

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

Wednesday, November 15, 2023

Public Session - 6:30pm (Sign up for public comments will be open from 5:15pm - 6:15pm)

Normal West High School

501 N Parkside Rd

Normal, IL 61761

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)(9) Student disciplinary cases and
- 2(c)(10) The placement of individual students in special education programs and other matters relating to individual students.

3. RECESS

4. RETURN TO PUBLIC SESSION

5. PLEDGE OF ALLEGIANCE

6. FOCUS ON STUDENTS AND GOOD NEWS REPORTS

- A Crossing Guard of the Year 2023, Crystal Greenwald **3**
- B EJHS Softball Team **5**
- C Illinois School Board Members Day

7. SUPERINTENDENT COMMENTS

8. PUBLIC COMMENTS

9. REPORTS

- A Enrollment, Growth, and Achievement Report **6**
- B Preliminary Report on Tax Levy **43**
- C 1st Reading of Board Policies, Administrative Procedures and Exhibits
 - 1 Section 4: Operational Services
 - a. Policy 4.30 Revenue and Investments 54
 - b. Policy 4.50 Payment Procedures 60
 - c. Policy 4.55 Use of Credit and Procurement Cards 61
 - d. Policy 4.100 Insurance Management 63
 - 2 Section 5: Personnel
 - a. Policy 5.35 Compliance with the Fair Labor Standards Act 65
 - b. Policy 5.130 Responsibilities Concerning Internal Information 66
 - c. Policy 5.170 Copyright 67
 - d. Policy 5.180 Temporary Illness or Temporary Incapacity 68
 - 3 Section 6: Instruction
 - a. Policy 6.40 Curriculum Development 69
 - b. Policy 6.110 Programs for Students at Risk of Academic Failure 71
 - c. Policy 6.150 Home and Hospital Instruction 72
- D Requests for Information Pursuant to the Illinois Freedom of Information Act
The District has received and processed the following requests for information:
 - 1 FOIA List 11.15.23 73

10. CONSENT AGENDA

| | |
|--|------------|
| A Approval of Minutes | |
| Minutes are not released for public viewing until approved by the Board of Education | |
| 1 10.18.23 Closed Minutes | |
| 2 10.18.23 Regular Minutes | |
| B Personnel Matters | 74 |
| C Payment of Bills and Payrolls | |
| 1 Bills & Payroll Reports | 78 |
| D Approve Finance Department Reports | |
| 1 Financial Statements for Oct 2023 | 143 |
| E Approve Board Policies, Administrative Procedures, and Exhibits | |
| 1 Section 2: Board of Education | |
| a. Policy 2.160 District Legal Services | 151 |
| b. Policy 2.170 Procurement of Architectural Engineering and Land Surveying Services | 152 |
| c. Policy 2.200 Types of Board Meetings | 153 |
| 2 Section 4: Operational Services | |
| a. Administrative Procedure 4.60-AP5 Federal Award Procurement Procedures | 157 |
| b. Exhibit 4.60-AP5,E1 Internal Procedures for Procurement Transactions | 163 |
| 3 Section 5: Personnel | |
| a. Administrative Procedure 5.90-AP1 Coordination with Childrens Advocacy Center | 164 |
| b. Administrative Procedure 5.90-AP2 Parent Guardian Notification of Sexual Misconduct | 169 |
| c. Exhibit 5.30-AP3, E1 EHR Letter to Applicants Current-Former Employer | 173 |
| 4 Section 7: Students | |
| a. Policy 7.180 Prevention of and Response to Bullying, Intimidation, and Harassment | 175 |
| b. Administrative Procedure 7.190-AP1 Student Handbook- Hazing Prohibited | 181 |
| c. Exhibit 7.185-E1 Memo to Parents-Guardians Regarding Teen Dating Violence | 182 |
| F Approve Requests for Authorization to Use Fire Prevention and Safety Funds | |
| 1 Amendment #20 - Glenn Elementary | 184 |
| G Approve Fan Coil Control Upgrade at Northpoint Elementary School | 188 |
| H Approve Early Entrance to Kindergarten and Early Entrance to First Grade | 192 |
| I Approve 24-25 Course To Career Guide | 198 |
| J Student Activity Fund Establishments | 315 |
| K Student Activity Fund Dissolutions | 319 |
| L Approve Donation Requests | 337 |
| 11. BOARD REPRESENTATIVE COMMITTEE MEETING REPORTS, ANNOUNCEMENTS AND COMMENTS | |
| 12. ADJOURNMENT | |



Dr. Weikle and Unit 5 Board of Education,

I am excited to share with you good news from Northpoint Elementary School. Our school crossing guard and noon supervisor Crystal Greenwald was awarded the 2023 Outstanding Crossing Guard of the year by All City Management. She was chosen for her exceptional overall performance, accountability, caring service, moral integrity, and safety. Mrs. Greenwald has been a crossing guard at College Avenue and Woodfield St for four years. In talking with Crystal she shared she strives for perfect attendance in all weather and conditions, as well as knowing her students and their parents. Crystal requests that all please slow down in school zones to the posted 20 mph limit. We are proud to have her part of our team and thank you for keeping every student safe on your watch.

Thank you,

Matt Harr
Principal
harm@unit5.org

Northpoint Elementary School: students, teachers, staff, and families working together to inspire individuality through social, personal, and academic excellence.



MRS. Kimberly Martin-Boyd
PRINCIPAL

MR. Brett Papoccia
ASSOCIATE PRINCIPAL | ATHLETIC DIRECTOR

MRS. Sarah Crowder
Assistant PRINCIPAL

2901 MORRISSEY DR
BLOOMINGTON, IL 61704

PHONE 309 557 4406
FAX 309 557 4507
WEB UNITS.ORG/EVANS

November 15th, 2023

Dr. Weikle and Board Of Education,

It is my pleasure to share good news from Evans Jr. High School. Our school's Softball team has enjoyed tremendous success this year. Under the direction of our coach, Mrs. Dawn Kelley-Lett, our team was led to a school record 24 wins and finished their season with a 4th place finish in the IESA State Softball Tournament. This was the first time that any Evans softball team had made it to the IESA State Tournament. It truly was an historic season!

We would like to acknowledge each member of the team at this time:

8th Graders: Lola Phillips, Marissa Dugan, Morgan Frailey, Ella Olson, Mia Kelley, and Kedall Jones

7th Graders: Ella Carnahan, Avery Roehm, Kaitlyn Kline, Milly Moon, Addy Zeman, Nora Schmeltz, Preslee Tongate, and Maddy Laver

6th Graders: Rosa Miles and Paige Pearson

Assistant Coaches: Annika Brown, EJ Kelley, Aaron Frailey, Maggie Kelley, Avery Schmeltz, and Liberty Lett

Evans Junior High School is so very proud of how these students represented Eagle Nation in the state competition, truly showing others how to "Be the Good."

Thank you for allowing me to share this accomplishment with you tonight.

Go Eagles!

Sincerely,

Brett Papoccia

Associate Principal

Evans Jr. High School

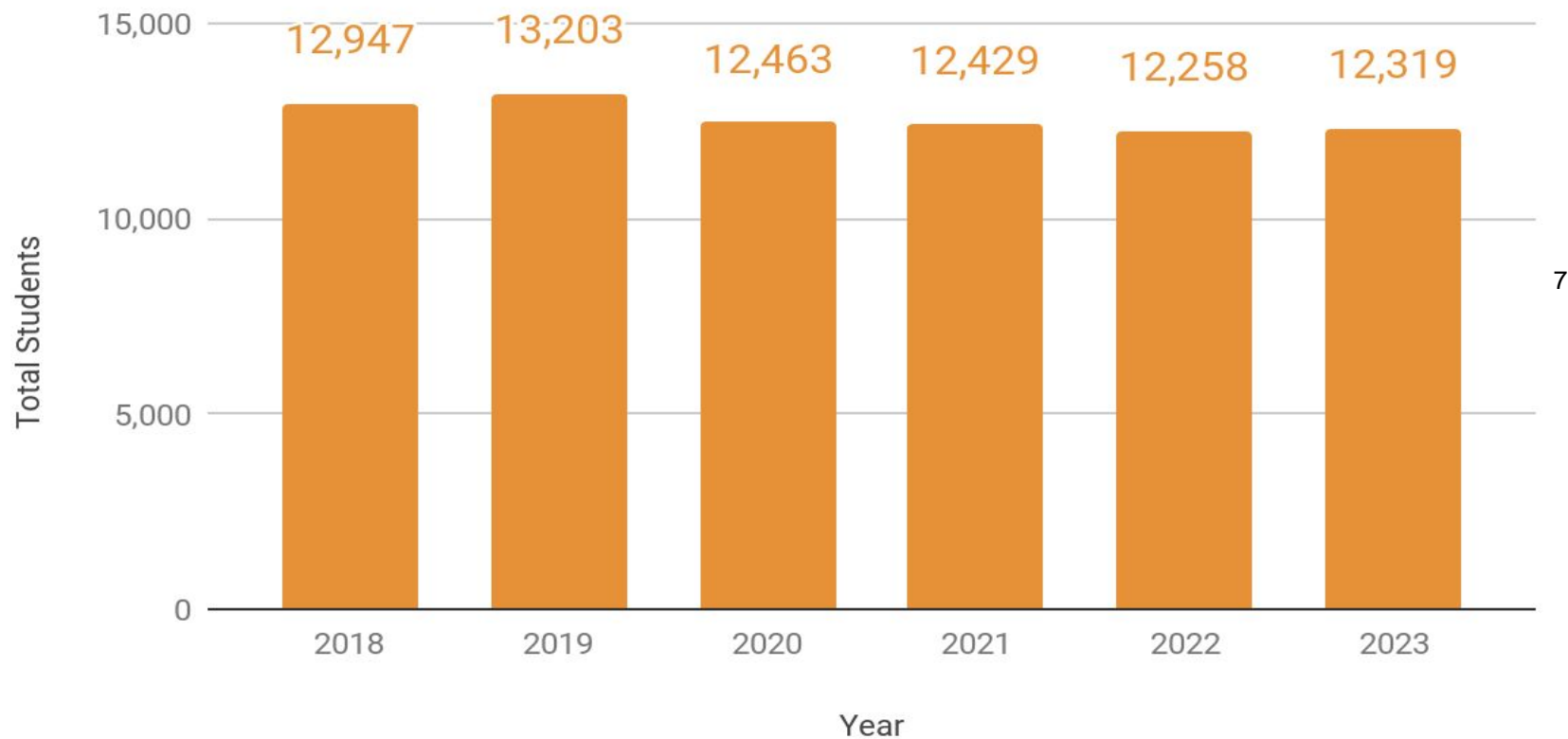


Enrollment Academic Growth & Achievement Report ⁶

*Fall of 2023 Report
2022-2023 Assessment Data*

Enrollment

Total Students vs. Year



23-24 Unit 5 Demographics

American Indian/Ala...

0.4%

Two or More

6.8%

Hispanic/ Latino

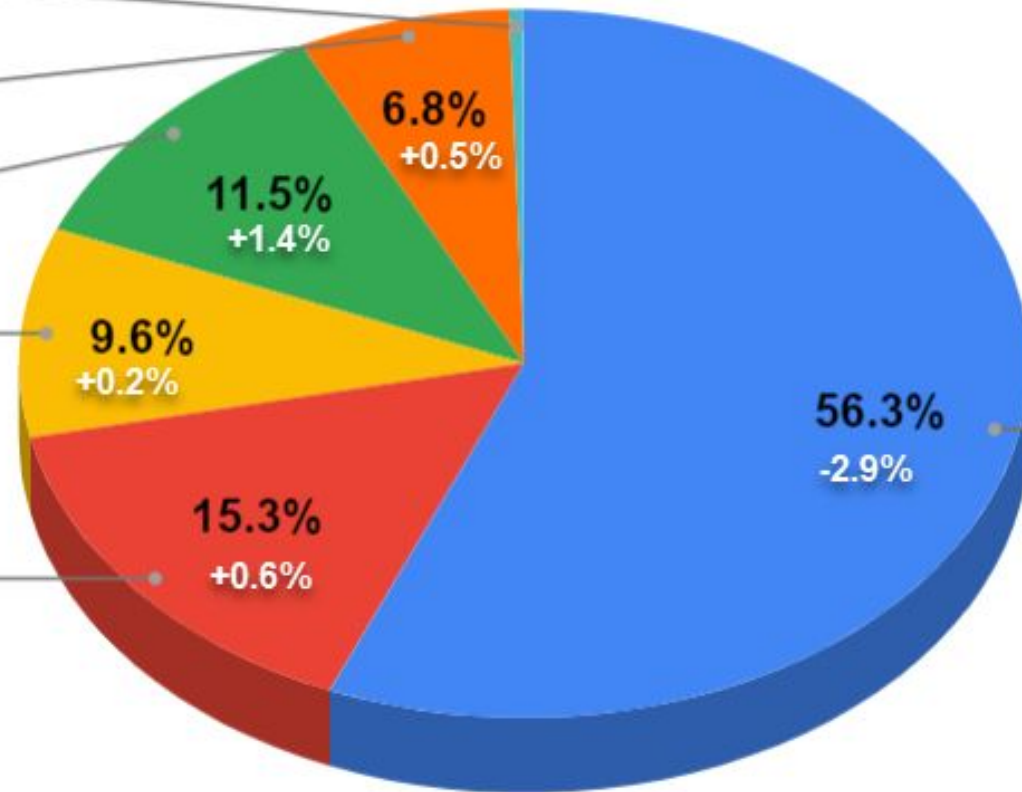
11.5%

Asian

9.6%

Black or AA

15.3%



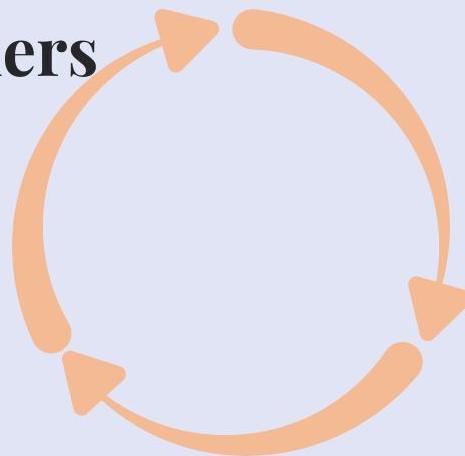
Impact of COVID on Learning and State Testing

| 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 |
|---|--|---|---|
| <p>Regular School Year</p> <p>All State Testing and Accountability</p> <p>NWEA MAP Testing</p> | <p>Spring School Closure</p> <p>Act of God Days</p> <p>Begin Remote</p> <p>No State Testing</p> <p>No MAP Testing</p> | <p>Hybrid Instruction</p> <p>Remote → Blended →</p> <p>Remote → Blended</p> <p>State Testing (No Accountability)</p> <p>No MAP Testing</p> | <p>In Person Instruction⁹</p> <p>In Person Instruction</p> <p>Medical Remote & Covid Exclusions</p> <p>State Testing</p> <p>FastBridge Testing</p> |

DISTRICT ASSESSMENTS & INTERVENTION

District Benchmark & Screeners

- Gold - Early Learning
- aReading & aMath
 - K-8 3x/year (F, W, S)
 - 9&10 Fall
- SAEBRS & mySAEBRS
 - K-12 2x/year (Sept. & Feb.)

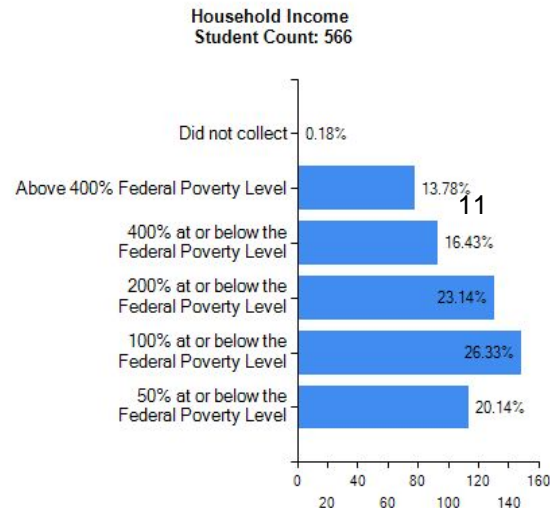
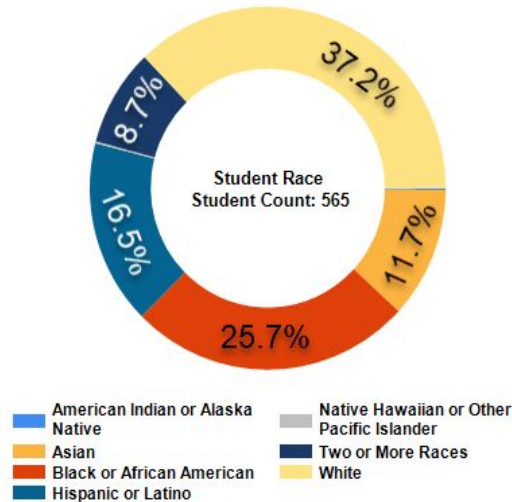
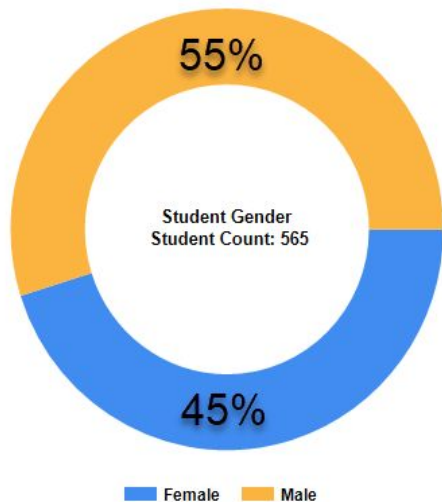


Data Days₁₀

Intervention
Cycle

Pre-K Student Demographic Information (Fall 2023)

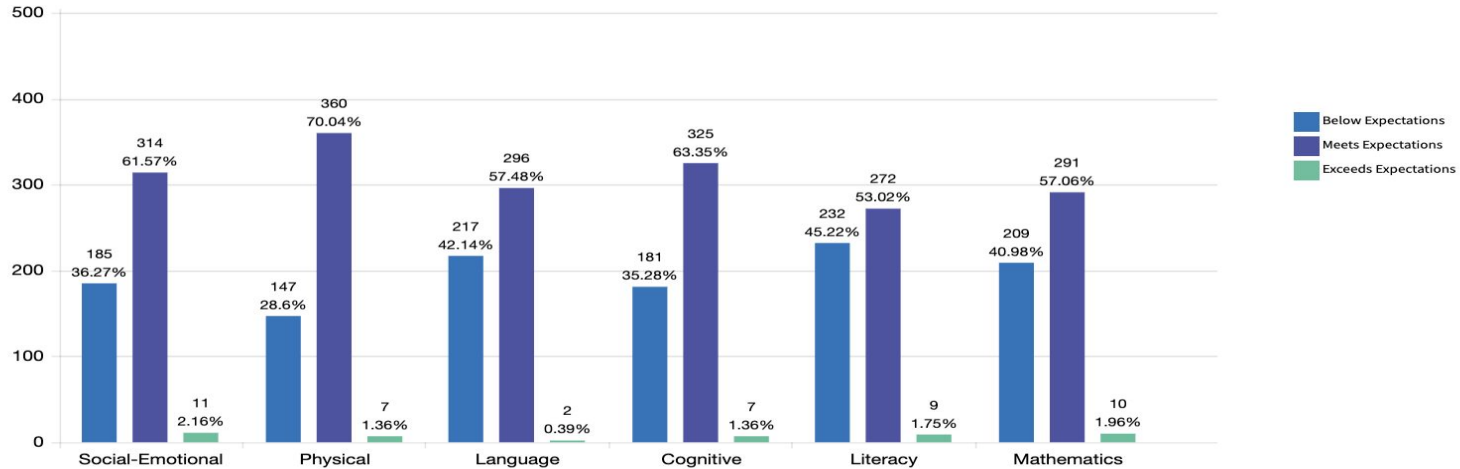
3 to 5 Metrics



Pre-K Fall GOLD Assessment Data (Fall 2023)

