 Credits) (11, 12) (First Year)**

This course enables students to develop and refine occupational competencies needed to acquire and succeed in a job, adjust to the employment, and advance in an occupation of their choice. On-the-job instruction is supervised by the employer. Students work closely with the teacher-coordinator in planning student learning experiences, which are compatible with student goals. Students are required to work an average of 15 hours per week.

WRK 161/162 WORK PROGRAM II (WORK) **(Yearly 2 Credits) (12) (Second Year)**

This course enables students to develop and refine occupational competencies needed to acquire and succeed in a job, adjust to the employment, and advance in an occupation of their choice. On-the-job instruction is supervised by the employer. They work closely with the teacher-coordinator in planning student learning experiences, which are compatible with student and employer goals. Students are required to work an average of 15 hours per week. Any student who has already taken WRK101/102 will be required to meet with the work program coordinator once a week to submit hourly logs and discuss their job. Failure to meet with the coordinator at agreed upon times may result in removal from the work program.

Additional Work Program Information...

- Any student wishing to enroll in the Work Program must complete the application provided by their counselor.
- Parents/guardians are required to sign the application prior to acceptance.
- Interested students will meet with the Work Program coordinator to discuss the program prior to being accepted.
- Students are responsible for obtaining their own employment, and must be employed by the first day of school.
- Students are responsible for their own transportation to and from work.

- The Work Program coordinator will meet with the employers to evaluate the students each quarter.
- Students who fail the class portion of the Work Program (WRK 101/102) will be removed from the Work Program entirely.

WRK 141/142 INTERNSHIP PROGRAM

(Semester ½ Credit or 1 Credit) (Yearly 1 Credit or 2 Credits) (12)

Prerequisite: Application is required.

The Internship Program is designed for career exploration that benefits the student and will be tailored to meet the unique needs and interests of the learner. The student will participate in a workplace experience while interning with a mentor in a business/organization, which is reflective of the student’s career interest, while observing workplace functions and investigating the requirements of a specific career field. Essential career skills will be correlated with soft skills and academic skills in a project-based format. The student will be released from school Monday-Thursday during practicum period(s) to intern with their mentor in an unpaid position with a business/organization an average of four hours per week for ½ credit or eight hours per week for 1 credit. Every Friday the student will participate in Internship Seminars during practicum period(s) at school instead of working with their mentor at the internship site. Seminars will assist the student in making connections between academic learning and workplace experiences in the following areas:

- Academic application, competency, and relationship development in a professional setting
- Career exposure, professionalism, and organizational culture
- Performance evaluation in light of expressed goals and learning outcomes
- Self-perception as compared to professional perception of site mentor
- Career goal assessment and clarification through reflection on internship experience
- Career Portfolio development, networking, and social media

BUS 741/742 INNOVATIVE ENTREPRENEURS

(Yearlong 2 Credits) (12)

Prerequisite: Application is required.

This class is a year-long experience that 1) engages students in startup business development and processes, and 2) creates meaningful connections with local business owners and innovators. Students will visit local businesses, partner with a business mentor, learn from guest speakers, develop their own business idea, and present progress to panels of business owners and investors throughout the year. Students will be exposed to design thinking, ideation, prototyping and a multitude of business and entrepreneurship concepts. Teamwork, motivation, responsibility, communication and inquiry will be further developed through this course. Students must be able to transport themselves to class each day as class will be held at various local businesses. This class requires an application and interview process that takes place in December.

This class will take place during 1st and 2nd hours; students will return to school prior to the beginning of 3rd hour.

BLOOMINGTON AREA CAREER CENTER

All Elective Courses

| | GRADES | PREREQUISITE |
|---------------------------------------|-----------------------|---|
| Automotive Technology I | 11, 12 | None |
| Automotive Technology II | 12 | Automotive Technology I – C or better |
| Barbering I | 10, 11, 12 | None |
| Barbering II | 11, 12 | Barbering I – C or better |
| Computer Technology & Networking I | 10, 11, 12 | Technology Concepts |
| Computer Technology & Networking II | 11, 12 | Computer Technology & Networking I – C or better |
| Computer Technology & Networking III | 12 | Computer Technology & Networking II – C or better |
| Construction I | 10, 11, 12 | Woodworking Technology |
| Construction II | 12 | Construction I – C or better |
| Geometry in Construction | 10, 11, 12 | Successful Completion of Algebra I |
| Cosmetology I | 10, 11, 12 | None |
| Cosmetology II | 11, 12 | Cosmetology I – C or better |
| Cosmetology III | 11, 12 | Cosmetology I – C or better |
| Criminal Justice & Law Enforcement I | 10, 11, 12 | None |
| Criminal Justice & Law Enforcement II | 12 | Criminal Justice & Law Enforcement I – C or better |
| Culinary Arts I | 11, 12 | FCS111-2/122 Culinary Arts I & II |
| Culinary Arts II | 12 | Culinary Arts I – C or better |
| Fire Science I | 11, 12 | None |
| Emergency Medical Technician – Basic | 12 | None |
| Health Careers & Medical Terminology | 10, 11, 12 | None |
| Nurse Assistant | 11, 12 | None |
| Advanced CNA | 12 | Nurse Assistant (B or higher) and CNA Certification |
| Graphic Design & Video Production I | 10, 11, 12 | None |
| Graphic Design & Video Production II | 11, 12 | Graphic Design & Video I – C or better |
| Robotics & Engineering | 11, 12 | Principles of Engineering |
| Welding I | 11, 12 | Advanced Metal Working |
| Welding II | 12 | Welding I – C or better |
| Laborers' Training | 11, 12 | None |
| Trades & Manufacturing | 11, 12 ²⁰⁹ | None |

BLOOMINGTON AREA CAREER CENTER COURSE DESCRIPTIONS

The Bloomington Area Career Center, located at Bloomington High School, is available to 10th, 11th and 12th grade students. The programs are designed to further a student's training in a specialized occupational area if they meet the prerequisites listed for that program. Transportation is provided from Unit 5 High Schools to the Bloomington Area Career Center and back each school day. **Students must adhere to attendance guidelines. Students who have missed 10% (18 days) of school in the previous 180 enrollment days will not be considered.**

Note: Additional class time will be required for travel.