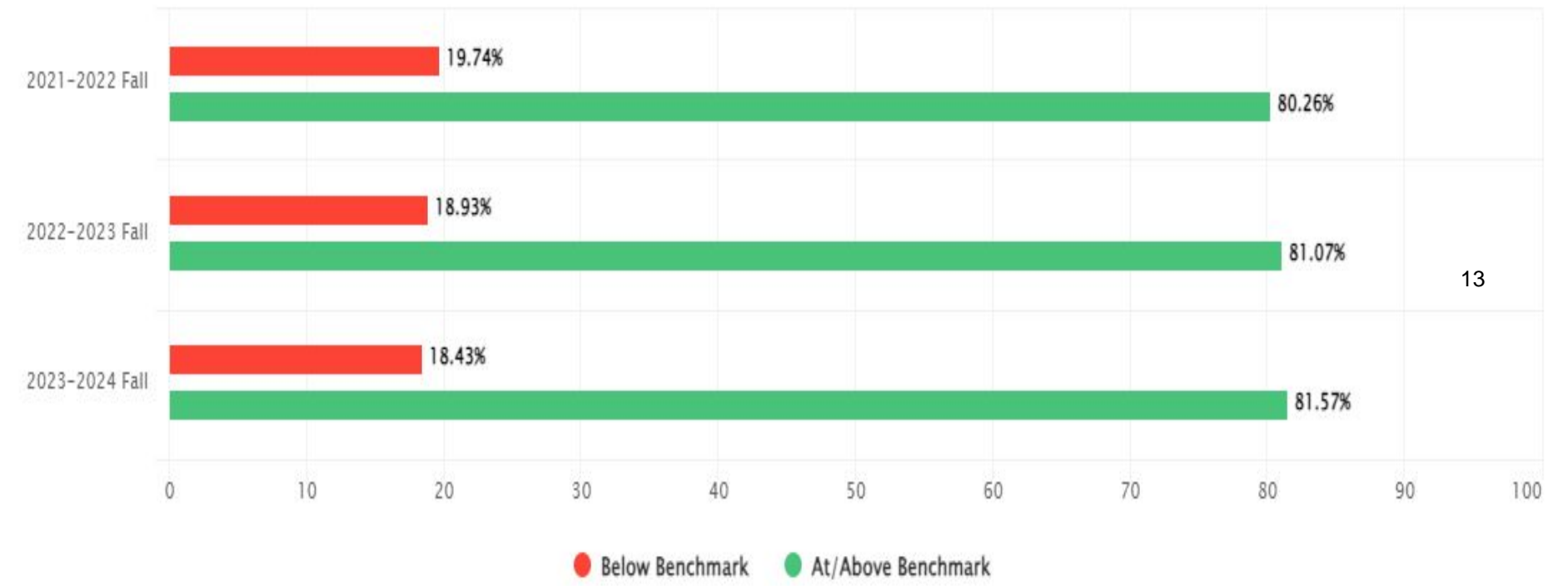
- MCLEAN CO UNIT DISTRICT 5

Fall Period 1 2023/2024 - Widely Held Expectations

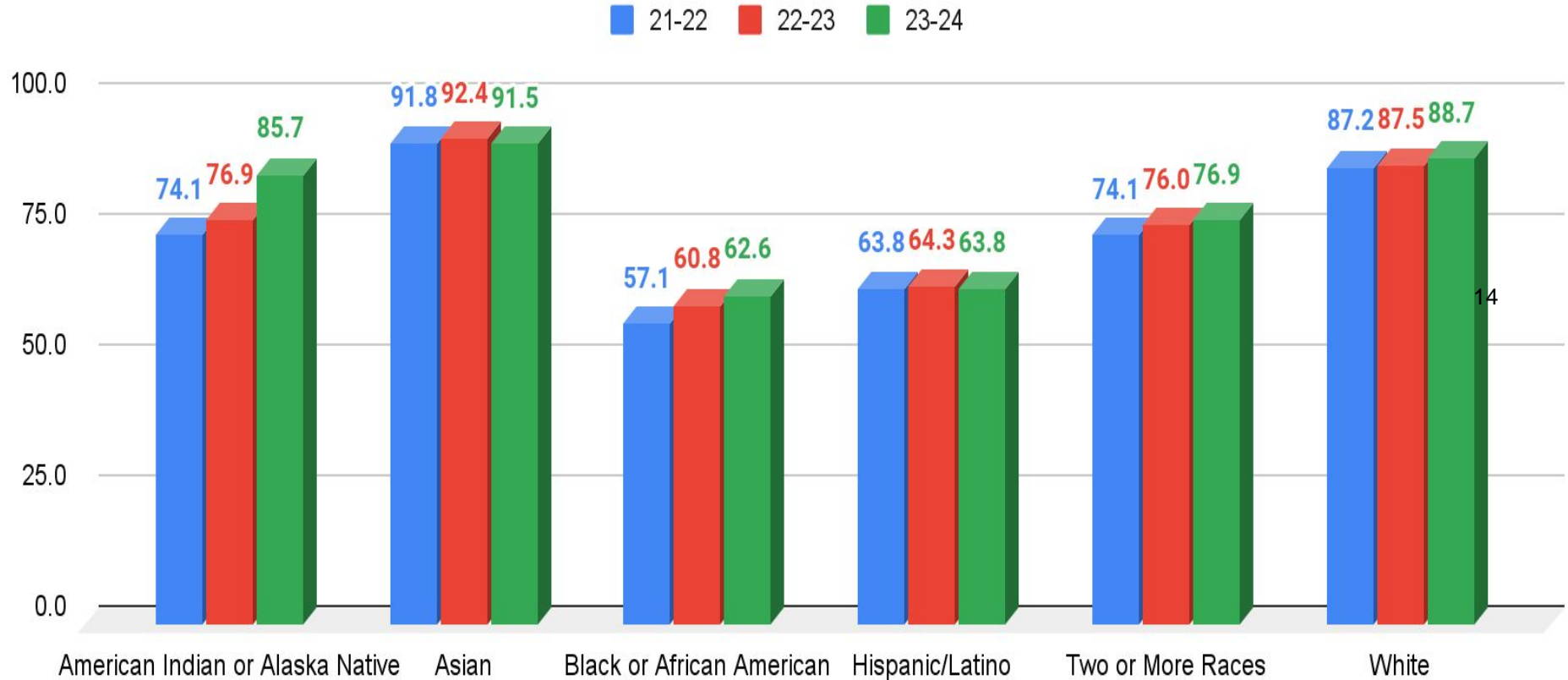


Fall Fast aRead Compare District K-10

As of: 11/13/2023



aReading Fall Above Benchmark by Student Group



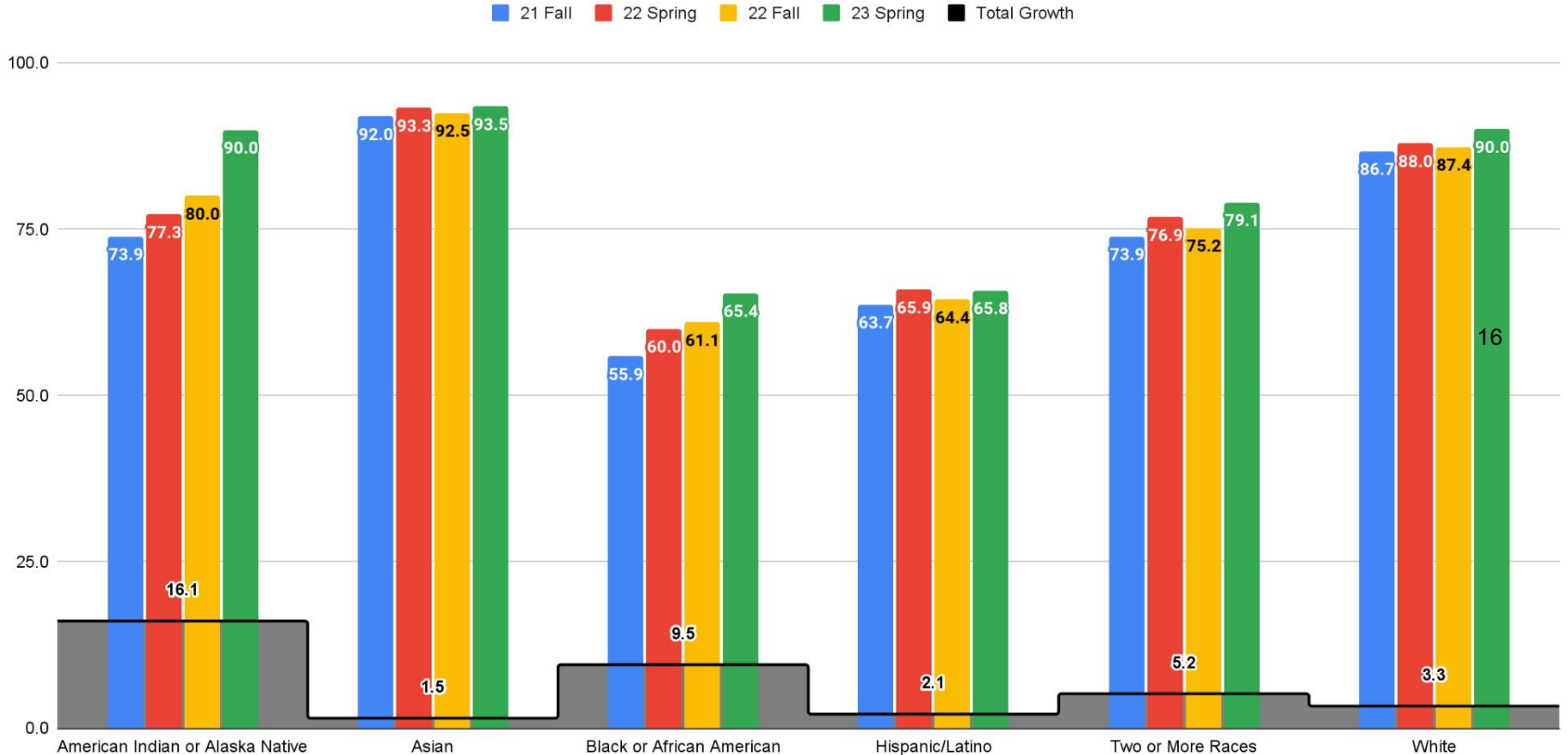
aReading 1st - 8th Fall to Spring by Year