Any student wishing to enroll in the Bloomington Area Career Center must complete the online application. For more information, students should see their school counselor.

AVT 641/642 AUTOMOTIVE TECHNOLOGY I (Yearly 2 Credits) (11, 12) Prerequisite: None

Students will enhance the skills learned in Automotive Technology I as well as develop new skills. Students will learn to use advanced tools and equipment through hands-on experience with the latest technology in the automotive industry. Specific topics that will be covered in depth include safety, basic maintenance, braking systems, engine repair, suspension and steering, electrical/electronic, which include modern computer controls and emissions systems. The students will perform automotive service work with an emphasis on real world shop operating scenarios using teacher and community vehicles.

This class is Dual Credit with Illinois Central College, Automotive 110, 3 credits

AVT 651/652 AUTOMOTIVE TECHNOLOGY II (Yearly 2 Credits) (12)

Prerequisite: Automotive Technology I – C or better

Students will enhance the skills learned in Automotive Technology I as well as develop new skills. Students will learn to use advanced tools and equipment through hands-on experience with the latest technology in the automotive industry. Specific topics that will be covered in depth include safety, basic maintenance, braking systems, engine repair, suspension and steering, electrical/electronic, which include modern computer controls and emissions systems. The students will perform automotive service work with an emphasis on real world shop operating scenarios using teacher and community vehicles.

This class is Dual Credit with Illinois Central College, Automotive 110, 3 credits

AVF 701/702 BARBERING I (Yearly 2 credits) (10, 11, 12) Prerequisite: None

AVF 711/712 BARBERING II (Yearly 2 credits) (11, 12)

Prerequisite: Barbering I – C or better

There are tremendous opportunities for a great career in the barbering industry. As a barber, you'll devote your talents to making others look and feel their best. You'll keep up with current trends through practice, instructor demonstrations, and working on mannequins. The barbering industry offers many options for personal growth and many career paths to choose from. Students attend Hairmasters which is a Pivot Point Legacy School. While attending, students demonstrate competencies in several of the classroom modules needed for the required Illinois State Board Exam. All students will focus on one module in the first year and another module in the second year. Classes will also attend the Midwest Beauty Show in Chicago, IL where they are able to network with over 50,000 barbering and cosmetology industry professionals.

Module One will consist of the basic skills in men's and women's haircutting and styling. Students will practice these skills until they have mastered them based upon industry standards. **Module Two** will consist of furthering skills in men's and women's haircutting and styling as well as adding skills in perming, relaxing, and coloring services. Students then practice these skills until they have mastered them based upon industry standards. All hours accumulated during the student's time at BACC Hairmasters Barbering are credited towards the completion of the 1,500-hour course and licensure.

This program pathway may be completed at Hairmasters where they will prepare you to take the Illinois State mandated exam.

AVT 221/222 COMPUTER TECHNOLOGY & NETWORKING I**(Yearly 2 Credits) (10, 11, 12)****Prerequisite: Technology Concepts**

The Computer Technology & Networking course is designed to equip both the novice and experienced students with entry-level computer technician proficiencies. Students will work closely with the instructor, an educational technology department, and local technology businesses to better their understanding of the material covered in class. The course will help students become adept with customer support techniques and key computer hardware architecture components, such as: the motherboard, processor, memory, drives, networks, power supplies, and peripheral devices for both desktop and laptop computers. Additionally, students will install, configure, and troubleshoot the significant operating systems utilized today. Significant lab time is provided to offer the student authentic hands-on experiences in working with computers. The goal is to prepare these students to take the COMPTIA A+ Certification (starting point for a career in IT) and have them available to assist schools' technology departments in a variety of manners. In addition to the hardware curriculum, the class will also be working on basic networking knowledge and skills; connecting to a network, connecting to the internet through an ISP, network addressing, network services, wireless technologies, basic security, and troubleshooting your network.

COMPTIA A+ certification. This class is Dual Credit with Heartland Community College, Computer Science 101, 4 credits, Networking 151, 3 credits and Networking 160, 3 credits.

AVT 231/232 COMPUTER TECHNOLOGY & NETWORKING II**(Yearly 2 Credits) (11, 12)****Prerequisite: Computer Technology & Networking I – C or better**

This course builds on the skills introduced in Computer Technology & Networking I. Students learn how to connect and install multiple computers and peripherals together to create a computer network. Students build, configure, and maintain network servers along with installing and configuring various network operating systems such as Novell, Windows, and Linux. Students learn to use troubleshooting services, system monitoring utilities, and data backup and recovery systems. Other topics include learning how to connect various network components such as servers, computers, and printers together using data cabling, hubs, and switches. Students learn to run, terminate, and troubleshoot data cabling. In addition, students learn how to install and upgrade software across the network, as well as map drives and share resources such as printers, software, and files. The course includes setting up and configuring various network services such as TCP/IP, DHCP, DNS, VPN, terminal services, e-mail, and web services. Students learn how to secure and protect network servers and data as well as setting up and configuring a firewall, intrusion detection system, and encryption software for identifying and preventing potential network attacks.