As of: 10/30/2023

Year

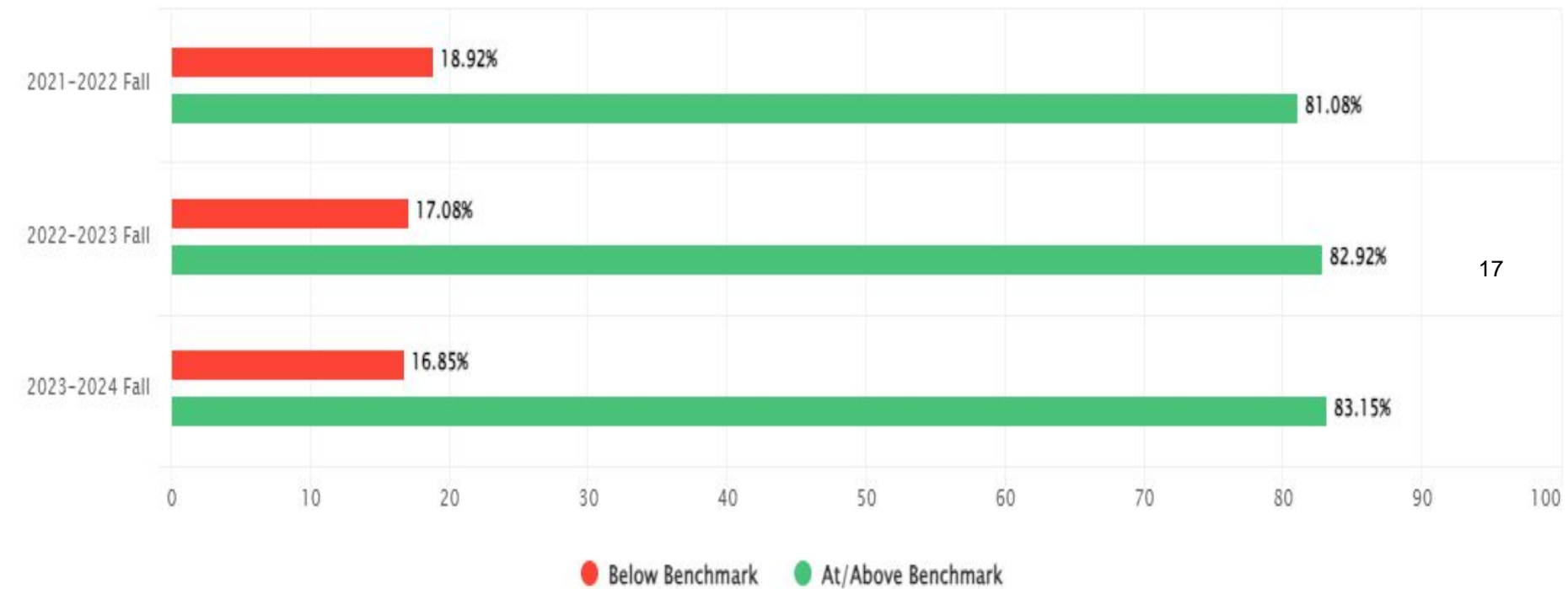


aReading Fall to Spring (2 Year) Growth by Student Group



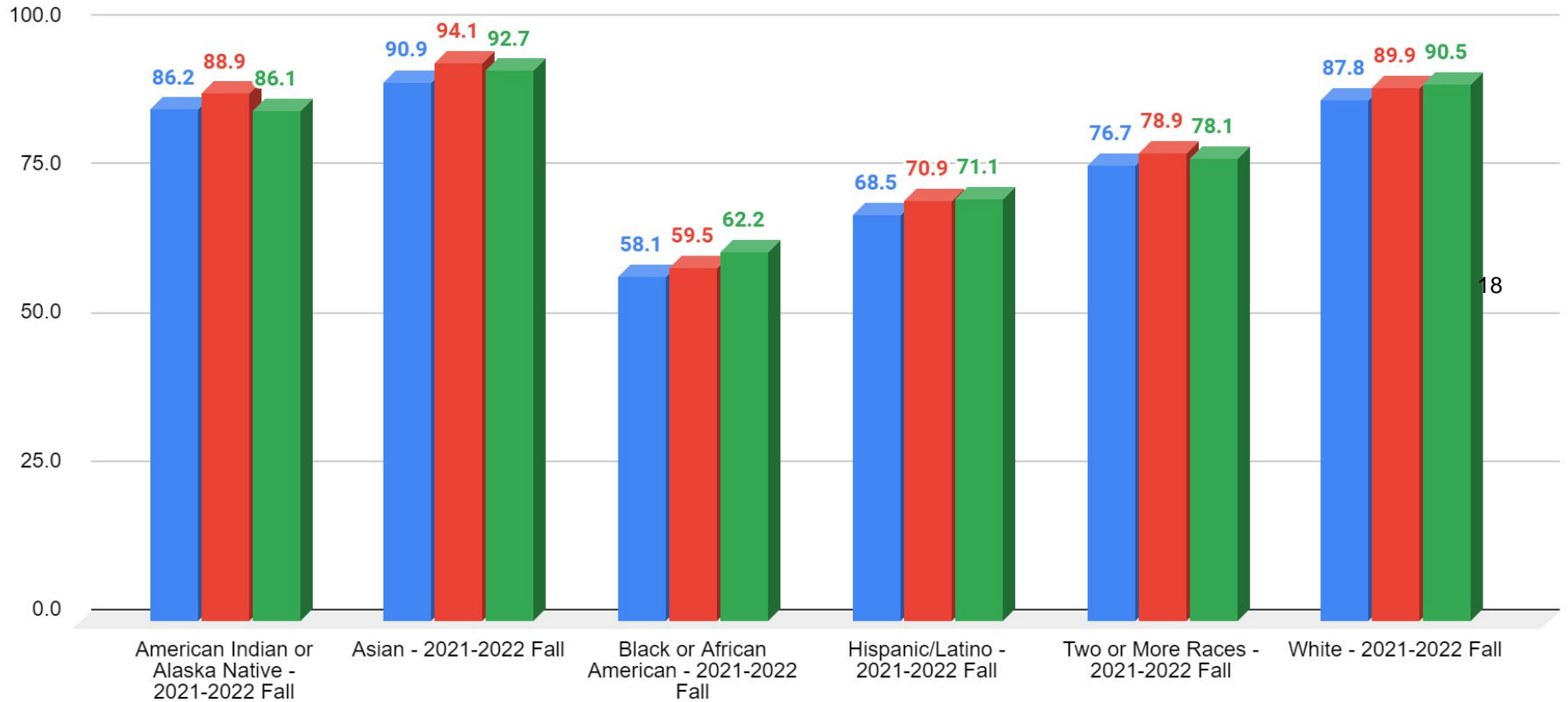
Fall Fast aMath Compare District K-10

As of: 11/13/2023



aMath Fall above Benchmark by Student Group

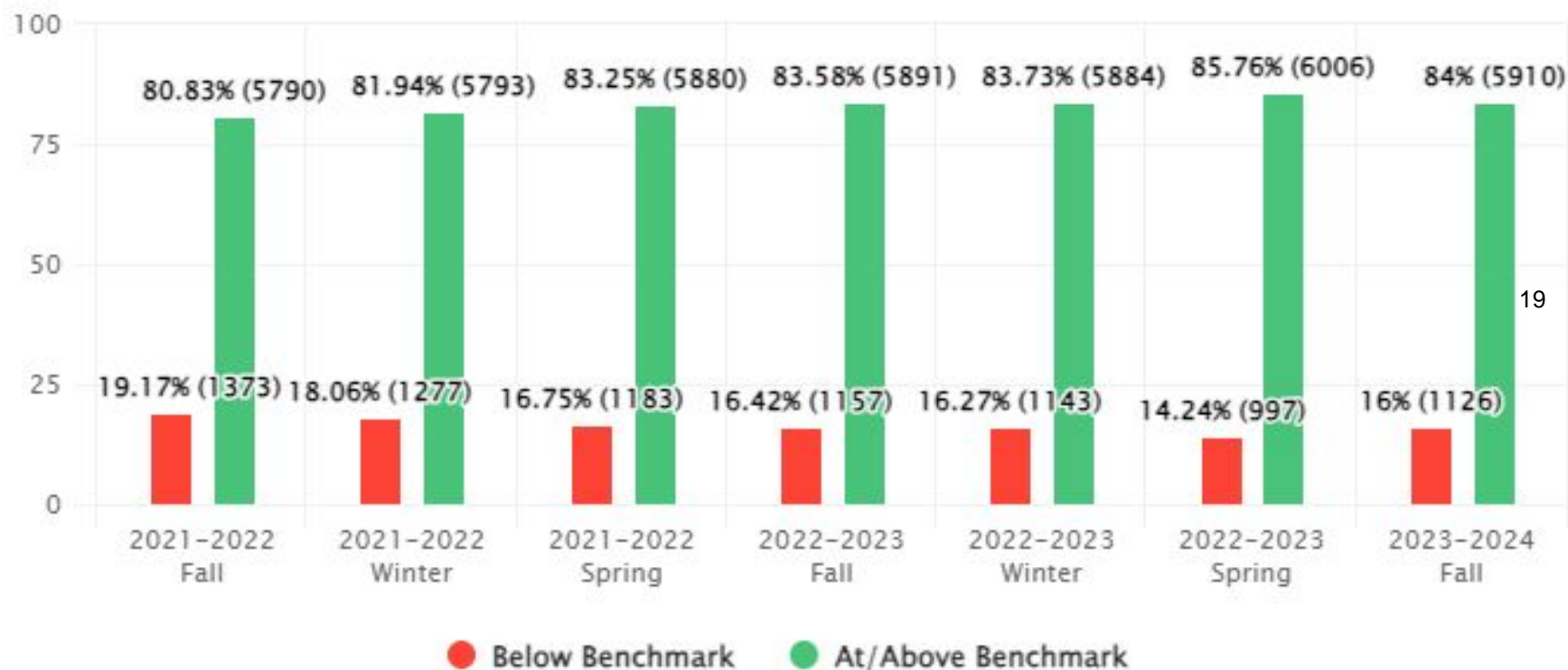
21-22 22-23 23-24



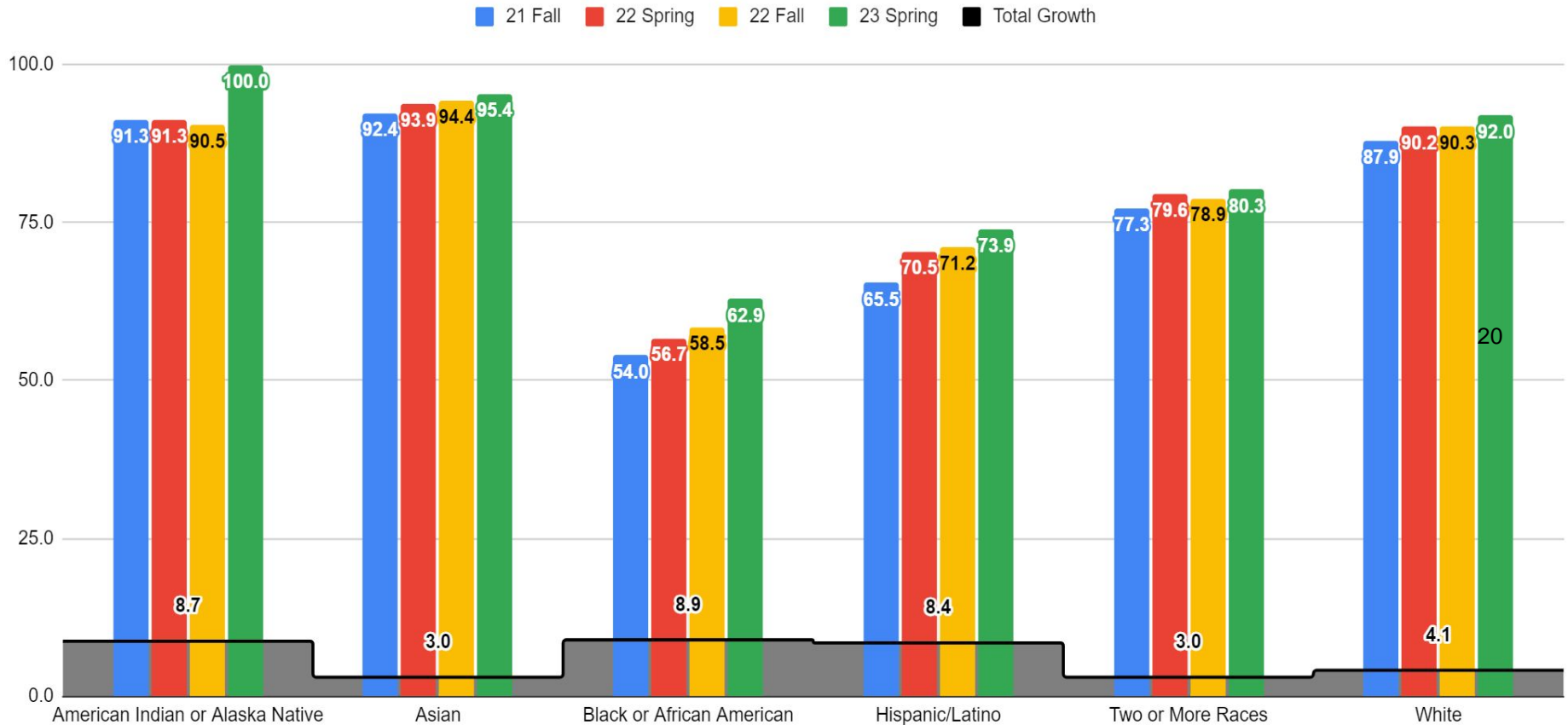
aMath 1st - 8th Year to Year Comparison

As of:

11/6/2023



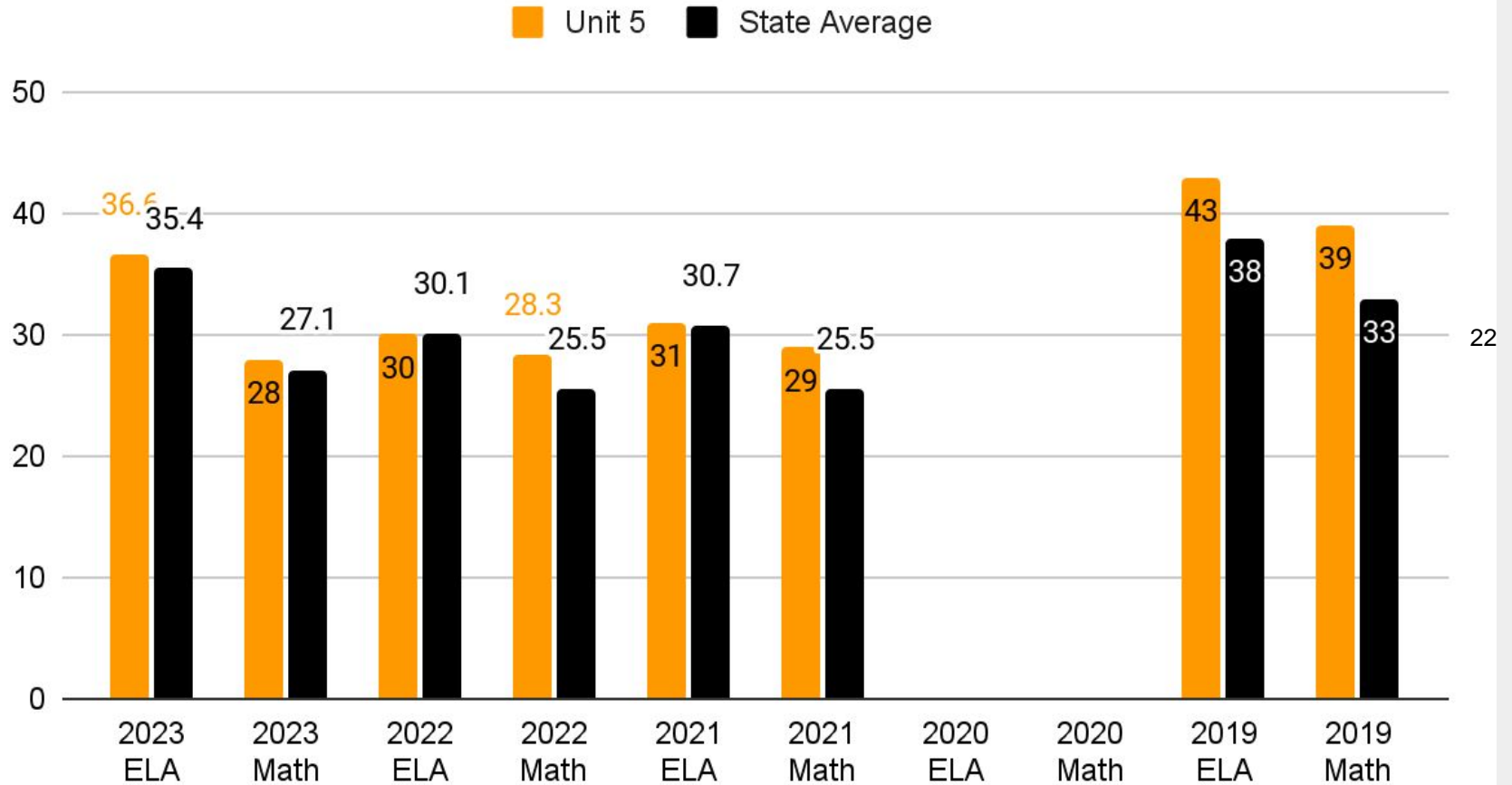
aMath Fall to Spring (2 Year) Growth by Student Group



Illinois Assessment of Readiness

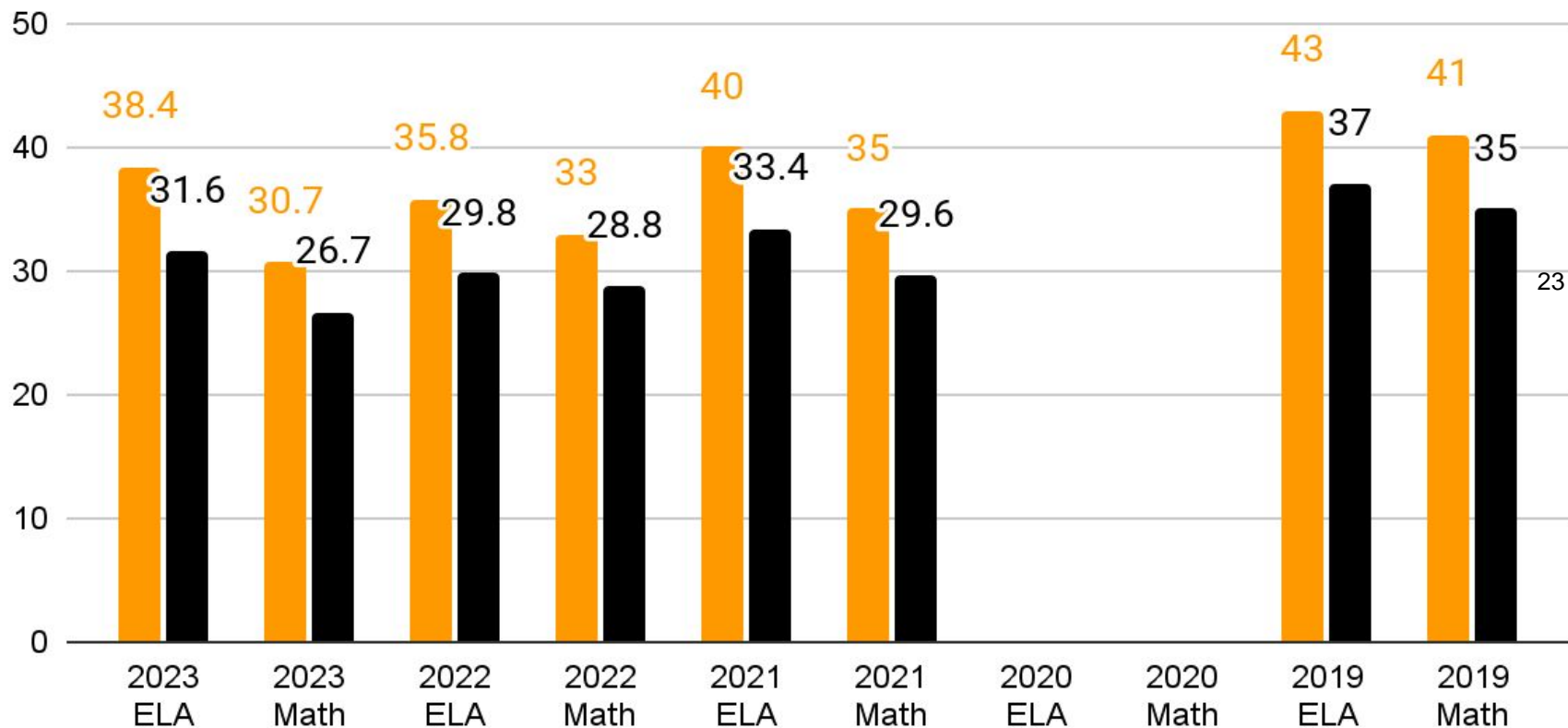
- Taken March/April
- 3rd - 8th Grade Students
- Math
 - 3 x 60 minute sessions
- ELA
 - 2 x 75-90 Minute Sessions
- Results
 - Preliminary Individual mid-late July
 - School Level - September/October

Unit 5 and State Average



SAT Proficiency (% of Students who Meet & Exceed)

Unit 5 State Average



23

SAT

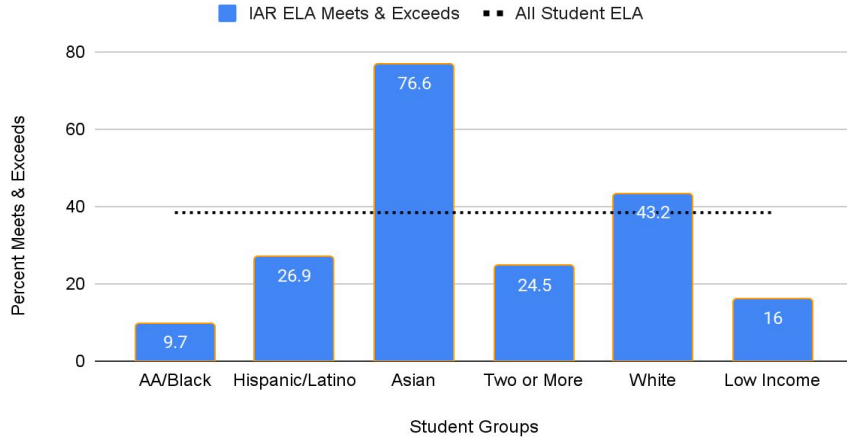
SAT w/Essay

- Content Areas: ELA/Literacy, Mathematics, Essay
- 11th grade students & 12th grade students without a valid grade 11 or 12 score or qualifying exemption are rostered to take SAT with Essay in the spring

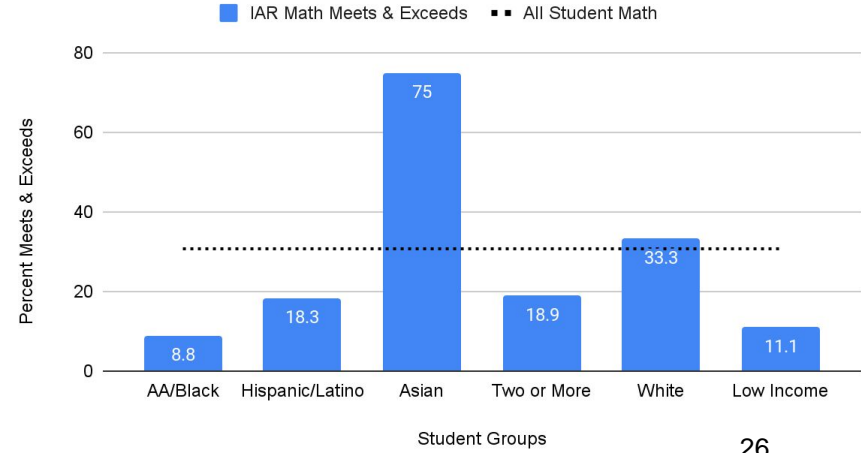
SAT Results - School Day Test Spring '23

| | # of Testers | Score Distribution | Mean Total Score (400-1600)  |
|--|--------------|--|---|
| District <small>.....</small> | 848 |  | 400  998 25 |
| State <small>.....</small> | 137,252 |  | 400  960 |
| All Testers <small>.....</small> | 1,237,301 |  | 400  955 |