This class is Dual Credit with Heartland Community College: Networking 160, 3 credits and Networking 167, 3 credits.

AVT 241/242 COMPUTER TECHNOLOGY & NETWORKING III**(Yearly 2 Credits) (12)****Prerequisite: Computer Technology & Networking I & II – C or better**

This course builds on the skill introduced in Computer Technology & Networking I and II. Internships will be a part of this course along with independent study in the students' area of interest. Cybersecurity is currently the main focus of this course through an online lab simulation application.

AVT 761/762 CONSTRUCTION I**(Yearly 2 Credits) (10, 11, 12)****Prerequisite: Woodworking Technology**

This course provides an opportunity for students who are planning on entering a post-secondary educational program in construction or entering into the workforce at entry level. The focus of the class is the construction by the students of a residential home, with emphasis on foundations, framing, exterior and interior finish and roofing. Students will develop workplace skills in basic math, hand and power tools, basic blueprint reading, safe work habits, proper job attitudes, technical jargon and learn about the wide variety of opportunities in the field of construction. **OSHA 10-hour safety certification and CertainTeed Master Shingle Applicator Certification**

This class is dual credit with Heartland Community College, Construction 101, 3 credit hours.

AVT 781/782 CONSTRUCTION II**(Yearly 2 Credits) (12)****Prerequisite: Construction I – C or better**

This course provides an opportunity for students who are planning to enter a postsecondary educational program in construction or enter into the workforce at entry level. Students will enhance workplace skills in blueprint reading, mechanical systems, electrical wiring, and construction estimating and scheduling, while developing leadership roles.

AVT 501/502 GEOMETRY IN CONSTRUCTION**(Yearly 2 Credits) (9, 10, 11, 12)****Prerequisite: Successful Completion of Algebra I****Location: NCHS & NCWHS**

This program is an integrated geometry in construction course. The common core aligned geometry curriculum is taught in the context of construction. The concepts within the course are organized to complement the skills and the knowledge needed in the building process starting with the foundational concepts. The students in this course will have math days as well as build days. On the build days, the students will be working together to build a tiny house, shed, or assist with a Habitat for Humanity project.

AVF 801/802 COSMETOLOGY I**(Yearly 2 Credits) (10, 11, 12)****Prerequisite: None****AVF 851/852 COSMETOLOGY II****(Yearly 2 Credits) (11, 12)****Prerequisite: Cosmetology I – C or better****AVF861/862 COSMETOLOGY III****(Yearly 2 Credits) (12)****Prerequisite: Cosmetology II – C or better**

Do you want to learn how to braid, style, and perm long and short hair? Then this is the program for you! Students attend Hairmasters, which is a Pivot Point Legacy School. While attending, students demonstrate competencies in two of the five classroom modules needed for the required Illinois State Board Exam. All students will focus on one module in the first year and another module in the second year. Classes will also attend the Midwest Beauty Show in Chicago, where they are able to network with over 50,000 hair, skin, and nail professionals.

Module One will consist of styling hair in the wet and dry state. Training on manikins will develop an understanding of the shape of the head. Observation will be made of different ways of styling long and short hair. These methods may include braiding, curling, straightening, up and down styles, and many more. Students then practice these methods until they have mastered these techniques based upon industry standards. **Module Two** will consist of understanding the texture of the hair. This will include adding and removing texture to hair, as well as multicultural texture reformation. Observation will be made of different ways of perming using different chemicals and rod styles, and relaxing hair using different chemical relaxers. Students then practice these methods until they have mastered these techniques based upon industry standards. All hours accumulated during the student's time at BACC Hairmasters Cosmetology are credited towards the completion of the 1,500-hour course and licensure.

First and second year students may also attend extra hours on Saturday and attend night school to complete their certification early with the approval of their instructor. The Bloomington Area Career Center will pay for one-night school class and may pay for some Saturday hours.

This program pathway can be completed at Hairmasters where they prepare students to take the Illinois State mandated exam.

AVC 241/242 CRIMINAL JUSTICE & LAW ENFORCEMENT I**(Yearly 2 Credits) (10, 11, 12)**

This program is designed to acquaint students with the various aspects of the criminal justice system, including the structure of law enforcement; procedures of criminal law; the court system; corrections; and juvenile justice. Students will first learn the basics of the criminal justice system and become familiar with criminal law and how it applies to individual rights. United States Supreme Court landmark cases will be examined to have a better understanding of their importance in today's role in our criminal justice system. Students will also hear from experts who will expand their knowledge about the multitude of career opportunities within the criminal justice field.

Students will take part in field trips to various locations within the criminal justice specialty areas to see and learn about their daily operations. Students will also take part in various hands-on activities similar to the duties of a police officer, as well as explore aspects of various roles within the police departments, including exploration in forensic science, evidence processing, and steps to properly process a crime scene.

AVC 271/272 CRIMINAL JUSTICE & LAW ENFORCEMENT II

(Yearly 2 Credits) (12)

Prerequisite: Criminal Justice & Law Enforcement I – C or better

During this phase of the program, students will have the opportunity to explore more concise and detailed operations of the criminal justice field. Students will participate in various job-shadowing opportunities and off-site visits to select venues to gain a better understanding of specialties and characteristics within the criminal justice field. Independent study units will be used to allow a more advanced insight, as students will research and analyze actual police cases to examine findings and submit recommendations.

AVF 551/552 CULINARY ARTS I

(Yearly 2 Credits) (11, 12)

Prerequisite: FCS122 Culinary Arts II

This course provides students considering a career in culinary arts and the food service industry with classroom instruction and lab experiences to develop job-related competencies. Students start with basic sanitation and workplace safety, and then continue with instruction on food handling, preparation, quantity production, quality control, planning, operation, and presentation. Commercial quality food service equipment will be used to prepare food and provide hands-on instruction for each area of food study. *Through this Dual Credit course, students will have the opportunity to earn the ServSafe Food Handler, Servsafe Food Production Manager Certification, and SerSafe Allergen Certifications through ServSafe, which is endorsed by the National Restaurant Association. This class is Dual Credit with Joliet Junior College: CA 106, 2 credits.*

AVF 591/592 CULINARY ARTS II

(Yearly 2 Credits) (12)

Prerequisite: Culinary Arts I – C or better

This course provides students with leadership opportunities and responsibility for food service management. Students in this class have the opportunity to cater many different events. Students have the opportunity to plan menus, select food, supervise food preparation, develop pricing strategies, order food, and maintain safety and sanitation, while mastering operation of all food preparation equipment. Students develop skills that will prepare them for postsecondary education and employment opportunities.

AVC 341/342 FIRE SCIENCE I

(Yearly 2 Credits) (11, 12)

Prerequisite: None

This program allows students to explore and prepare for a possible career in the Fire Service. Professional Firefighters teach the course. Students will gain lab experience on-site at Bloomington and Normal Fire Stations and will learn technical and manipulative skills. Those skills include, but are not limited to, the following areas of study: fire behavior, safety, self-contained breathing apparatus, turnout gear use, portable fire extinguishers, ladders and ladder use, fire hose and appliances, building construction, forcible entry, ventilation, water supply, nozzles and fire streams, rescue, fire control, and ropes and knots.

- Students must be in good physical condition to enroll in the course, as training will include climbing stairs and crawling with additional equipment and supplies.

This program will offer Dual Credit with Illinois Central College: Fire Science 110, 3 credits & Fire Science 113, 3 credits.

AVC 361/362 EMT (EMERGENCY MEDICAL TECHNICIAN)-BASIC

(Yearly 2 Credits) (12) (Seniors Only)

Prerequisite: None

This course will introduce the care and handling of the critically ill and injured. Emphasis is on the development of skills in assessment of illnesses and the application of proper emergency care procedures. This course will meet federal and state guidelines for basic EMT training. Students who successfully complete this course will be able to sit for the Illinois State or National Registry EMT-Basic licensure exam after turning 18 years of age and graduating from high school.

This class is Dual Credit with Heartland Community College, EMT 101, 8 credits.

AVH701/702 HEALTH CAREERS AND MEDICAL TERMINOLOGY

(YEARLY 2 CREDITS) (10, 11, 12)

Prerequisite: None

Health Careers and Medical Terminology is a one-year program offered to sophomore, junior and senior students interested in pursuing a career in the medical field or in public safety. Students will learn basic human anatomy and physiology, a solid foundation in medical terminology, and injury/disease processes. Students will have many opportunities for hands-on training

and skills development. It will provide a clear understanding of the first aid process in an emergency situation. The course will include field trips to local hospitals to see the skills firsthand with the potential for job shadowing. The course will explore many medical career options such as Physical and Occupational Therapy, Radiology, Dental Assistant, Nursing, Sports Medicine, X-Ray Technician, as well as Physician specialties. It will give students an up-close look at employment opportunities and educational pathways.

This class is Dual Credit with Heartland Community College, Health 110, 3 credits.

AVH 651/652 NURSE ASSISTANT
(Yearly 2 Credits) (11, 12)
Prerequisite: None

Are you contemplating a career in health care? Well, this is the class for you! The opportunities are unlimited for trained professionals in the healthcare field. Upon successful completion of this course, students are eligible to take the state competency exam to become certified nursing assistants (CNAs). Classroom instruction includes certification in Basic Life Support/CPR and fundamental healthcare principles. Some of these healthcare principles include infection control, safety, patient confidentiality, measuring vital signs, bathing and grooming techniques, nutrition, and transferring residents. Students will participate in hands-on care of residents in long-term care facilities as part of the clinical requirements. Attendance is essential due to the number of state-mandated hours that are required. This class is recommended for students planning for post-secondary education or career attainment. Excellent attendance and communication skills are necessary.

This class is Dual Credit with Heartland Community College, Nursing 110, 8 credits.

AVH 691/692 ADVANCED CNA
(Yearly 2 Credits) (12)
Prerequisite: Nurse Assistant (B or higher), CNA Certification and approval from BACC instructors.

Are you interested in getting hands-on experience in local hospitals, clinics, and medical offices? The Advanced CNA program is an internship program in which students gain learning experiences in local health care facilities. Students will benefit from speakers within the industry, enhance their technical skills, and develop workplace readiness. Students who have completed the BACC Nurse Assistant program have an opportunity to apply for the Advanced CNA program. The top 15 students are chosen based on their clinical skills, grades, attendance, professionalism, communication skills, and leadership qualities. Participating internship sites include, but are not limited to: Carle Bromenn Medical Center, OSF St. Joseph Medical Center, Center for Wound Healing and Hyperbaric Medicine, and Illinois Cancer Care. This class is recommended for students planning for post-secondary education or career attainment.