IAR ELA Meets & Exceeds by Student Group

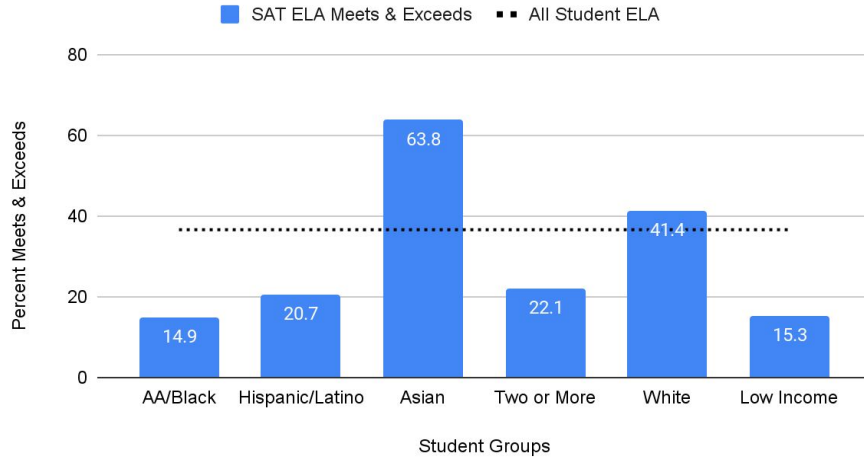


IAR Math Meets & Exceeds by Student Group

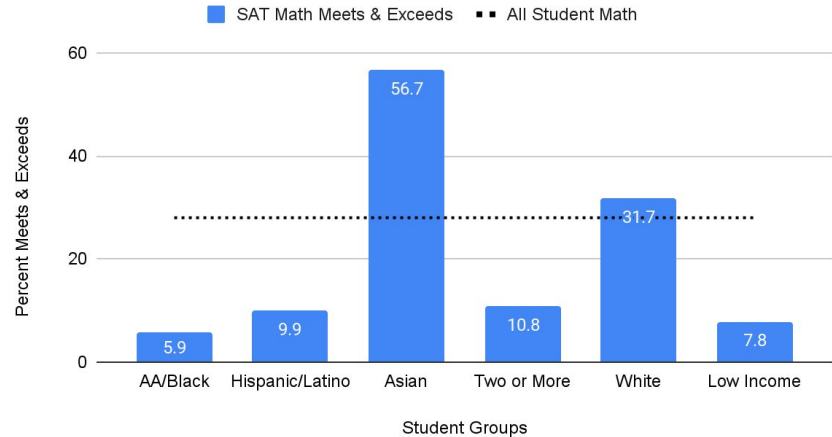


26

SAT ELA Meets & Exceeds and All Student ELA

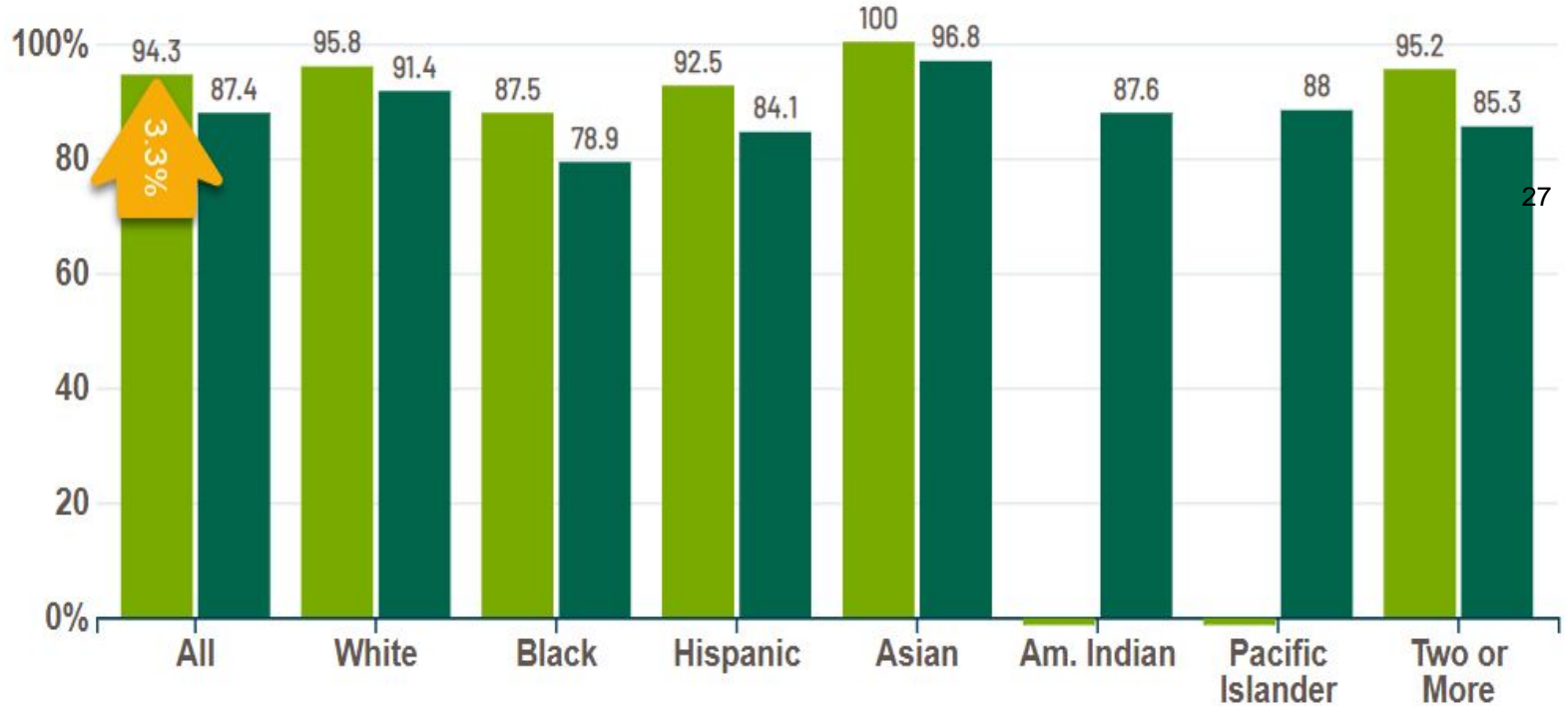


SAT Math Meets & Exceeds and All Student Math

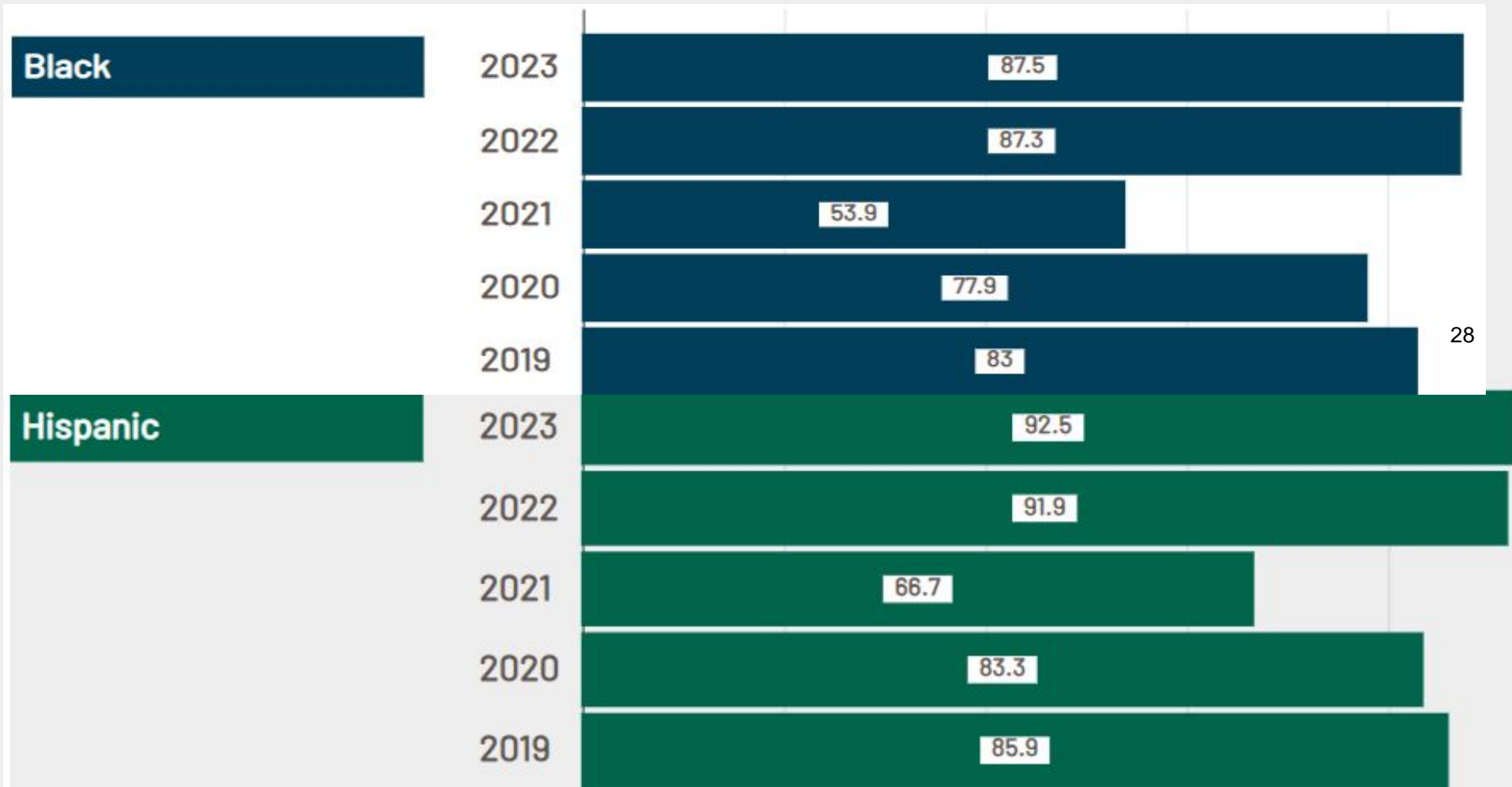


Freshman On Track

■ District ■ State

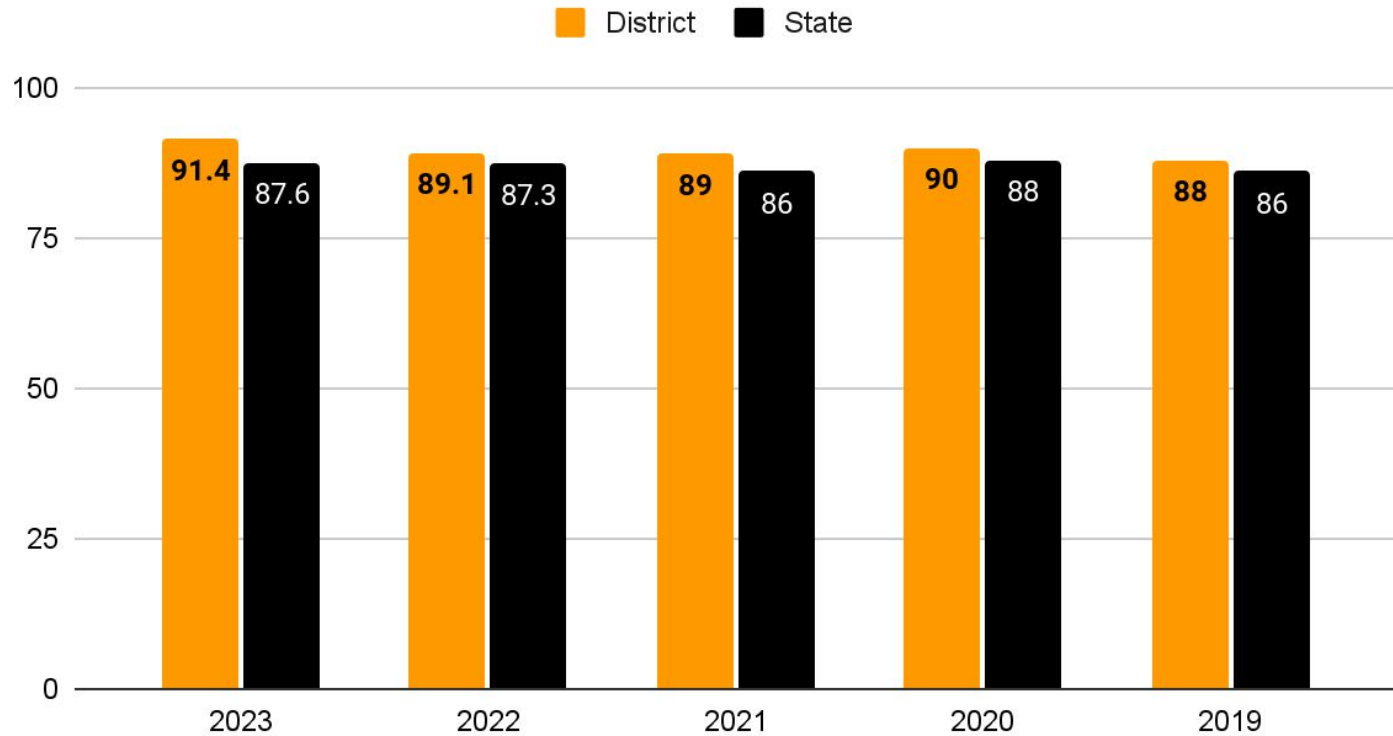


Freshman On Track Student Group Trends

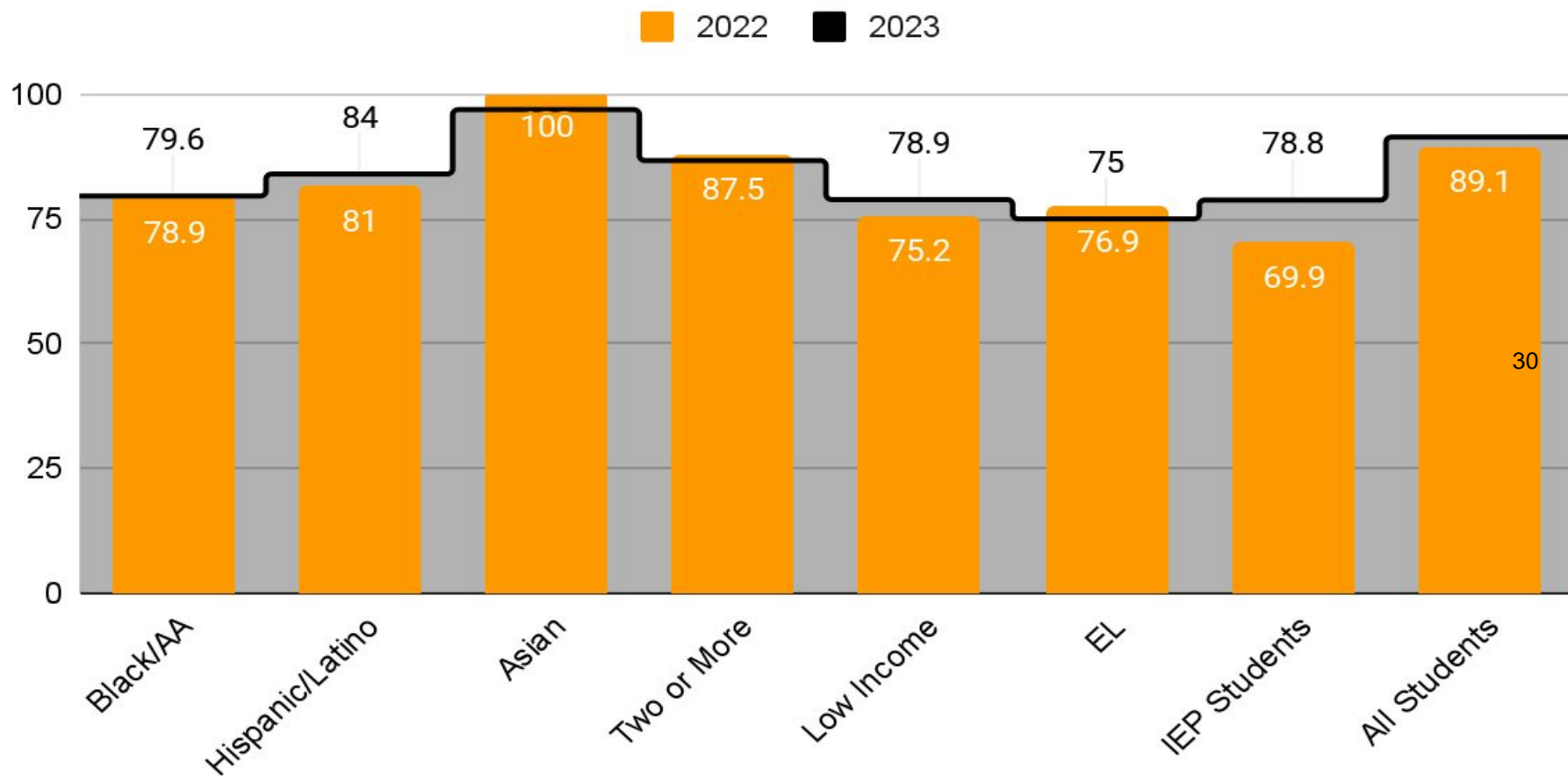


2023 (4 Year) Graduation Rate

Percent of Cohort Graduating in 4 Years



Graduation Rate by Student Group



Advanced Coursework

Advanced Placement

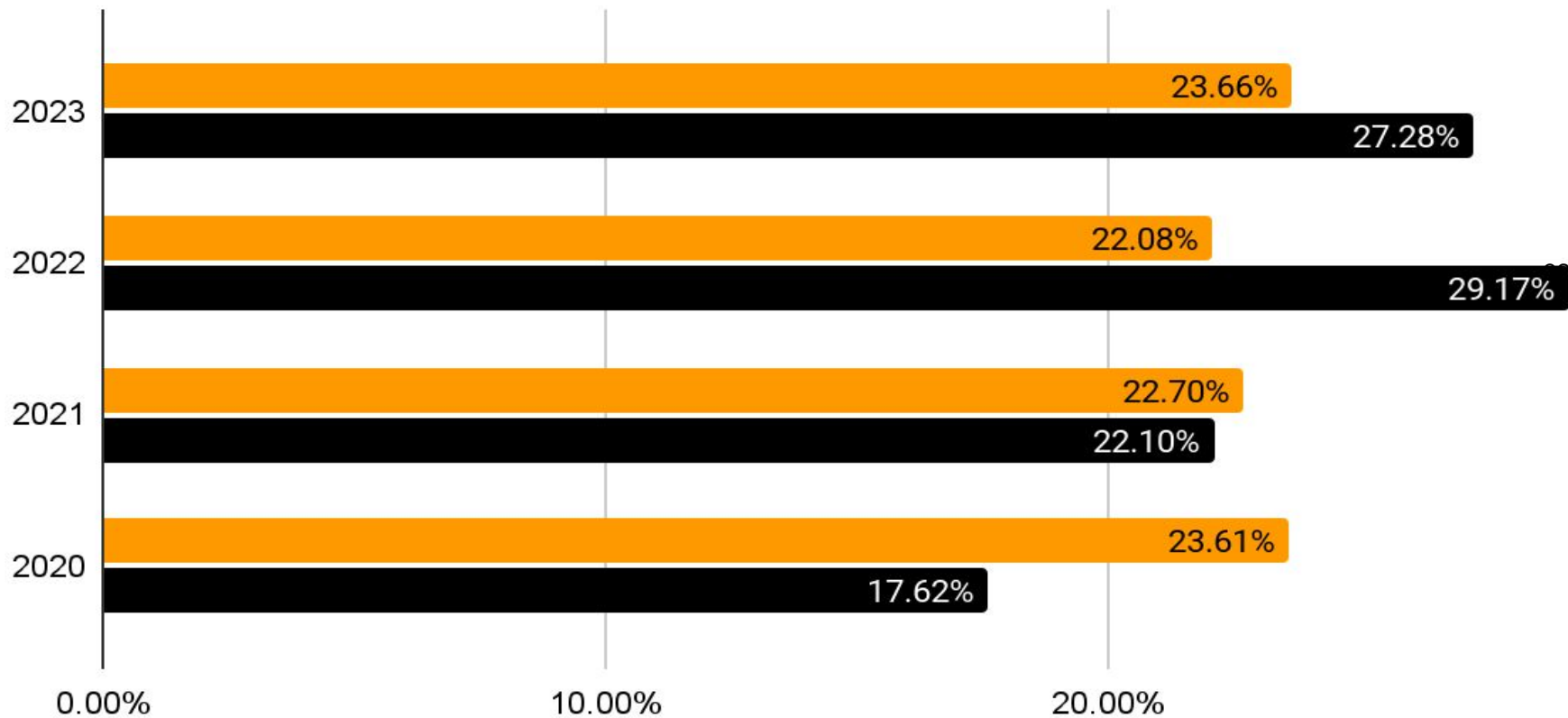
The Advanced Placement (AP) program is offered by The College Board and provides high school students the opportunity to take a three-hour exam in May to potentially qualify for college course credit. All students throughout the world take a given exam on the same day. Although The College Board does not mandate³¹ 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.

Dual Credit

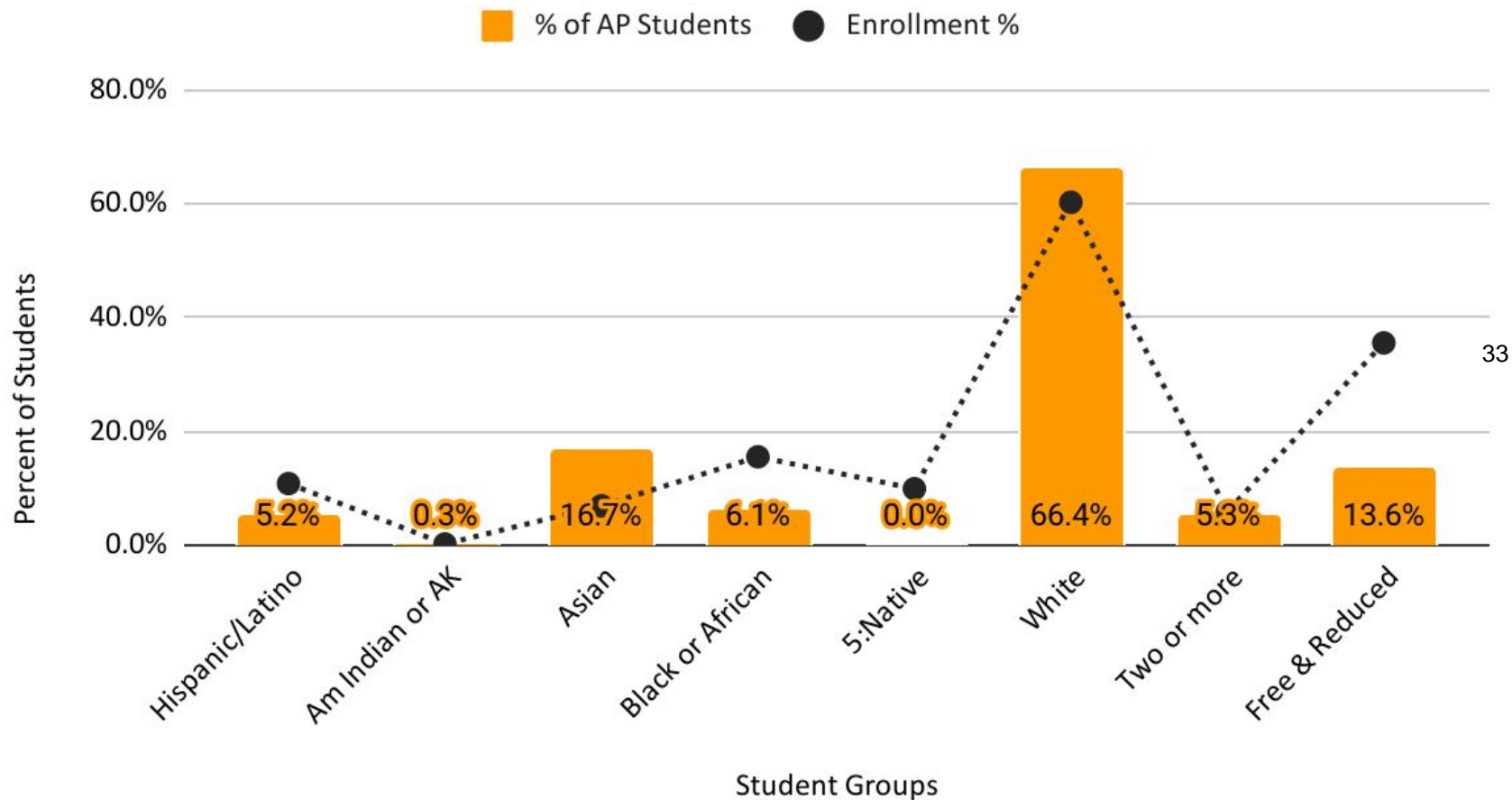
Students who enroll in a dual credit course will earn high school credit (count toward graduation credits) and college credit for post-secondary institutions that accept the credit.

Percent of Students Taking Early College Courses

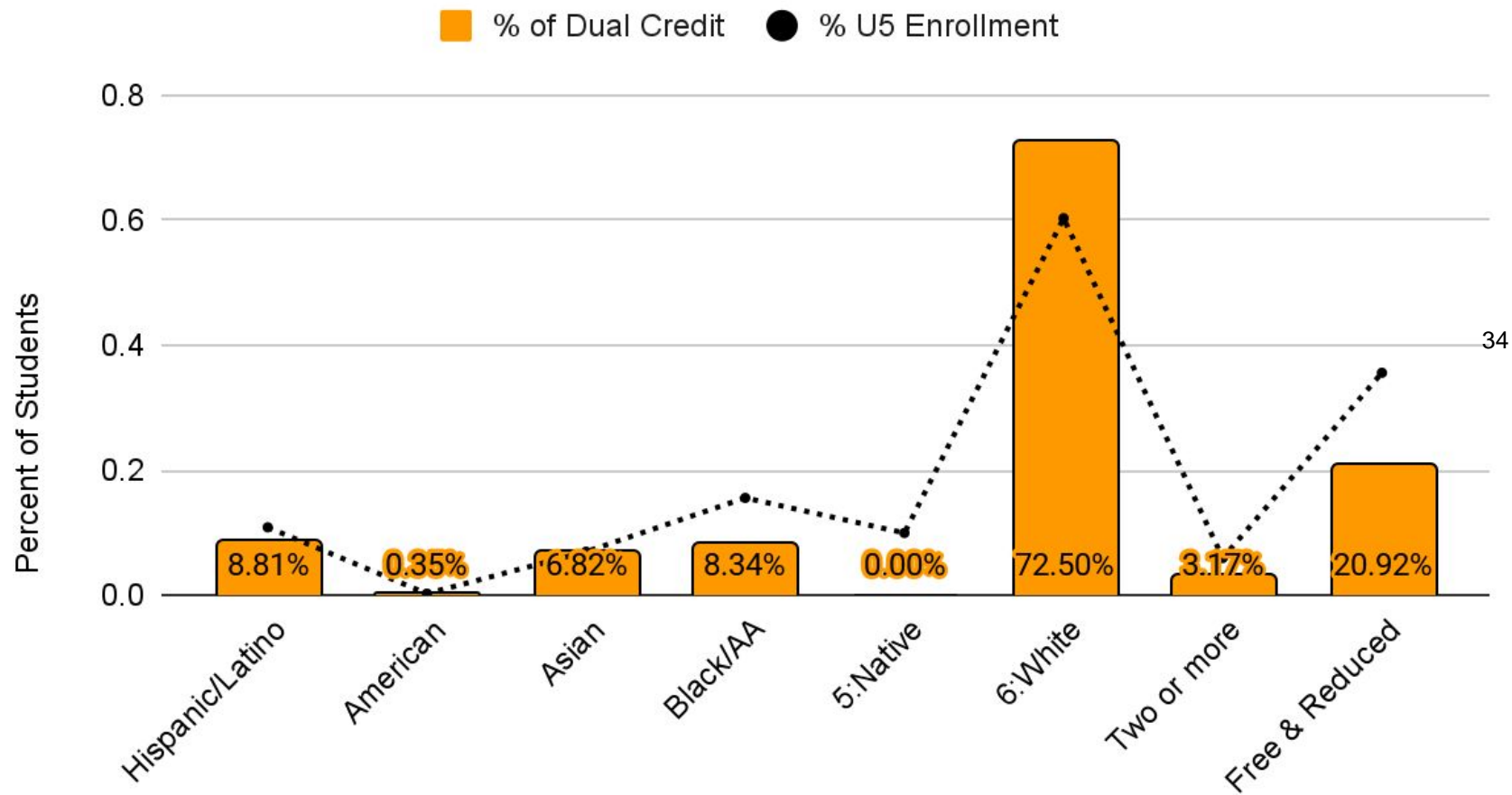
AP Courses Dual Credit Courses



Percent of AP Students Compared to Unit 5 Enrollment

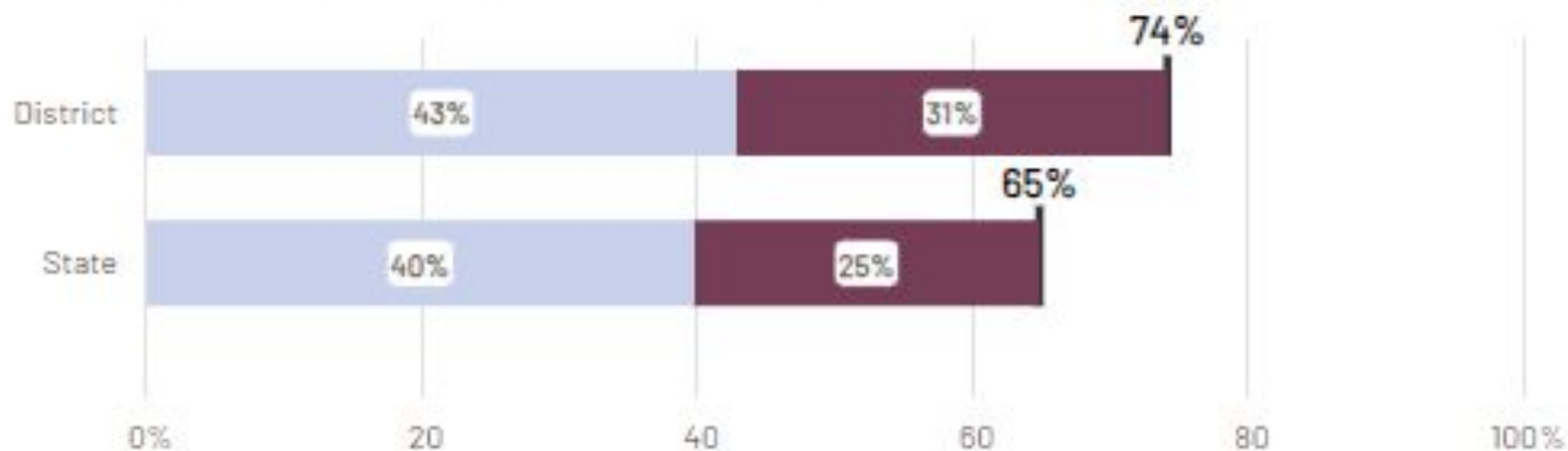


Percent of Dual Credit Students Compared to U5 Enrollment



Universities Trade / Vocational Schools Community College

Percent of Students Enrolling in College Within 12 Months - Graduating Class of SY 2021

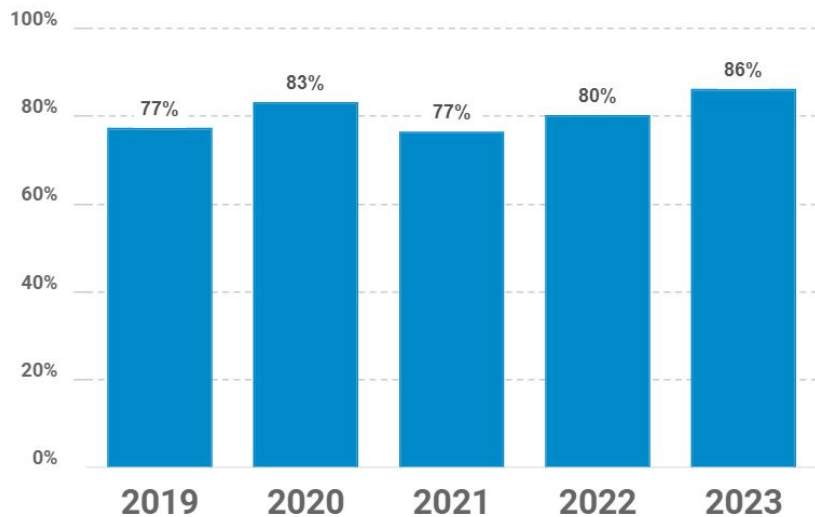


Advanced Placement

NCHS



% OF TOTAL AP STUDENTS WITH SCORES 3+



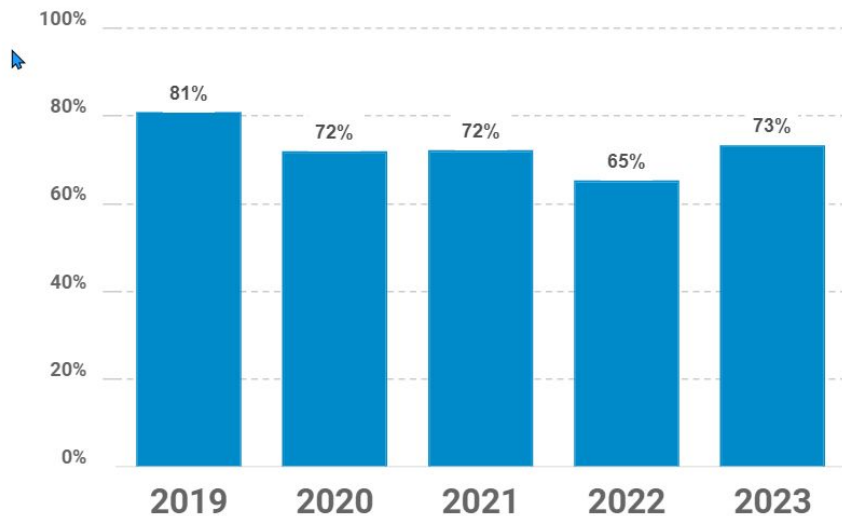
SCHOOL SUMMARY

| | 2019 | 2020 | 2021 | 2022 | 2023 |
|---------------------------------------|-------|-------|-------|-------|-----------|
| Total AP Students | 314 | 311 | 243 | 239 | 313 36 |
| Number of Exams | 681 | 574 | 447 | 457 | 632 |
| AP Students with Scores 3+ | 243 | 259 | 186 | 192 | 270 |
| % of Total AP Students with Scores 3+ | 77.39 | 83.28 | 76.54 | 80.33 | 86.26 |

Advanced Placement

NCWHS

 % OF TOTAL AP STUDENTS WITH SCORES 3+



 SCHOOL SUMMARY

| | 2019 | 2020 | 2021 | 2022 | 2023 |
|---------------------------------------|-------|-------|-------|-------|-------------------|
| Total AP Students | 147 | 150 | 126 | 173 | 154 ³⁷ |
| Number of Exams | 277 | 265 | 230 | 301 | 242 |
| AP Students with Scores 3+ | 119 | 108 | 91 | 113 | 113 |
| % of Total AP Students with Scores 3+ | 80.95 | 72.00 | 72.22 | 65.32 | 73.38 |

Multilingual Services

Serving English Learners

- 420+ new students were screened PK-12
 - New to the country, entry from another state, new to public school
- Supporting 1055 students PK-12 for SY 2023-2024 as of 11/06/23
- Increase of about 210 students enrolled in ESL/bilingual services
 - Significant newcomer student increases at secondary and in bilingual at Cedar Ridge

38

New This Year:

- 2 sections of one-way dual language at K and 1 at Cedar Ridge
- A PM section of self-contained bilingual PK

Multilingual Services

ACCESS 2023

- 789 students tested in January-February testing window
 - Over 9% of students exited EL status

39

- ACCESS 2024 window is January 17- March 5
 - All English Learners K-12 are required to test
 - Progress to Proficiency and district subgroup accountability

Multilingual Services

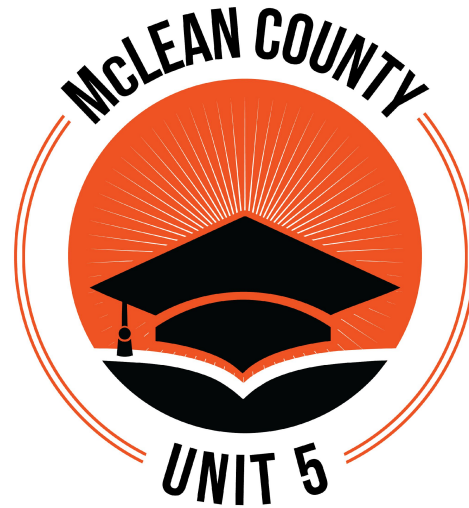
Seal of Biliteracy and Seal of Commendation

- Program through ISBE recognizes high school students who graduate with a high level of proficiency in English and one or more foreign languages
- 27 Unit 5 students achieved the Seal of Biliteracy or the Seal of Commendation for foreign language achievement
 - German
 - Spanish
 - French

Efforts to support student growth & achievement

- Summer programming fully funded by grants allowed for students to maintain or improve reading and math skills in K-8 and earn credits at the high school level
- Training staff on culturally responsive and equitable instructional practices
- Emphasis on opportunities for Professional Learning Communities
- Coaching for staff in the areas of Math and Literacy
- Professional Development in the areas of Math and Literacy
- School Improvement Plans at each building that focus on Math or Literacy and Equity goals specific to the school
- Analyzing student data at each school/grade level/department to determine shifts in instructional practices that benefit student growth
- Multi-tiered Systems of Support at each school





McLean County Unit District No. 5

**Understanding the Levy :
Investing in Students**

November 15, 2023

Levy Calendar



November 15,
2023

- Present and review proposed tax levy.

December 20,
2023

- Public hearing on proposed tax levy.
- BOE votes to approve tax levy.
- Tax levy filed with McLean and Woodford Counties.

March/April
2024

- Verify levy and extension with McLean and Woodford Counties.

May/June
2024

- Counties extend and payments begin.
- Payments during this time period impact the current school year budget.

Why The Levy is Important



FY 2024 Proposed Budget Revenue Mix

Education, Operations & Maintenance, Transportation & Tort Funds

Working Cash Transfer

9.5%

Federal

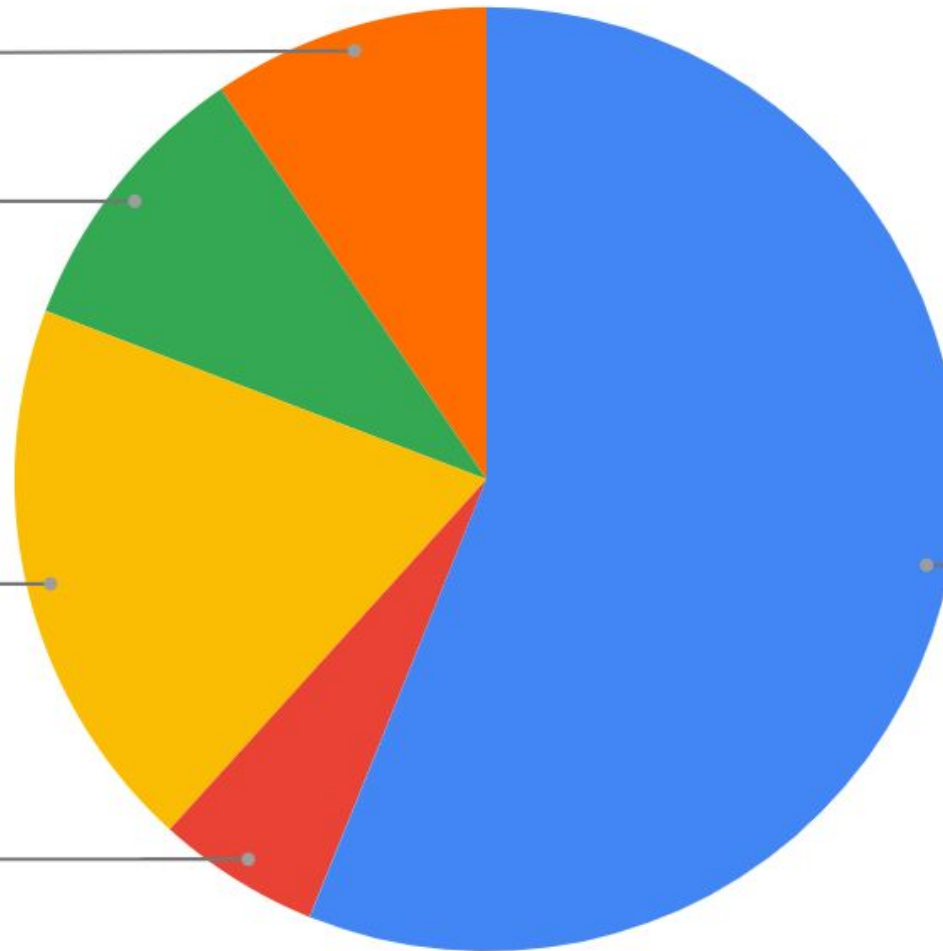
9.7%

State

19.1%

Other Local

5.6%



- **Over 65% of the revenue comes from local property taxes.**

How is the levy calculated?



- 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.

46

Example

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

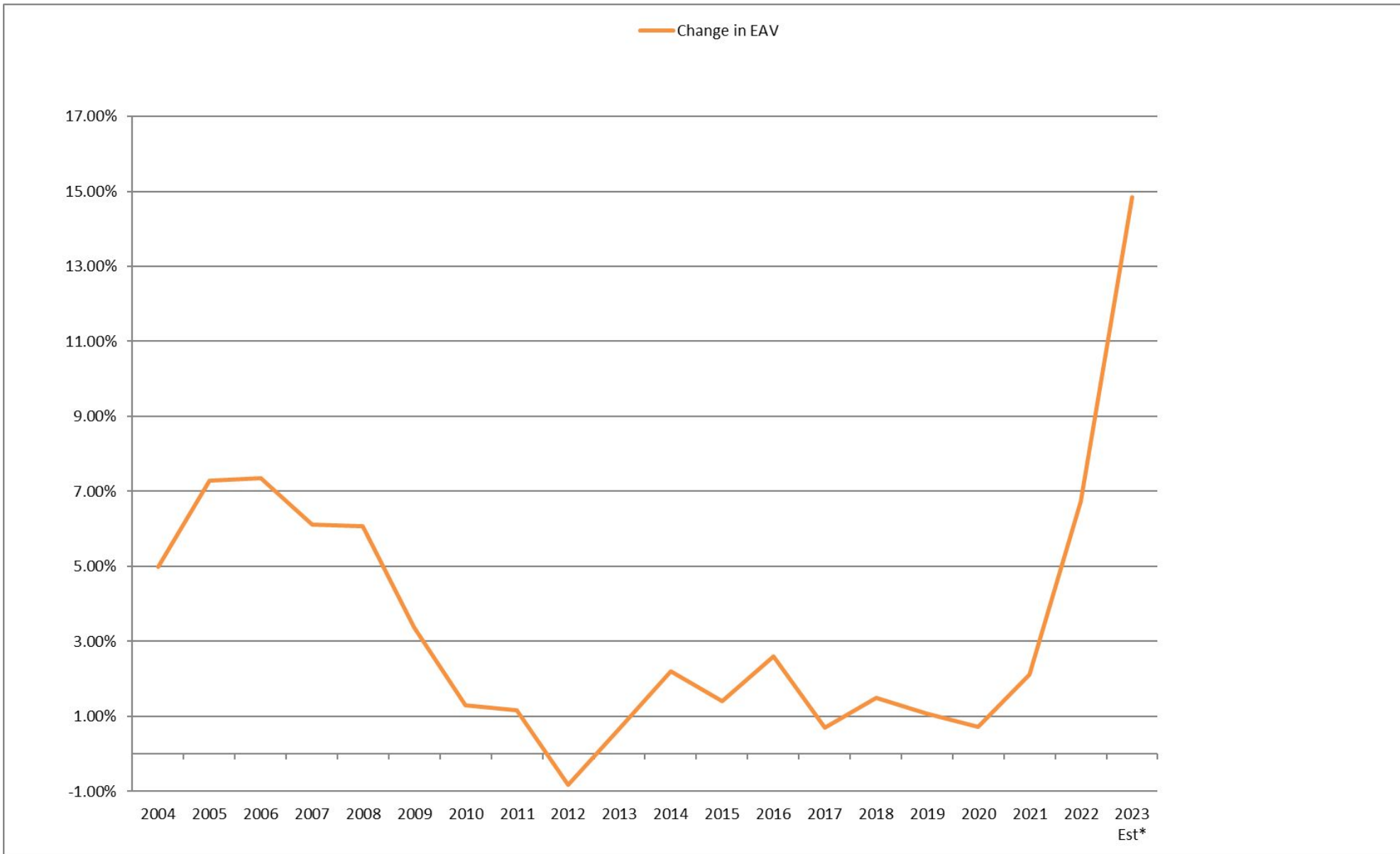
**** EAV is not determined by the District**

EAV Estimates and Tax Rate



- Estimated total EAV increase by 14.84%.
 - 11.59% EAV increase in existing property
 - \$80,000,000 in new construction
 - Rivian valuation is a large portion of the increase
- Unit 5 Board of Education is committed to keep the Ed fund tax rate at 2.72 or lower this year.
- ** EAV is not determined by the District.