AVT 301/302 GRAPHIC DESIGN & VIDEO PRODUCTION I
(Yearly 2 Credits) (10, 11, 12)

Do you want to know how to turn your ideas into digital graphics? Have a skill at conceptualizing advertising graphics and want to turn them into usable pieces? Well here is a class for you. Students in this course will develop skills used by digital media graphic designers, desktop publishers, and other members of the multimedia/communications industry. Students will be using industry standard software packages, such as: Photoshop, Illustrator, Final Cut Pro X, and more. Students will be introduced to drawing techniques, digital photography, page assembly, multimedia production and print technologies, as well as vinyl printing. Students will also utilize the steps necessary to mass produce digital media designs. If you are considering a career in graphic arts, this is the class for you!

This class is Dual Credit with Heartland Community College, Digital Media 101, 3 credits. Students have the opportunity to become Adobe certified in Illustrator CC and Photoshop CC.

AVT 311/312 GRAPHIC DESIGN & VIDEO PRODUCTION II
(Yearly 2 Credits) (11, 12)

Prerequisite: Graphic Design & Video Production I – C or better

Students in this class will receive intensive study in advanced digital media design. Students will have the opportunity to establish a leadership role within the print shop, and partner with outside resources to create projects for distribution. This class is recommended for students who are considering a career in the industry as well as preparing for post-secondary education.

This class is Dual Credit with Heartland Community College, Digital Media 120, 3 credits.

AVT401/402 ROBOTICS & ENGINEERING
(Yearly 1 Credit) (10, 11, 12)
Prerequisite: Principles of Engineering

Students enrolled in this course will demonstrate the knowledge and skills necessary for robotic and engineering industries. Through implementation of the design process, students will apply concepts learned in physical science and physics classes to

mechanical devices. Students will develop skills in mechanical design (CAD), and construction as they work in teams to build simple and complex robotic devices. They will build prototypes or use simulation software to test their designs. Additionally, students will explore career opportunities, employer expectations, and educational needs in the engineering fields.

AVT 601/602 WELDING I

(Yearly 2 Credits) (11, 12)

Prerequisite: Advanced Metal Working

Location: Heartland Community College and Tri-Valley High School

This course is designed for students with an interest in the field of manufacturing, which includes machining, sheet metal, computerized machines, and welding. Classroom instruction will include workplace safety, blueprint reading, applied math, training of hand and power tools, and instruction on proper procedures of laboratory equipment. Specialized laboratory learning experiences include planning, manufacturing, assembling, and metal fabricating process. Students may work towards the American Welding Society (AWS) certification in Shielded Metal Arc Welding (SMAW). Students will develop skills necessary to continue with post-secondary education or obtain an entry-level position in the manufacturing occupations.

This class is Dual Credit with Heartland Community College: Welding 110, 3 credits each.

AVT 621/622 WELDING II

(Yearly 2 Credits) (12)

Prerequisite: Welding I – C or better

Location: Heartland Community College and Tri-Valley High School

Students enrolled in this course will enhance their opportunities for obtaining employment in manufacturing. Students will specialize in an area of interest while mastering blueprint reading, applied math, training of hand and power tools, and instruction on proper procedures of laboratory equipment. Students will also increase the amount of lab experience in the area of Computer Numerical Control (CNC) by using a lathe and vertical mill. Students experience 95% hands-on activities during the second year and may work towards the American Welding Society (AWS) certification in the Shielded Metal Arc Welding (SMAW).

This class is Dual Credit with Heartland Community College: Manufacturing 115 and Welding 116, 3 credits each.

Dual Credit is subject to change at the discretion of the community college.

AVT801/802 LABORERS' TRAINING

Yearly (2 Credits) (11, 12)

Prerequisite: None

Location: Laborers' Training Facility in Stanford, IL

Are you interested in concrete finishing, bridging, mason tending, landscaping, GPS, blueprint reading, and pipe laying? The options and specializations available to Union Laborers are incredible! Upon successful completion of this program, students are eligible to apply for the Laborer's Union apprenticeship program with thirteen of the fifteen required classes for the Laborer's Union Apprenticeship Program. This course is a combination of both classroom instruction and hands-on experiences. Attendance is important for this course. This class is recommended for students who are highly interested in joining the Laborer's Union upon graduation. An interest in hands-on work and a willingness to try new things are essential for this course.

AVT 811/812 TRADES & MANUFACTURING

Yearly (2 Credits) (11, 12)

Prerequisite: None

This program will introduce students to trade and manufacturing opportunities in the BACC Region. Students will receive an overview of key employer and trade union career opportunities to better understand the needed skills and expectations of local employers and industries. Students will meet at various businesses and union facilities to learn from experts in the field.

OSHA 10 Safety Certification

SKILLSUSA

SkillsUSA is a nationally recognized organization that helps high school and college students enhance traits and skills that will help them succeed in the workforce. Members participate in local chapter meetings to develop leadership, teamwork, citizenship, character, and self-confidence as they attend classes to learn career and technical skills. State and National level competitions allow students to display the leadership and occupational skills they have learned throughout the year, and students are assessed by industry-driven standards. SkillsUSA provides access to postsecondary scholarships and training to prepare workers for a lifetime of success in and out of the workplace. Any student enrolled in a BACC program is eligible to participate in SkillsUSA.

HEARTLAND COMMUNITY COLLEGE/UNIT 5 PLACEMENT AGREEMENT

Heartland Community College will allow students to place into credit bearing courses and bypass the Heartland Community College Readiness assessment if a grade of an A or B is earned in the courses designated below. This info is documented below.