Historical Change in EAV



Impact on Property Owners

- Determined primarily by the increase in home/property value for 2023.
- **Example:** A home worth \$225,000 in 2022 that increased in value 11.59% would be worth \$251,000 in 2023. That homeowner would see an increase of \$296 over the prior year.



Opportunities



Safety & Security

Improvements are needed to our buildings to ensure the safety of students

ESSER Positions

Keep some of the positions that would otherwise be eliminated at the end of ESSER funding (23-24).

Maintain Quality Education

Exposure to field trips, college prep classes, programs and modernized learning ⁵¹

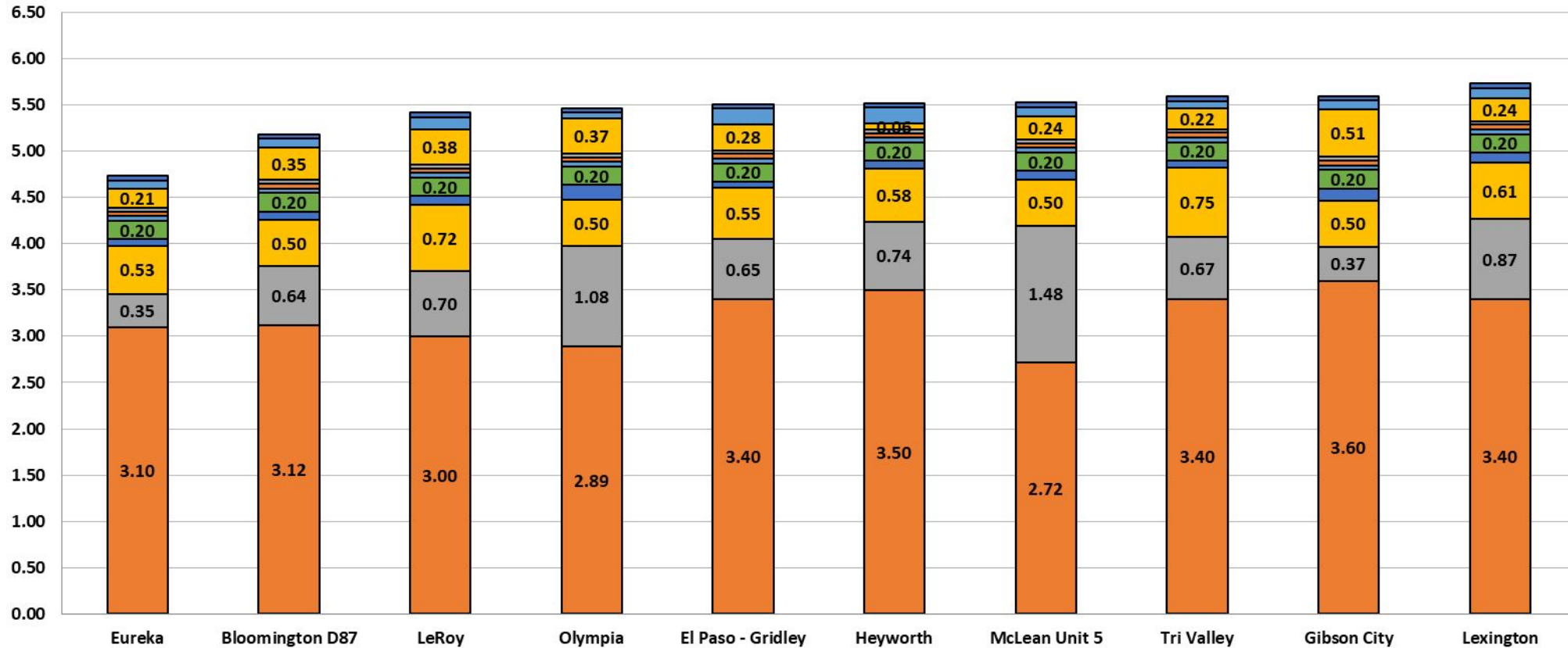
Improved Financial Condition

Reduces structural deficit at a faster pace.

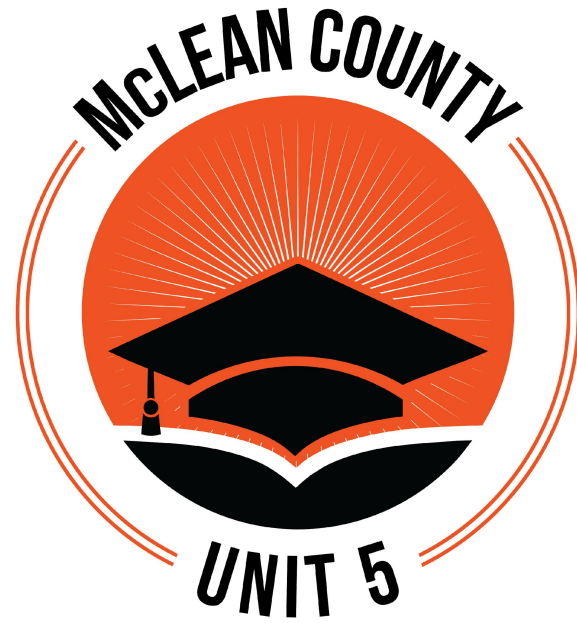
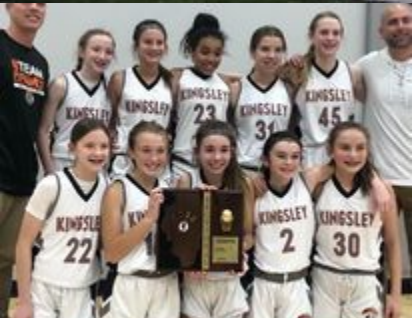
Technology Updates

Improvements are needed to our buildings.

Tax Rates by District 2022



- Education Fund
- Bonds & Interest
- Operations & Maintenance
- IMRF
- Transportation
- Working Cash
- Fire Prevention/Safety
- Special Education
- Tort
- Social Security
- Leasing



Questions?

www.unit5.org

#unit5pride



Revenue and Investments

Revenue

The Superintendent or designee is responsible for making all claims for property tax revenue, State Aid, special State funds for specific programs, federal funds, and categorical grants.

Investments

The ~~Superintendent~~ Chief Financial Officer shall serve as the District's Chief Investment Officer. ~~The Chief Investment Officer or designee~~ shall invest money that is not required for current operations, in accordance with this policy and State law.

The Chief Investment Officer and Superintendent ~~or designee~~ shall use the standard of prudence when making investment decisions. ~~They~~ He or she shall use the judgment and care, under circumstances then prevailing, that a person of prudence, discretion, and intelligence exercise in the management of his or her own affairs, not for speculation, but for investment, considering the safety of their capital as well as its probable income.

Investment Objectives

The objectives for the District's investment activities are:

1. Safety of Principal. Every investment is made with safety as the primary and over-riding concern. Each investment transaction shall ensure that capital loss, whether from credit or market risk, is avoided.
2. Liquidity. The investment portfolio shall provide sufficient liquidity to pay District obligations as they become due. In this regard, the maturity and marketability of investments shall be considered.
3. Rate of Return. The highest return on investments is sought, consistent with the preservation of principal and prudent investment principles.
4. Diversification. The investment portfolio is diversified as to materials and investments, as appropriate to the nature, purpose, and amount of the funds.

Authorized Investments

The ~~Superintendent or designee~~ Chief Investment Officer may invest District funds in one or more of the following:

1. Bonds, notes, certificates of indebtedness, treasury bills or other securities now or hereafter issued, that are guaranteed by the full faith and credit of the United States of America as to principal and interest.
2. Bond notes, debentures, or other similar obligations of the United States of America, its agencies, and its instrumentalities.

The term "agencies of the United States of America" includes: (i) the federal land banks, federal intermediate credit banks, banks for cooperative, federal farm credit banks, or any other entity authorized to issue debt obligations under the Farm Credit Act of 1971 and

Adopted: September 25, 1996

Reviewed: ~~March 2014~~ November 2023

Amended: April 23, 2014

Acts amendatory thereto; (ii) the federal home loan banks and the federal home loan mortgage corporation; and (iii) any other agency created by Act of Congress.

3. Interest-bearing savings accounts, interest-bearing certificates of deposit or interest-bearing time deposits or any other investments constituting direct obligations of any bank as defined by the Illinois Banking Act.
4. Short term obligations of corporations organized in the United States with assets exceeding \$500,000,000 if: (i) such obligations are rated at the time of purchase at 1 of the 3 highest classifications established by at least 2 standard rating services and which mature not later than 270 days from the date of purchase, (ii) such purchases do not exceed 10 percent of the corporation's outstanding obligations, and (iii) no more than one-third of the District's funds may be invested in short term obligations of corporations under this paragraph.
5. Obligations of corporations organized in the United States with assets exceeding \$500,000,000 if: (a) such obligations are rated at the time of purchase at one of the three highest classifications established by at least two standard rating services and which mature more than 270 days but less than three years from the date of purchase, (b) such purchases do not exceed 10% of the corporation's outstanding obligations, and (c) no more than one-third of the District's funds may be invested in obligations of corporations under this paragraph.
6. Money market mutual funds registered under the Investment Company Act of 1940, provided that the portfolio of any such money market mutual fund is limited to obligations described in paragraph (1) or (2) of this subsection and to agreements to repurchase such obligations.
67. Interest-bearing bonds of any county, township, city, village, incorporated town, municipal corporation, school district, the State of Illinois, any other state, or any political subdivision or agency of the State of Illinois or any other state, whether the interest earned is taxable or tax-exempt under federal law. The bonds shall be (a) registered in the name of the municipality, county, or other governmental unit, or held under a custodial agreement at a bank, and (b) rated at the time of purchase within the 4 highest general classifications established by a rating service of nationally recognized expertise in rating bonds of states and their political subdivision.
78. Short term discount obligations of the Federal National Mortgage Association or in shares or other forms of securities legally issuable by savings banks or savings and loan associations incorporated under the laws of this state or any other state or under the laws of the United States. Investments may be made only in those savings banks or savings and loan associations the shares, or investment certificates of which are insured by the Federal Deposit Insurance Corporation. Any such securities may be purchased at the offering or market price thereof at the time of such purchase. All such securities so purchased shall mature or be redeemable on a date or dates prior to the time when, in the judgment of the Superintendent or designee, the public funds so invested will be required for expenditure by the District or its governing authority.
89. Dividend-bearing share accounts, share certificate accounts or class of share accounts of a credit union chartered under the laws of this State or the laws of the United States; provided, however, the principal office of any such credit union must be located within the State of Illinois. Investments may be made only in those credit unions the accounts of which are insured by applicable law.

Adopted: September 25, 1996

Reviewed: ~~March 2014~~ November 2023

Amended: April 23, 2014

910. A Public Treasurers' Investment Pool created under Section 17 of the State Treasurer Act. The District may also invest any public funds in a fund managed, operated, and administered by a bank, subsidiary of a bank, or subsidiary of a bank holding company or use the services of such an entity to hold and invest or advise regarding the investment of any public funds.

~~4011~~ The Illinois School District Liquid Asset Fund Plus.

412. Repurchase agreements of government securities having the meaning set out in the Government Securities Act of 1986, as now or hereafter amended or succeeded, subject to the provisions of said Act and the regulations issued there under. The government securities, unless registered or inscribed in the name of the District, shall be purchased through banks or trust companies authorized to do business in the State of Illinois.

Except for repurchase agreements of government securities which are subject to the Government Securities Act of 1986, as now or hereafter amended or succeeded, the District may not purchase or invest in instruments which constitute repurchase agreements, and no financial institution may enter into such an agreement with or on behalf of the District unless the instrument and the transaction meet the following requirements:

- a. The securities, unless registered or inscribed in the name of the District, are purchased through banks or trust companies authorized to do business in the State of Illinois.
- b. The Superintendent or designee, after ascertaining which firm will give the most favorable rate of interest, directs the custodial bank to "purchase" specified securities from a designated institution. The "custodial bank" is the bank or trust company, or agency of government, which acts for the District in connection with repurchase agreements involving the investment of funds by the District. The State Treasurer may act as custodial bank for public agencies executing repurchase agreements.
- c. A custodial bank must be a member bank of the Federal Reserve System or maintain accounts with member banks. All transfers of book-entry securities must be accomplished on a Reserve Bank's computer records through a member bank of the Federal Reserve System. These securities must be credited to the District on the records of the custodial bank and the transaction must be confirmed in writing to the District by the custodial bank.
- d. Trading partners shall be limited to banks or trust companies authorized to do business in the State of Illinois or to registered primary reporting dealers.
- e. The security interest must be perfected.
- f. The District enters into a written master repurchase agreement that outlines the basic responsibilities and liabilities of both buyer and seller.
- g. Agreements shall be for periods of 330 days or less.
- h. The Superintendent or designee informs the custodial bank in writing of the maturity details of the repurchase agreement.
- i. The custodial bank must take delivery of and maintain the securities in its custody for the account of the District and confirm the transaction in writing to the District. The

Adopted: September 25, 1996

Reviewed: ~~March 2014~~ November 2023

Amended: April 23, 2014

custodial undertaking shall provide that the custodian takes possession of the securities exclusively for the District; that the securities are free of any claims against the trading partner; and that any claims by the custodian are subordinate to the District's claims to rights to those securities.

- j. The obligations purchased by the District may only be sold or presented for redemption or payment by the fiscal agent bank or trust company holding the obligations upon the written instruction of the Superintendent or designee.
- k. The custodial bank shall be liable to the District for any monetary loss suffered by the District due to the failure of the custodial bank to take and maintain possession of such securities.

4213. Any investment as authorized by the Public Funds Investment Act, and Acts mandatory thereto. Paragraph 11 supersedes paragraphs 1-10 and controls in the event of conflict.

Except as provided herein, investments may be made only in banks, savings banks, savings and loan associations, or credit unions that are insured by the Federal Deposit Insurance Corporation, or other approved share insurer.

The Chief Investment Officer and Superintendent shall regularly consider material, relevant, and decision-useful sustainability factors in evaluating investment decisions, within the bounds of financial and fiduciary prudence. Such factors include, but are not limited to: (1) corporate governance and leadership factors, (2) environmental factors, (3) social capital factors, (4) human capital factors, and (5) business model and innovation factors, as provided under the Ill. Sustainable Investing Act, 30 ILCS 238/.

Selection of Depositories, Investment Managers, Dealers, and Brokers

~~The Superintendent or designee~~ The Chief Investment Officer shall establish a list of authorized depositories, investment managers, dealers and brokers based upon the creditworthiness, reputation, minimum capital requirements, qualifications under State law, as well as a long history of dealing with public fund entities. The Board will review and approve the list at least annually.

In order to be an authorized depository, each institution must submit copies of the last 2 sworn statements of resources and liabilities or reports or examination, which the institution is required to furnish to the appropriate State or federal agency. Each institution designated as a depository shall, while acting as such depository, furnish the District with a copy of all statements of resources and liabilities or all reports of examination, which it is required to furnish to the appropriate State or federal agency.

The above eligibility requirements of a bank to receive or hold public deposits do not apply to investments in an interest-bearing savings account, interest-bearing certificate of deposit, or interest-bearing time deposit if: (1) the District initiates the investment at or through a bank located in Illinois, and (2) the invested public funds are at all times fully insured by an agency or instrumentality of the federal government.

The District may consider a financial institution's record and current level of financial commitment to its local community when deciding whether to deposit funds in that financial institution. The District may consider factors including:

1. For financial institutions subject to the federal Community Reinvestment Act of 1977, the current and historical ratings that the financial institution has received, to the extent that those ratings are publicly available, under the federal Community Reinvestment Act of 1977;
2. Any changes in ownership, management, policies, or practices of the financial institution that may affect the level of the financial institution's commitment to its community;
3. The financial impact that the withdrawal or denial of District deposits might have on the financial institution;
4. The financial impact to the District as a result of withdrawing public funds or refusing to deposit additional public funds in the financial institution; and
5. Any additional burden on the District's resources that might result from ceasing to maintain deposits of public funds at the financial institution under consideration.

Collateral Requirements

All amounts deposited or invested with financial institutions in excess of any insurance limit shall be collateralized in accordance with the Public Funds Investment Act, 30 ILCS 235/. The Superintendent or designee shall keep the Board informed of collateral agreements.

Safekeeping and Custody Arrangements

The preferred method for safekeeping is to have securities registered in the District's name and held by a third-party custodian. Safekeeping practices should qualify for the Governmental Accounting Standards Board (GASB) Statement No. 3 Deposits with Financial Institutions, Investments (including Repurchase Agreements), and Reverse Repurchase Agreements Category I, the highest recognized safekeeping procedures.

Controls and Reports

~~The Chief Investment Officer~~~~The Superintendent or designee~~ shall establish a system of internal controls and written operational procedures to prevent losses arising from fraud, employee error, misrepresentation by third parties, or imprudent employee action.

~~The Chief Investment Officer~~~~The Superintendent or designee~~ shall provide a quarterly investment report to the Board. The report will: (1) assess whether the investment portfolio is meeting the District's investment objectives, (2) identify each security by class or type, book value, income earned, and market value, (3) identify those institutions providing investment services to the District, and (4) include any other relevant information. The investment portfolio's performance shall be measured by appropriate and creditable industry standards for the investment type.

The Board will determine, after receiving the Superintendent's recommendation, which fund is in most need of interest income and the Superintendent shall execute a transfer. This provision does not apply when the use of interest earned on a particular fund is restricted.

Ethics and Conflicts of Interest

Adopted: September 25, 1996
Reviewed: ~~March 2014~~ November 2023
Amended: April 23, 2014

The Board and District officials will avoid any investment transaction or practice that in appearance or fact might impair public confidence. Board members are bound by *Board policy 2.100*. No District employee having influence on the District's investment decisions shall:

1. Have any interest, directly or indirectly, in any investments in which the District is authorized to invest,
2. Have any interest, directly or indirectly, in the sellers, sponsors, or managers of those investments, or
3. Receive, in any manner, compensation of any kind from any investments in which the agency is authorized to invest.

LEGAL REF.: 30 ILCS 235/, Public Funds Investment Act.
30 ILCS 238/, III. Sustainable Investing Act.
105 ILCS 5/8-7, 5/10-22.44, 5/17-1, and 5/17-11.

CROSS REF.: 2.100 (Board Member Conflict of Interest), ~~3-40~~, 4.10 (Fiscal and Business Management), 4.80 (Accounting and Audits)

Adopted: September 25, 1996
Reviewed: ~~March 2014~~ November 2023
Amended: April 23, 2014

Payment Procedures

The Treasurer shall prepare a list of all due and payable bills, indicating vendor name and amount, and shall present it to the Board in advance of the Board's regular meetings or, if necessary, a special meeting. These bills are reviewed by the Board, after which they may be approved for payment by Board order. Approval of all bills shall be given by a roll call vote, and the votes shall be recorded in the minutes. The Treasurer shall pay the bills after receiving the Board order or pertinent portions of the Board minutes, even if the minutes are unapproved, provided the order or minutes are signed by the Board President and Secretary or a majority of the Board. Time sensitive payments may be made prior to a Board meeting and listed as prepaid.

The Treasurer is authorized, without further Board approval, to pay Social Security taxes, wages, pension contributions, utility bills, and other recurring bills. These disbursements shall be included in the listing of bills presented to the Board.

The Board authorizes the Superintendent or designee to establish revolving funds and a petty cash fund system for school cafeterias, lunchrooms, athletics, or similar purposes, provided such funds are maintained in accordance with Board policy 4.80, Accounting and Audits, and remain in the custody of an employee who is properly bonded according to State law.

LEGAL REF.: 105 ILCS 5/8-16, 5/10-7, and 5/10-20.19.
23 Ill. Admin. Code §100.70.

CROSS REF.: 4.55 (Use of Credit and Procurement Cards), 4.60 (Purchases and Contracts),
4.80 (Accounting and Audits)
ADMIN. PROC.: ~~4.50-E1~~

Adopted: September 7, 1972

Reviewed: ~~October 2015~~ November 2023

Amended: November 11, 2015

Use of Credit and Procurement Cards

The Superintendent and employees designated by the Superintendent are authorized to use District credit and procurement cards to simplify the acquisition, receipt, and payment of purchases and travel expenses incurred on the District's behalf. Credit and procurement cards shall only be used for those expenses that are for the District's benefit and serve a valid and proper public purpose; they shall not be used for personal purchases. Cardholders are responsible for exercising due care and judgment and for acting in the District's best interests.