- Any student earning a B or better in the indicated Unit 5 course will meet placement for the designated HCC course(s) and will not need to take the HCC assessment.
- In year-long high school courses, a B or better is required both semesters.
- High school courses for placement will be honored if completed within 2 years prior to enrollment.

UNIT 5 MATH PLACEMENT

| Unit 5 Course | HS Course Duration | Placement |
|--|--------------------|---|
| MAT 681/682: Algebra 2 w/ Trigonometry | Year-long | TMAT 103: Technical Math I |
| MAT 721/722: Honors Algebra 2 | Year-long | TMAT 103: Technical Math I |
| MAT741/742 Pre-Calculus | Year-long | TMAT 103: Technical Math I MATH 131: Explorations in Math MATH 135: Math for Elementary Teachers I MATH 141: Intro to Statistics |
| MAT811/812 STEM Trigonometry | Year-long | TMAT 103: Technical Math I MATH 131: Explorations in Math MATH 135: Math for Elementary Teachers I MATH 141: Intro to Statistics |
| MAT841 Finite Math | Semester | TMAT 103: Technical Math I MATH 131: Explorations in Math MATH 135: Math for Elementary Teachers I MATH 141: Intro to Statistics |
| MAT842 Probability & Statistics | Semester | TMAT 103: Technical Math I MATH 131: Explorations in Math MATH 135: Math for Elementary Teachers I MATH 141: Intro to Statistics |
| MAT851/852 AP Statistics | Year-long | TMAT 103: Technical Math I MATH 131: Explorations in Math MATH 135: Math for Elementary Teachers I MATH 141: Intro to Statistics |
| MAT891/892 Honors Pre-Calculus | Year-long | TMAT 103: Technical Math I MATH 109: College Algebra MATH 131: Explorations in Math MATH 135: Math for Elementary Teachers I MATH 141: Intro to Statistics |
| MAT921/922 AP Calculus AB | Year-long | TMAT 103: Technical Math MATH 109: College Algebra MATH 111: Finite Math MATH 131: Explorations in Math MATH 135: Math for Elementary Teachers I MATH 141: Intro to Statistics MATH 151: Calculus for Business & Social Science MATH 161: Calculus I |
| MAT942/942 AP Calculus BC | Year-long | TMAT 103: Technical Math MATH 109: College Algebra MATH 111: Finite Math MATH 131: Explorations in Math MATH 135: Math for Elementary Teachers I MATH 141: Intro to Statistics MATH 151: Calculus for Business & Social Science MATH 161: Calculus I |

UNIT 5 ENGLISH PLACEMENT

| Unit 5 Course | HS Course Duration | Placement |
|---|--------------------|-----------------------------------|
| ENG 571/572 English IV | Semester | College Level Reading and Writing |
| ENG 631/632 Senior Literature | Semester | College Level Reading and Writing |
| ENG 721/722 Philosophy and Literary Criticism | Semester | College Level Reading and Writing |
| ENG 881/882 AP English Literature and Composition | Year-long | College Level Reading and Writing |

Comparative Freshman Course Requirements

| | Total | English | Social Studies | Math | Lab Sciences | Electives/Other |
|---|------------|----------------|----------------|------------------------|-----------------|--|
| Chicago State University | 15 | 4 ¹ | 3 ⁷ | 3 ⁸ | 3 ¹² | 2 foreign language, music, vocational education, or art ⁺ |
| Eastern Illinois University | 15 | 4 ¹ | 3 ⁴ | 3 ⁸ | 3 | 2 years of academic or vocational electives |
| Governors State University | 15 | 4 ¹ | 2 | 3 ¹⁰ | 2 | 2 years of one foreign language or fine arts; and 2 years of electives |
| Illinois State University | 15 | 4 | 2 | 3 ¹⁰ | 2 | 2 years of one foreign language or fine arts; and 2 years of electives. |
| Northeastern Illinois University | 15 | 4 ¹ | 3 ⁴ | 3 ⁸ | 3 | 2 years of academic or vocational electives |
| Northern Illinois University | 15 | 4 ² | 3 ⁵ | 3 ⁹ | 3 ¹³ | 2 units (one must be foreign language, art, or music); Up to three units of the required fifteen units may be distributed throughout any of the five categories of course work. Vocational education may satisfy up to three of the units. |
| Southern Illinois University, Carbondale | 15 or 16 | 4 ¹ | 3 ⁷ | 3 or 4 ¹⁰ | 3 ¹² | 2 years of electives in foreign language, art, fine arts, music or vocational education; if a foreign language is taken, it must include two semesters of the same language. |
| Southern Illinois University, Edwardsville | 15 | 4 ¹ | 3 ⁴ | 3 ¹⁰ | 3 | 2 years chosen from foreign language, music, the visual arts, theatre, dance and/or vocational education. |
| University of Illinois Chicago | 16 | 4 | 3 | 3 | 3 | 2 years of foreign language (recommended); 1 year of electives. |
| University of Illinois Springfield | 15 | 4 ³ | 3 ⁵ | 3 ¹⁰ | 3 ¹² | 2 years of one foreign language or 2 years of fine arts, selected from art, music, dance and theatre are required. |
| University of Illinois Urbana-Champaign | 15 or 15.5 | 4 ³ | 2 ⁷ | 3 or 3.5 ¹¹ | 2 ¹² | 2 years of one foreign language are required; and 2 years (flexible academic units) from any of the five subject categories. Approved art, music, or vocational education courses may be counted in the flexible academic units category. |
| Western Illinois University | 15 | 4 ¹ | 3 | 3 ¹⁰ | 3 | 2 years of foreign language, music, vocational education, art, theatre, film, religion, philosophy, speech or journalism. |

FRESHMEN COURSE REQUIREMENTS FOOTNOTES:

+ Suggested electives - includes other academic courses.