The Superintendent or designee shall manage the use of District credit and procurement cards by employees. It is the Board's responsibility, through the audit and approval process, to determine whether District credit and procurement card use by the Superintendent is appropriate. ~~The Board may request District credit and procurement card account activity reporting at any time.~~

In addition to the other limitations contained in this and other Board policies, District credit and procurement cards are governed by the following restrictions:

1. Credit and/or procurement cards may only be used to pay certain job-related expenses or to make purchases on behalf of the Board or District or any student activity fund, or for purposes that would otherwise be addressed through a conventional revolving fund.
2. The Superintendent or designee shall instruct the issuing institution to block the cards' use at unapproved merchants.
3. The Superintendent or designee may limit the amount each cardholder may charge in a single purchase or within a given month and inform the issuing institution of these limitations.
4. The Superintendent or designee must approve the use of a District credit or procurement card whenever such use is by telephone, fax, and the Internet. Permission shall be withheld when the use violates any Board policy, is from a vendor whose reputation has not been verified, or would be more expensive than if another available payment method were used.
5. The consequences for unauthorized purchases include, but are not limited to, reimbursing the District for the purchase amount, loss of cardholding privileges, and if made by an employee, discipline up to and including discharge.
6. All cardholders must sign a statement affirming that they are familiar with this policy.
7. The Superintendent ~~or designee~~ shall implement a process whereby all purchases using a District credit or procurement card are reviewed and approved by someone other than the cardholder or someone under the cardholder's supervision.
8. Cardholders must submit the original, itemized receipt to document all purchases.
9. No individual may use a District credit or procurement card to make purchases in a manner contrary to State law, including, but not limited to, the bidding and other purchasing requirements in 105 ILCS 5/10-20.21, or any Board policy.

Adopted: November 11, 2009

Reviewed: ~~January 2017~~—November 2023

Amended: 2017

10. The Superintendent or designee shall account for any financial or material reward or rebate offered by the company or institution issuing the District credit or procurement card and shall ensure that it is used for the District's benefit.

~~11. The credit or procurement card is the property of the District and should be secured as one would secure their own personal card. The card should be kept in a secure location in a District building when not in use. Cards are to be turned in to the Superintendent or designee at the conclusion of each school year.~~

~~12.11.~~ It is the cardholder's responsibility to notify the vendor that the District is tax exempt. The State tax-exempt number and form are available from the District's business office. Cardholders should present this form for all purchases. Every reasonable effort should be made to avoid paying sales tax.

LEGAL REF.: ~~50 ILCS 150/10, added by P.A. 99-604.~~
105 ILCS 5/10-20.21.
23 Ill. Admin. Code §100.70(d).

CROSS REF.: 4.50 (Payment Procedures), 4.60 (Purchases and Contracts), 4.80 (Accounting and Audits), 4.90 (Student Activity and Fiduciary Funds), 5.60 (Expenses)
ADMIN. PROC.: ~~4.55-AP1, 4.55-E1, 5.60-E1~~

Adopted: November 11, 2009
Reviewed: ~~January 2017~~ November 2023
Amended: 2017

Insurance Management

The Superintendent or designee, with input from the Insurance Committee, shall recommend and maintain all insurance programs that provide the broadest and most complete coverage available at the most economical cost, consistent with sound insurance principles.

The insurance program shall include each of the following:

1. Liability coverage to insure against any loss or liability of the District and the listed individuals, against civil rights damage claims and suits, constitutional rights damage claims and suits, and death and bodily injury and property damage claims and suits, including defense costs, when damages are sought for negligent or wrongful acts allegedly committed in the scope of employment or under the Board's direction or related to any mentoring services provided to the District's certified staff members; Board members; employees; volunteer personnel authorized by 105 ILCS 5/10-22.34, 5/10-22.34a, and 5/10-22.34b; mentors of certified staff members authorized in 105 ILCS 5/21A-5 et seq. (new teacher), 105 ILCS 5/2-3.53a (new principal), and 2-3.53b (new superintendent); and student teachers.
2. Catastrophic accident insurance at the mandated benefit level for student athletes in grades 9 through 12 who sustain an accidental injury while participating in school – sponsored or school-supervised interscholastic athletic events sanctioned by the Illinois High School Association that results in medical expenses in excess of \$50,000.
3. Comprehensive property insurance covering a broad range of causes of loss involving building and personal property. The coverage amount shall normally be for the replacement cost or the insurable value.
4. Workers' Compensation to protect individual employees against financial loss in case of a work-related injury, certain types of disease, or death incurred in an employee-related situation.
5. Health Insurance:

Health insurance is available to full-time employees who are employed at least 20 hours per week, but no Board monies will be expended toward contributions unless otherwise provided herein or required by the Affordable Care Act.

Each employee of the Board eligible for health insurance is entitled to a fringe benefit equal to the amount contributed by the Board for the individual to the District's self-insured health insurance fund towards the cost of the individual's annual health insurance premium for single coverage. The amount contributed by the Board for each full-time employee shall be determined by the Board on an annual basis or agreed to through collective bargaining, and reduced pro rata for any employee who is employed less than full-time.

An employee who is at least 55 years of age, has at least 10 years of service in the District, and is retiring; or who is medically terminated due to a disability, may elect to remain covered under the District's health insurance program. The retiree or medically terminated employee must pay the applicable premium.

Adopted: August 13, 1990

Reviewed: ~~July 2015~~ November 2023

Amended: September 23, 2015

Student Insurance

The Board shall annually designate a company to offer student accident insurance coverage. The Board does not endorse the plan nor recommend that parents/guardians secure the coverage, and any contract is between the parents/guardians and the company.

LEGAL REF.: Consolidated Omnibus Budget Reconciliation Act, Pub. L. 99-272, ~~§ 11001, 100 Stat. 222, 26 U.S.C. § 4980B(f) of the I.R.S. Code~~, 42 U.S.C., §300bb-1 *et seq.*
105 ILCS ~~5/2-3.53a, 5/2-3.53b,~~ 5/10-20.20, 5/10-22.3, 5/10-22.3a, 5/10-22.3b, 5/10-22.3f, 5/10-22.34, 5/10-22.34a, 5/10-22.34b, ~~5/21A-5 et. seq.,~~ and 5/22-15.
215 ILCS 5/, Ill. Insurance Code.
750 ILCS 75/, Ill. Religious Freedom Protection and Civil Union Act.
820 ILCS 305/, Workers' Compensation Act.

CROSS REF.: ~~3.407.300~~ (Co-Curricular Athletics)

Adopted: August 13, 1990

Reviewed: ~~July 2015~~ November 2023

Amended: September 23, 2015

General Personnel – Compliance with the Fair Labor Standards Act

Job Classifications

The Superintendent will ensure that all job positions are identified as either “exempt” or “non-exempt” according to State law and the Fair Labor Standards Act (FLSA) and that employees are informed whether they are “exempt” or “non-exempt.” “Exempt” and “non-exempt” employee categories may include certificated and non-certificated job positions. All non-exempt employees, whether paid on a salary or hourly basis, are covered by minimum wage and overtime provisions.

Workweek and Compensation

The workweek for District employees will be 12:00 a.m. Saturday until 11:59 p.m. Friday. Non-exempt employees will be compensated for all hours worked in a workweek including overtime. For non-exempt employees paid a salary, the salary is paid for a 40-hour workweek even if an employee is scheduled for less than 40 hours. “Overtime” is time worked in excess of 40 hours in a single workweek.

Overtime

A non-exempt employee shall not work overtime without his or her supervisor’s express approval. All supervisors of non-exempt employees shall: (1) monitor overtime use on a weekly basis and report such use to the business office, (2) seek the Superintendent’s or designee’s written pre-approval for any long term or repeated use of overtime that can be reasonably anticipated, (3) ensure that overtime provisions of this policy and the FLSA are followed, and (4) ensure that employees are compensated for any overtime worked. Accurate and complete time sheets of actual hours worked during the workweek shall be signed by each employee and submitted to the business office. The business office will review work records of employees on a regular basis, make an assessment of overtime use, and provide the assessment to the Superintendent. In lieu of overtime compensation, non-exempt employees may receive compensatory time-off, according to Board ~~policy~~Policy 5.310, Compensatory Time-Off.

Suspension Without Pay

No exempt employee shall have his or her salary docked, such as by an unpaid suspension, if the deduction would cause a loss of the exempt status. Licensed employees may be suspended without pay in accordance with Board ~~policy~~Policy 5.240, Suspension. Non-licensed employees may be suspended without pay in accordance with Board ~~policy~~Policy 5.290, Employment Termination and Suspensions.

Implementation

The Superintendent or designee shall implement this policy in accordance with the FLSA, including its required notices to employees. In the event of a conflict between the policy and State or federal law, the latter shall control.

LEGAL REF.: 820 ILCS 105/4a.
Fair Labor Standards Act, 29 U.S.C. §201 *et seq.*, 29 C.F.R. Parts 516, 541, 548, 553, 778, and 785.

CROSS REF.: 5.240 (Suspension), 5.290 (Employment Termination and Suspensions), 5.310 (Compensatory Time-Off)

~~ADMIN. PROC.: 5.35-AP1, 5.35-AP2, 5.35-AP3, 5.35-AP4, 5.35-E1~~

Adopted: August 24, 2005

Reviewed: ~~March 2014~~ November 2023

Amended: April 23, 2014

General Personnel - Responsibilities Concerning Internal Information

District employees are responsible for maintaining:

1. the integrity and security of all internal information, and
2. the privacy of confidential records, including but not limited to:
 - a. student school records,
 - b. personnel records, and
 - c. the minutes of, and material disclosed in, a closed Board meeting.

Internal information is any information, oral or recorded in electronic or paper format, maintained by the District or used by the District or its employees.

The Superintendent or designee shall manage procedures for safeguarding the integrity, security, and, as appropriate, confidentiality of internal information.

LEGAL REF.: Family Educational Privacy Rights Act, 20 U.S.C. §1232g.
Uses and Disclosures of Protected Health Information; General Rules, 45 C.F.R.
§164.502.
Ill. Freedom of Information Act, 5 ILCS 140/.
Local Records Act, 50 ILCS 205/.
105 ILCS 10/.
Personnel Record Review Act, 820 ILCS 40/.

CROSS REF: 2.140 ([Communications To and From the Board](#)), 2.250 ([Access to District Public Records](#)), ~~4.110, 5.120,~~ 5.150 ([Personnel Records](#)), ~~7.220,~~ 7.340 ([Student Records](#))

ADMIN. PROC.: ~~4.170-E3, 5.130-AP1, 5.130-E1, 7.340-AP1~~

Adopted: August 12, 2009

Reviewed: ~~December 2014~~ [November 2023](#)

Amended: January 14, 2015

General Personnel – Copyright

Works Made for Hire

The Superintendent or designee shall manage the development of instructional materials and computer programs by employees during the scope of their employment in accordance with State and federal laws and Board policies. Whenever an employee is assigned to develop instructional materials and/or computer programs, or otherwise performs such work within the scope of his or her employment, it is assured the District shall be the owner of the copyright.

Copyright Compliance

While staff members may use appropriate supplementary materials, it is each staff member's responsibility to abide by the District's copyright compliance procedures and to obey the copyright laws. The District is not responsible for any violations of the copyright laws by its staff or students. A staff member should contact the Superintendent or designee whenever the staff member is uncertain about whether using or copying material complies with the District's procedures or is permissible under the law, or wants assistance on when and how to obtain proper authorization. No staff member shall, without first obtaining the permission of the Superintendent or designee, install or download any program on a District-owned computer. At no time shall it be necessary for a District staff member to violate copyright laws in order to properly perform his or her duties.

Copyright Infringement; Designation of District Digital Millennium Copyright Act (DMCA) Agent

The employee listed below receives complaints about copyright infringement within the use of the District's online services. The Superintendent or designee will register this information with the federal Copyright Office as required by federal law.

District DMCA Agent:

Name: M. Curt Richardson
Address: 1809 West Hovey Ave., Normal, IL 61761
Email: richardmc@unit5.org
Telephone: (309) 557-4082

LEGAL REF.: ~~Federal Copyright Law of 1976~~, 17 U.S.C. §101 *et seq.*, Federal Copyright Law of 1976
105 ILCS 5/10-23.10.

CROSS REF.: 6.235 (Access to Electronic Networks)
ADMIN.PROC.: ~~5.170-AP1, 5.170-AP2, 5.170-AP3~~
EXHIBIT: ~~5.170-E1~~

Adopted: October 27, 1999
Reviewed: ~~August 2015~~ November 2023
Amended: 2015

General Personnel – Temporary Illness or Temporary Incapacity

A temporary illness or temporary incapacity is an illness or other capacity of ill-being that renders an employee physically or mentally unable to perform assigned duties. During such a period, the employee can use accumulated sick leave benefits. However, income received from other sources (worker's compensation, District-paid insurance programs, etc.) will be deducted from the District's compensation liability to the employee. The Board's intent is that in no case will the employee, who is temporarily disabled, receive more than 100 percent of his or her gross salary.

Those insurance plans privately purchased by the employee and to which the District does not contribute, are not applicable to this policy.

If illness, incapacity, or any other condition causes teacher or other licensed employee to be absent in one school year, after exhaustion of all available leave, for more than 90 consecutive work days, such absence may be considered a permanent disability and the Board may begin dismissal proceedings subject to State and federal law, including the Americans with Disabilities Act. The Superintendent may recommend this paragraph's use when circumstances strongly suggest that the teacher or other licensed employee returned to work intermittently in order to avoid this paragraph's application. This paragraph shall not be considered a limitation on the Board's authority to take any action concerning an employee that is authorized by State and federal law.

Any employee may be required to have an examination, at the District's expense, by a physician who is licensed in Illinois to practice medicine and surgery in all its branches, an licensed advanced practice registered nurse ~~who has a written collaborative agreement with a collaborating physician that authorizes the advanced practice nurse to perform health examinations~~, or a licensed physician assistant ~~who has been delegated the authority by his or her supervisors to perform health examinations~~ if the examination is job-related and consistent with business necessity.

LEGAL REF.: Americans with Disabilities Act, 42 U.S.C. §12102.
105 ILCS 5/10-22.4, 5/24-12, and 5/24-13.
Elder v. School Dist. No. 127 1/2, 208 N.E.2d 423 (Ill.App.1, 1965).
School District No. 151 v. ISBE, 507 N.E.2d 134 (Ill.App.1, 1987).

CROSS REF.: 5.30 (Hiring Process and Criteria), 5.40 (Communicable and Chronic Infectious Disease), 5.185 (Family and Medical Leave), 5.250 (Leaves of Absence), 5.330 (Sick Days, Vacation, Holidays, and Leaves)
ADMIN. PROC.:5.185-AP1

Adopted: August 14, 1999
Reviewed: ~~June 2015~~ November 2023
Amended: August 12, 2015

Curriculum Development

Adoption

The Superintendent or designee shall recommend a comprehensive curriculum that is aligned with:

1. The District's educational philosophy and goals~~;~~
2. Student needs as identified by research, demographics, and student achievement and other data~~;~~
3. The knowledge, skills, and abilities required for students to become life-long learners~~;~~
4. The minimum requirements of State and federal law and regulations for curriculum and graduation requirements~~;~~
5. The curriculum District-wide and articulated across all grade levels~~;~~
6. The Illinois State Learning Standards and any District learning standards~~;~~ and
7. Any required State or federal student testing.

The School Board will adopt, upon recommendation of the Superintendent, a curriculum that meets the above criteria.

Experimental Educational Programs and Pilot Projects

The Superintendent or designee may recommend experimental educational programs and/or pilot projects for Board consideration. Proposals must include goals, material needs, anticipated expenses, and an evaluation process. The Superintendent or designee shall submit to the Board periodic progress reports for programs that exceed one year in duration and a final evaluation with recommendation upon the program's completion.

Single-Gender Classes and Activities

The Superintendent or designee may recommend a program of nonvocational single-gender classes and/or activities to provide diverse educational opportunities and/or meet students' identified educational needs. Participation in classes or activities must be voluntary, ~~both all~~ genders must be treated with substantial equality, and the program must otherwise comply with State and federal law and with Board ~~policy~~ Policy 7.10, Equal Educational Opportunities. The Superintendent or designee must periodically evaluate any single-gendered class or activity to ensure that: (1) it does not rely on overly broad generalizations about the different talents, capabilities, or preferences of ~~either any gender;~~ and (2) it continues to comply with State and federal law and with Board policy 7.10, Equal Educational Opportunities.

Development

The Superintendent or designee shall develop a curriculum review program to monitor the current curriculum and promptly suggest changes to make the curriculum more effective, to take advantage of improved teaching methods and materials, and to be responsive to social change, technological developments, student needs, and community expectations.

Adopted: May 28, 1997

Reviewed: ~~June 2015~~ November 2023

Amended: August 12, 2015

The Superintendent or designee shall report to the Board as appropriate, the curriculum review program's efforts to:

1. Regularly evaluate the curriculum and instructional program.
2. Ensure the curriculum continues to meet the stated adoption criteria.
3. Include input from a cross-section of teachers, administrators, parents/guardians, and students, representing all schools, grade levels, disciplines, and specialized and alternative programs.
4. Coordinate with the process for evaluating the instructional program and materials.

Curriculum Guides and Course Outlines

The Superintendent or designee shall develop and provide subject area curriculum guides to appropriate staff members.

LEGAL REF.: [20 U.S.C. §1681, Title IX of the Education Amendments of 1972, implemented by 34 C.F.R. Part 106.](#)
[105 ILCS 5/10-20.8 and 5/10-19.](#)

CROSS REF.: [6.60 \(Curriculum Content\)](#), [6.65 \(Student Social and Emotional Development\)](#), [6.70 \(Teaching About Religions\)](#), [6.80 \(Teaching About Controversial Issues\)](#), [6.100 \(Using Animals in the Educational Program\)](#), [6.110 \(Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program\)](#), [6.120 \(Education of Children with Disabilities\)](#), [6.130 \(Program for the Gifted\)](#), [6.135 \(Accelerated Placement Program\)](#), [6.140 \(Education of Homeless Children\)](#), [6.145 \(Migrant Students\)](#), [6.150 \(Home and Hospital Instruction\)](#), [6.160 \(English Learners\)](#), [6.170 \(Title I Programs\)](#), [6.180 \(Extended Instructional Program\)](#), [7.10 \(Equal Educational Opportunities\)](#), [7.15 \(Student and Family Privacy Rights\)](#)

~~ADMIN. PROC.:~~ ~~6.40-AP1~~

Adopted: May 28, 1997
Reviewed: ~~June 2015~~ [November 2023](#)
Amended: August 12, 2015

**Programs for Students at Risk of Academic Failure and/or
Dropping Out of School and Graduation Incentives Program**

The Superintendent or designee shall develop, maintain, and supervise a program for students at risk of academic failure or dropping out of school. The program shall include education and support services addressing individual learning styles, career development, and social needs, and may include without limitation one or more of the following:

- ~~Parent-teacher~~Progress conferences
- Counseling services by school social workers and/or ~~guidance-school~~ counselors
- Counseling services by school psychologists
- Psychological testing
- Truants' alternative and optional education program
- Alternative school placement
- Community agency services
- Alternative learning opportunities program, in conformity with the Alternative Learning Opportunities Law, as it may be amended from time-to-time
- Graduation incentives program
- Remediation program

Any student who is below the age of 20 years is eligible to enroll in a graduation incentives program if he or she:

1. Is considered a dropout according to State law;
2. Has been suspended or expelled;
3. Is pregnant or is a parent;
4. Has been assessed as chemically dependent; or
5. Is enrolled in a bilingual education or English ~~Language~~-Learners program.

~~The Superintendent or designee is authorized to apply for a grant for the purpose of offering an alternative educational program for truants and to plan and implement such a program.~~

~~The student who chooses an alternative education program shall meet with the Building Principal and appropriate staff for the purpose of developing an individualized optional education plan. The truant student's parents/guardians shall participate in the planning sessions unless the truant student is 18 years or older.~~

LEGAL REF.: 105 ILCS 5/2-3.41, 5/2-3.66, 5/10-20.9a, 5/13B, 5/26-2a, 5/26-13, 5/26-14, and 5/26-16.