- 1) Emphasizing written and oral communication and literature.
- 2) Three units of English must be courses emphasizing written and oral communication and literature.
- 3) Studies in language, composition, and literature requiring practice in expository writing in all such work. Coursework should emphasize reading, writing, speaking, and listening.
- 4) Emphasize history and government.
- 5) One unit must be U.S. history or a combination of U.S. history and government.
- 6) At least 2 years of history and/or government, other acceptable subjects are anthropology, economics, geography, psychology, and sociology.
- 7) History and government are preferred. Additional acceptable social studies include anthropology, economics, geography, philosophy, political science, psychology, and sociology.
- 8) Introductory through advanced algebra, geometry, trigonometry, or fundamentals of computer programming.
- 9) College preparatory mathematics, including one year of geometry and one year of advanced algebra and/or trigonometry.
- 10) Algebra I & II, and a proof-based geometry course. A fourth unit is highly recommended: trigonometry and pre-calculus, or statistics, depending on the student's area of interest.
- 11) Algebra, geometry, advanced algebra, trigonometry. Typically, such courses as career/occupational mathematics, consumer mathematics, applied business mathematics, pre-algebra, and computer courses are not acceptable. 3.5 years of mathematics including trigonometry are required in the following curricula: Agricultural, Consumer and Environmental Sciences – agricultural engineering; Business – all curricula; Engineering – all curricula; Fine and Applied Arts –

Foreign Language Requirements for Admission and Graduation

| | Foreign Language Requirement for Admission | Foreign Language Requirement for Graduation |
|---|--|--|
| Chicago State University | Not required | All programs – 6 hours of college language (can be met by assessment/proficiency test or college level courses only) |
| Eastern Illinois University | Not required, 2 years recommended | 2 semesters of college language (can be met by 2 years of single foreign language in high school with "C" or better average) |
| Governors State University | 2 years of one foreign language or 2 years of fine arts | Not required |
| Illinois State University | 2 years of one foreign language or 2 years of fine arts | Two semesters of college language (can be met by successful completion of 3 years of same foreign language in high school). American Sign Language may be used to fulfill this requirement by transfer credit or by proficiency. Bachelor of Arts – 3 semesters of college language (may be met by proficiency test or college level courses only) |
| Northeastern Illinois University | Not required | Not required |
| Northern Illinois University | Humanities: 2 years of foreign language or combination of language, art, music, theatre | Bachelor of Arts - 2 years of one foreign language at the college level OR Completing the equivalent of the fourth-year of a foreign language with no term grade lower than C at an accredited high school (may be met by proficiency test). |
| Southern Illinois University, Carbondale | Not required; used toward fulfillment of 2 year elective requirement. Must include two semesters of the same language. | College of Liberal Arts - one year (2 courses) of college language (met by college coursework or exam only). Some degrees in College of Liberal Arts are exempt. |
| Southern Illinois University, Edwardsville | Not required – 2 years recommended | Bachelor of Arts – college language required (met by college-level coursework only) |
| University of Illinois Chicago | Not required – 2 years recommended | College of Business Administration: 2 semesters at collegiate level All programs in the College of Liberal Arts and Sciences, Urban Planning and Public Affairs, and the School of Public Health, as well as the Art History major: 4 semesters at the collegiate level. Can be waived through a placement exam or if a student's native language is not English. |
| University of Illinois Springfield | 2 years of one foreign language OR 2 years of fine arts | Honors students must have 2 years of one foreign language |
| University of Illinois Urbana-Champaign | 2 years of one language required. 4 years recommended | College of Liberal Arts and Sciences: up to the 4th collegiate level of foreign language (can be met by 4 years of one high school foreign language) All other colleges - up to the 3rd collegiate level (can be met by 3 years of one high school foreign language) |
| Western Illinois University | Not required | Selected majors - bi-cultural, bi-lingual education, foreign language, and biology (can be met by 3 years of high school foreign language) |

Comparative Undergraduate Admission Information

Admission requirements for the state universities in Illinois are outlined below. Any questions or concerns about the admissions process should be directed to the appropriate university office.

Admission as a Freshman

The standardized test score, GPA and class rank middle 50% ranges of the entering freshman class of 2019 show that admission standards vary across the twelve universities. Note that since a holistic approach** is used in the admission review process, having standardized test scores, GPA, and class rank within the entering freshman profile does not guarantee admission.

Middle 50% for SAT/ACT Composite Scores, GPA and Class Rank for Entering Freshman Class of 2022

| | ACT middle 50% | SAT middle 50% (M+CR only) | GPA | HSPR | | ACT middle 50% | SAT middle 50% (M+CR only) | GPA | HSPR |
|-------------|---------------------|----------------------------|-----------|------|-------------|---------------------------------------|----------------------------|--------------|-----------------------------|
| CSU | 19 | 1010 | 2.93 | 53% | SIUC | Test score not required for admission | | 3.27 | 66% |
| EIU | 21 | 1060 | 3.39 | * | SIUE | Test score not required for admission | | * | 52-87% |
| GSU | 19 | * | 2.88 | * | UIC | 21-28 | 1070-1290 | 3.2-3.8 | 69-92% |
| ISU | 22-27 | 1020-1210 | 3.26-3.98 | * | UIS | Test score not required for admission | | 3.07-3.96 | 52-88% |
| NEIU | 18 | 850-1020 | 2.53-3.0 | * | UIUC | 28-34 | 1300-1500 | 3.50-3.94 UW | No longer calculated |
| NIU | Test-free admission | | 2.86-3.71 | * | WIU | 18-24 | 880-1090 | 3.03-3.64 | Not utilized for admissions |

*No middle 50% is collected.

Priority Filing Dates and Deadlines For 2022 Freshmen

Students are encouraged to file their application as early as possible in fall of the senior year. Submit an official transcript including senior courses in progress, class size and rank with the application. The state universities of Illinois will continue to consider applications as long as space exists.

Applications with all required credentials should be received during the following application periods:

| | Term | Application Available | Priority Filing / Early Action Date | Final Application Deadline | Decision Notification | Application Fee |
|--|---|---|--|---|------------------------------------|--|
| Chicago State University | Spring Summer I Summer II Fall | May 1 June 1 June 1 June 1 | November 1 May 1 May 1 October 15 | As space permits | Rolling | \$25 |
| Eastern Illinois University | Spring Summer Fall | January 15 July 1 July 1 | N/A October 15 October 15 | As space permits | Rolling | \$0 |
| Governors State University | Fall | September 1 | November 1 | As space permits | Rolling | \$25 |
| Illinois State University | Spring Summer Fall | April 1 August 1 August 1 | August 1 November 1 November 1 | November 1 April 1 April 1 | Rolling | \$50 |
| Northeastern Illinois University | Spring Summer I Summer II Fall | August 1 August 1 August 1 August 1 | N/A | November 1 April 1 May 1 July 15 | Rolling | \$30 |
| Northern Illinois University | Spring Summer Fall | May 1 August 1 August 1 | November 1 December 1 December 1 | December 1 May 15 August 1 | Rolling | No application fee |
| Southern Illinois University, Carbondale | Spring Summer Fall | February 1 June 1 June 1 | November 1 December 1 December 1 | As space permits | Rolling | \$40 |
| Southern Illinois University Edwardsville | Spring Summer Fall | One year prior to term One year prior to term June 1 (prior to senior year) | N/A N/A December 1 | December 10 April 29 May 1 | Rolling | \$40 |
| University of Illinois Chicago | Fall Spring | August 1 | November 1 (Early Action) | February 1 October 15 | EA: December 1 Regular: Rolling | \$60 (domestic) \$100 (International) |
| University of Illinois Springfield | Fall Spring | August 1 January 1 | May 1 N/A | As space permits | Rolling | Waived through Spring 22 |
| University of Illinois Urbana-Champaign | Fall | September 1 | November 15 (Priority Admission) | January 5 | Final: Mid-February | \$50 (domestic) \$75 (International) |
| Western Illinois University | Fall Spring | June 1 | N/A N/A | August 1 | Rolling | \$30 |

When to Apply for Transfer Admission

Applications should be filed as early as possible. This allows the university adequate time to process the application and give maximum consideration to credentials.

Illinois Public Universities will continue to consider applications as long as space exists. Applications with all required credentials should be received during the following application periods:

| | Application Period Begins | Application Period Ends |
|-------------|---|--|
| CSU | One year in advance of entry date | Consult university |
| EIU | One year in advance of desired entry date | Consult university |
| GSU | Consult university | Consult university |
| ISU | Summer/Fall: August 1 Spring: April 1 | Summer/Fall: May 1, or as space exists Spring: November 1, or as space exists |
| NEIU | One year in advance of desired entry date | Fall: July 15 Spring: Nov 1 Summer: April 1 |
| NIU | One year in advance of desired entry date | One year in advance of desired entry date |
| SIUC | One year in advance of desired entry date | Consult university |
| SIUE | One year prior to term of entry | Four weeks prior to the start of the term |
| UIC | Fall: August 1 Spring: August | Fall: April 1 Spring: October 15 |
| UIS | One year in advance of entry term | One month prior to start of entry term |
| UIUC | Spring: September 1 Fall: December 15 | Spring: October 15 Fall: March 1 |
| WIU | One year in advance of desired entry date | Consult university |

Admission as a Transfer

Admission as a transfer student to one of the state universities of Illinois is based primarily on grade point average for all previous college work and meeting the minimum number of credit hours.

| | Minimum Semester Hours (semester hours x 1.5 =qh) | Minimum Cumulative GPA (A = 4.00) |
|---------------------------|---|-----------------------------------|
| CSU | 24 | 2.0 |
| EIU | 24 ¹ | 2.0 |
| GSU | 24 | 2.0 |
| ISU | 24 ¹ | 2.0 ² |
| NEIU | 24 ³ | 2.0 |
| NIU | 24 | 2.0 |
| SIUC³ | 26 ¹ | 2.0 |
| SIUE | 30 | 2.0 |
| UIC | 24 ^{1,4} | 2.5 ^{2,5} |
| UIS¹ | 30 | 2.0 |
| UIUC^{1,2} | 12 | 2.5 |
| WIU | 24 | 2.0 ^{1,2,3} |

1) Students with fewer credit hours than the posted minimum may need to submit additional materials for review, such as ACT or SAT scores and/or high school transcripts.

2) Transfer admission is competitive. Some programs require a higher GPA than the stated minimum.

3) AA degrees based on baccalaureate-oriented sequences from a community college in Illinois generally are considered to have junior status and have met lower-division general education requirements.

4) Prerequisite coursework is reviewed as a factor for admission.

5) The schedule on which applications will be reviewed provides for competitive admission on a space