CROSS REF.: 6.280 (Grading and Promotion), 6.300 (Graduation Requirements), 7.70 (Attendance and Truancy)

Adopted: December 12, 1994

Reviewed: ~~December 2014~~November 2023

Amended: January 14, 2015

Home and Hospital Instruction

A student who is absent from school, or whose physician, physician assistant, or advanced practice nurse anticipates that the student will be absent from school, because of a medical condition may be eligible for instruction in the student's home or hospital. Eligibility shall be determined by State law and the Illinois State Board of Education rules governing:

- (1) the continuum of placement options for students who have been identified for special education services; ~~;~~ or
- (2) the home and hospital instruction provisions for students who have not been identified for special education services.

Appropriate educational services from qualified staff will begin no later than 5-five school days after receiving a ~~physician's~~ written statement from:

- (1) a physician licensed to practice medicine in all of its branches;
- (2) a licensed physician assistant; or
- (3) a licensed advanced practice registered nurse.

Instructional or related services for a student receiving special education services will be determined by the student's individualized education program.

A student who is unable to attend school because of pregnancy will be provided home instruction, correspondence courses, or other courses of instruction:

- (1) before the birth of the child when the student's physician, physician assistant, or advanced practice registered nurse indicates, in writing, that ~~she~~ the student is medically unable to attend regular classroom instruction; ~~;~~ and
- (2) for up to 3-three months after the child's birth or a miscarriage.

Periodic conferences will be held between appropriate school personnel, parent(s)/guardian(s), and hospital staff to coordinate course work and facilitate a student's return to school.

LEGAL REF.: 105 ILCS 5/10-19.05(e), 5/10-22.6a, 5/14-13.01, 5/18-4.5, ~~and 5/18-8.05.~~
23 Ill. Admin. Code §§1.520, 1.610, and 226.300.

CROSS REF.: 6.120 (Education of Children with Disabilities), 7.10 (Equal Educational Opportunity), 7.280 (Communicable and Chronic Infectious Disease)

Adopted: May 28, 1997

Reviewed: ~~August 2014~~ November 2023

Amended: August 27, 2014

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, responded 11.02.23
2. Sheri Reid, responded 11.08.23
3. Allium Data - Michael Rost, responded 11.13.23
4. School Improvement Partnership - Paula Costa, responded 11.13.23
5. UFEA, responded 11.14.23

Revisions appear in bold

Personnel Matters

Resignations/Retirements/Releases/Terminations

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

Certified

| | | | | | |
|-----------|---------|-------|---------|-------------|------------|
| Stephens | Debra | Hoose | LBS1 | Resignation | 1/5/2024 |
| Dickinson | Lindsey | EJHS | Math | Resignation | 01/07/2024 |
| Kerr | Ryan | NCWHS | English | Resignation | 01/01/2024 |

Educational Support Personnel

| | | | | | |
|---------------|--------------|--------------|-------------------------|-------------|------------|
| Olsen | Ana | Benjamin | Noon Hour Supervisor | Resignation | 10/17/2023 |
| Thatikonda | Maheswari | Brigham | Para-Spec Ed | Resignation | 11/10/2023 |
| Chandra Kumar | Kartheeswari | Cedar Ridge | Noon Hour Supervisor | Resignation | 11/06/2023 |
| Witt | Danielle | Hudson | Para-Spec Ed | Resignation | 12/21/2023 |
| Jegadeesh | Srividhya | Northpoint | Para-Spec Ed | Resignation | 11/02/2023 |
| Patrick | Tassia | Northpoint | Para-Spec Ed | Resignation | 12/08/2023 |
| Herring | Meghan | Pepper Ridge | Noon Hour Supervisor | Resignation | 10/23/2023 |
| Smith | Christina | Pepper Ridge | Para-Spec Ed | Resignation | 11/10/2023 |
| Drew | Allison | Towanda | EOP - 10 Month - Lane B | Resignation | 12/01/2023 |
| Smith | Troy | CJHS | Custodian | Resignation | 11/07/2023 |
| Baker | Stephanie | NCWHS | EOP- 10months - Lane B | Resignation | 10/30/2023 |
| Davis | Keyshawn | NCWHS | Para-Spec Ed | Resignation | 10/23/2023 |

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

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

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|-----|-------------|-------|---------|-----|---------|-----|-----|------------|
| (R) | Whittington | Tiona | Brigham | ECE | Step NT | B+0 | 1.0 | 10/10/2023 |
|-----|-------------|-------|---------|-----|---------|-----|-----|------------|

| | | | | | | | | |
|--------------------------------------|-----------------|-----------|--------------|---|---------|-----|-----|-------------------------|
| (R) | Lubala | Regina | Cedar Ridge | 1st Grade | Step 1 | M+0 | 1.0 | 10/10/2023 |
| (R) | Boge | Margaret | Parkside | LBS1 | Step 17 | B+8 | 1.0 | 11/2/2023 |
| Educational Support Personnel | | | | | | | | |
| (R) | Hammer Hardiman | Lindsay | Benjamin | Noon Hour Supervisor | | | 1.0 | 10/23/2023 |
| (R) | Joshi | Neha | Benjamin | Para-Spec Ed | Step 1 | | 1.0 | 10/5/2023 |
| (R) | Kaiser | Sadie | Brigham | Para-Spec Ed | Step 2 | | 1.0 | 10/16/2023 |
| (R) | McCaslin | Laurin | Cedar Ridge | Noon Hour Supervisor | | | 1 | 10/30/2023 ⁵ |
| (R) | Odierno | Brittany | Cedar Ridge | Noon Hour Supervisor | | | 1 | 10/30/2023 |
| (R) | Golminas | Maggie | Fairview | Noon Hour Supervisor | | | 1 | 10/2/2023 |
| (R) | Paff | Cassie | Field | Para-Spec Ed | Step 1 | | 1 | 10/31/2023 |
| (R) | Johnson | Karly | Hoose | Para-Spec Ed | Step 4 | | 1 | 10/3/2023 |
| (R) | Prada Camargo | Diana | Hoose | Para-Spec Ed | Step 2 | | 1 | 10/12/2023 |
| (R) | Parker | Angela | Hoose | Noon Hour Supervisor | | | 1 | 10/4/2023 |
| (R) | Geejula | Swapna | Northpoint | Para-Spec Ed | Step 1 | | 1.0 | 10/06/2023 |
| (R) | Koehn | Kristin | Parkside | Para-Spec Ed | Step 1 | | 1 | 10/19/2023 |
| (R) | Albrecht | Rachel | Pepper Ridge | Para-Spec Ed | Step 2 | | 1.0 | 10/12/2023 |
| (R) | Smith | Christina | Pepper Ridge | Para-Spec Ed | Step 1 | | 1.0 | 10/17/2023 |
| (R) | Carter | Ashley | PJHS | Para-Spec Ed | Step 1 | | 1 | 10/19/2023 |
| (R) | Martin | Colleen | PJHS | Special Education Nurse | | | 1.0 | 10/23/2023 |
| (R) | Mier | John | NCHS | Para-Spec Ed | Step 1 | | 1.0 | 10/11/2023 |
| (R) | Moreno Solano | Lucelli | NCHS | Para-Spec Ed | Step 7 | | 1.0 | 10/18/2023 |
| (R) | Deppermann | Sarah | Sugar Creek | Para-Spec Ed | Step 1 | | 1 | 11/2/2023 |
| (R) | Labon | Takiesha | Unit Office | EOP-12 Months-HR Specialist | Step 5 | | 1 | 11/3/2023 |
| (R) | Lilienthal | Robin | Unit Office | EOP-12 Month-Accounts | Step 2 | | 1 | 10/10/2023 |
| (R) | Sousa | Tylor | Warehouse | Food Service School Nutrition Coordinator | | | 1.0 | 10/23/2023 |
| Substitutes | | | | | | | | |

| | | | | | | | | | | |
|-----------|----------|--|--|--|--|--|--|--|--|--|
| Burlinski | Kaitlynn | | | | | | | | | |
| Gunnam | Uma Devi | | | | | | | | | |
| Harrison | Madelynn | | | | | | | | | |
| Hartke | Olivia | | | | | | | | | |
| Larkin | Riley | | | | | | | | | |
| Marmarchi | Amir | | | | | | | | | |
| Scoggins | Mirial | | | | | | | | | |
| Udelhofen | Maeve | | | | | | | | | |
| Warnisher | Sierra | | | | | | | | | |
| Yoder | Sarah | | | | | | | | | |

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|---------------------------|
| Contract Revisions |
|---------------------------|

| | | Homebase | Revision | | Effective |
|--|--|----------|----------|--|-----------|
|--|--|----------|----------|--|-----------|

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|-------|---------|-------------|--|------------------|-----------------|-----------|
| Woods | Tristan | Hoose/ LBS1 | | From M+0, Step 3 | To M+16, Step 3 | 9/22/2023 |
|-------|---------|-------------|--|------------------|-----------------|-----------|

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| <u>Schedule B</u> |
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| | | | | | | |
|--------|---------|----------|--|----------------------------------|--|------------|
| Ham | Claire | Benjamin | | Add - PBIS Coach Elementary 300+ | | 10/31/2023 |
| Taylor | Holly | Benjamin | | Drop- PBIS Elem. 300+ | | 10/31/2023 |
| Hayes | Mallory | Benjamin | | Add Elementary Patrol | | 10/31/2023 |

| | | | | | | |
|----------|------|------------------|--|-------------|-----|-----------|
| Wuerfele | Adam | Cedar Ridge/ IMC | | Add-SX-.S 2 | 0.5 | 10/2/2023 |
|----------|------|------------------|--|-------------|-----|-----------|

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|--------|-------|----------|--|---------|--|-----------|
| Mosier | Megan | Parkside | | Add-CCC | | 8/14/2023 |
|--------|-------|----------|--|---------|--|-----------|

| | | | | | | |
|--------------|---------|--------------|--|---|--|-----------|
| Gorshe-Woods | Kaitlyn | Pepper Ridge | | Add- Elementary Student Council Advisor | | 9/29/2023 |
| Gross | Josh | Pepper Ridge | | Add- Extra Assignment - Instruction - 2 Semesters | | 8/16/2023 |

| | | | | | | |
|------------|-----------|------|--|---|--|------------|
| Lewis | Connor | CJHS | | Add - 6th Assign. Study Hall 2 Semesters | | 10/16/2023 |
| Culbertson | Christina | CJHS | | Add- 6th Assignment - Instructional 2 Semesters | | 10/23/2023 |

| | | | | | | |
|--------|-----------|------|--|----------------------------|--|----------|
| Ingham | Gabrielle | EJHS | | Add- JH Cheerleading Coach | | 7/1/2023 |
|--------|-----------|------|--|----------------------------|--|----------|

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|--------|-------------------|------|--|--------------------------------------|--|------------|
| Carter | Ashley - Non-UFEA | PJHS | | Add-DANJH | | 10/11/2023 |
| Embry | Emily | PJHS | | Add-Junior High 7th Grade Volleyball | | 8/16/2023 |
| Shawgo | Brenda - Non-UFEA | PJHS | | Drop - PJHS Head Track Position | | 8/16/2023 |

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|----------|-------------|------|--|--|--|------------|
| Coffey | Christopher | NCHS | | Add- Six Class Assignment 1 Semester Instructional | | 10/26/2023 |
| Volz | Brynn | NCHS | | Add - HS Sophomore Cheerleading Coach | | 8/16/2023 |
| Michaels | Jon | NCHS | | Add- HS Tennis Coach | | 8/16/2023 |

| | | | | | | |
|--------|------|-------|--|--------------------|--|----------|
| Givens | Lily | NCWHS | | Add- HS Soph Cheer | | 7/1/2023 |
|--------|------|-------|--|--------------------|--|----------|

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|--------|-----------|--|-------|--|--|--|-----------------------|--|--|----------|
| Ingham | Gabrielle | | NCWHS | | | | Add- Soph Cheer (0.5) | | | 7/1/2023 |
|--------|-----------|--|-------|--|--|--|-----------------------|--|--|----------|

Educational Support Personnel

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| Leave Requests |
|-----------------------|

| | | | Homebase/Position | | | | Leave Requested | | | Effective |
|--|--|--|-------------------|--|--|--|-----------------|--|--|-----------|
|--|--|--|-------------------|--|--|--|-----------------|--|--|-----------|

Certified

77

Educational Support Personnel

| |
|-------------------------|
| Information Only |
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|------|------|--|-------------------|--|--|--|-------------------|--|--|------------|
| Mier | John | | NCHS/Para-Spec Ed | | | | From NCHS To PJHS | | | 11/06/2023 |
|------|------|--|-------------------|--|--|--|-------------------|--|--|------------|

| | | | | | | | | | | |
|--------|---------|--|--------------------|--|--|--|-----------------------|--|--|------------|
| Woolen | Melinda | | NCWHS/Para-Spec Ed | | | | From Brigham To NCWHS | | | 11/06/2023 |
|--------|---------|--|--------------------|--|--|--|-----------------------|--|--|------------|

MCLEAN COUNTY UNIT DISTRICT NO. 5
Authorization for Payment of Bills and Payrolls
October 19, 2023 through November 15, 2023

SUMMARY OF BILLS & PAYROLLS BY FUND

| Fund | ¹ Prepaid Bills | ² Bills To Be Paid | ³ Payrolls | Total |
|--|-----------------------------------|--------------------------------------|------------------------------|------------------------|
| 07 Flexible Benefit Plan Trust Fund | 21,012.80 | 0.00 | 0.00 | 21,012.80 |
| 08 Unit 5 Self-Funded Insurance | 1,691,535.35 | 0.00 | 0.00 | 1,691,535.35 |
| 10 Educational | 574,339.64 | 597,243.37 | 9,847,891.89 | 11,019,474.90 |
| 20 Operations & Maintenance | 330,761.22 | 115,548.35 | 535,956.89 | 982,266.46 |
| 30 Debt Service | 55,564.86 | 6,510.60 | 0.00 | 62,075.46 |
| 40 Transportation | 1,042,991.72 | 42,808.46 | 23,340.67 | 1,109,140.85 |
| 50 Social Security | 0.00 | 0.00 | 251,679.47 | 251,679.47 |
| 51 IMRF | 0.00 | 0.00 | 145,722.43 | 145,722.43 |
| 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 | 155,810.25 | 32,229.88 | 31,868.23 | 219,908.36 |
| 90 Life Safety | 0.00 | 141,385.00 | 0.00 | 141,385.00 |
| 99 Student Activity Funds ⁴ | 216,335.65 | 0.00 | 0.00 | 216,335.65 |
| Grand Total | \$4,088,351.49 | \$935,725.66 | \$10,836,459.58 | \$15,860,536.73 |

¹ For funds 8 through 90, these bills were paid on and between 10/19/23 and 11/14/23. 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 10/18/23 and 11/14/23. 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 certify that the Board of Education has reviewed and authorized the payment of bills and payrolls in the amount of \$15,860,536.73.

 Kelly Pyle, President, Board of Education

 Date

 Stan Gozur, Secretary, Board of Education

 Date

CUSD No. 5, McLean and Woodford Counties, Illinois

Payroll Fund Totals

Fiscal Year: 2023-2024

| Pay Cycle: | Pay Period: | Start Date: | End Date: | Pay Date: |
|-------------------|-------------|-------------|------------|------------|
| Certified - Semi | 80 | 10/16/2023 | 10/31/2023 | 10/30/2023 |
| Certified - Semi | 81 | 10/01/2023 | 10/15/2023 | 10/30/2023 |
| Certified - Semi | 82 | 10/01/2023 | 10/15/2023 | 10/30/2023 |
| Certified - Semi | 83 | 10/16/2023 | 10/31/2023 | 10/30/2023 |
| Certified - Semi | 90 | 11/01/2023 | 11/15/2023 | 11/15/2023 |
| Certified - Semi | 91 | 10/16/2023 | 10/31/2023 | 11/15/2023 |
| Certified - Semi | 92 | 10/16/2023 | 10/31/2023 | 11/15/2023 |
| Classified - Semi | 80 | 10/16/2023 | 10/31/2023 | 10/30/2023 |
| Classified - Semi | 81 | 10/16/2023 | 10/31/2023 | 10/30/2023 |
| Classified - Semi | 82 | 10/16/2023 | 10/16/2023 | 10/30/2023 |
| Classified - Semi | 83 | 10/16/2023 | 10/31/2023 | 10/31/2023 |
| Classified - Semi | 90 | 11/01/2023 | 11/15/2023 | 11/15/2023 |
| Classified - Semi | 91 | 11/01/2023 | 11/15/2023 | 11/15/2023 |
| Classified - Semi | 92 | 11/01/2023 | 11/15/2023 | 11/15/2023 |

| FUND | GROSS | FICA | RETIREMENT | BENEFITS | TOTALS |
|---|-----------------------|--------------------|---------------------|---------------------|-----------------------|
| Certified - Semi - Period Number: 80 | | | | | |
| 10 | 3,248,956.47 | 0.00 | 160,036.07 | 406,646.12 | 3,815,638.66 |
| 50 | 0.00 | 45,387.47 | 0.00 | 0.00 | 45,387.47 |
| 80 | 4,249.47 | 0.00 | 479.70 | 556.38 | 5,285.55 |
| Period Total: | \$3,253,205.94 | \$45,387.47 | \$160,515.77 | \$407,202.50 | \$3,866,311.68 |

| | | | | | |
|---|-----------------------|--------------------|---------------------|---------------------|-----------------------|
| Certified - Semi - Period Number: 90 | | | | | |
| 10 | 3,276,834.52 | 0.00 | 162,448.47 | 405,868.62 | 3,845,151.61 |
| 50 | 0.00 | 45,794.37 | 0.00 | 0.00 | 45,794.37 |
| 80 | 4,249.47 | 0.00 | 479.70 | 556.38 | 5,285.55 |
| Period Total: | \$3,281,083.99 | \$45,794.37 | \$162,928.17 | \$406,425.00 | \$3,896,231.53 |

| | | | | | |
|--|-----------------------|--------------------|--------------------|---------------------|-----------------------|
| Classified - Semi - Period Number: 80 | | | | | |
| 10 | 768,294.74 | 0.00 | 1,582.34 | 205,714.00 | 975,591.08 |
| 20 | 262,707.94 | 0.00 | 799.39 | 2,626.50 | 266,133.83 |
| 40 | 9,594.76 | 0.00 | 0.00 | 2,175.00 | 11,769.76 |
| 50 | 0.00 | 76,273.80 | 0.00 | 0.00 | 76,273.80 |
| 51 | 0.00 | 0.00 | 71,864.70 | 0.00 | 71,864.70 |
| 80 | 7,628.96 | 0.00 | 351.23 | 1,005.00 | 8,985.19 |
| Period Total: | \$1,048,226.40 | \$76,273.80 | \$74,597.66 | \$211,520.50 | \$1,410,618.36 |

| | | | | | |
|--|-----------------------|--------------------|--------------------|---------------------|-----------------------|
| Classified - Semi - Period Number: 90 | | | | | |
| 10 | 804,959.67 | 0.00 | 1,828.59 | 212,776.50 | 1,019,564.76 |
| 20 | 265,068.38 | 0.00 | 800.90 | 2,658.50 | 268,527.78 |
| 40 | 9,230.91 | 0.00 | 0.00 | 2,175.00 | 11,405.91 |
| 50 | 0.00 | 79,461.32 | 0.00 | 0.00 | 79,461.32 |
| 51 | 0.00 | 0.00 | 73,442.88 | 0.00 | 73,442.88 |
| 80 | 9,868.21 | 0.00 | 351.23 | 2,092.50 | 12,311.94 |
| Period Total: | \$1,089,127.17 | \$79,461.32 | \$76,423.60 | \$219,702.50 | \$1,464,714.59 |

| | | | | | |
|---|-----------|------|--------|------|-----------|
| Certified - Semi - Period Number: 81 | | | | | |
| 10 | 64,742.50 | 0.00 | 567.92 | 0.00 | 65,310.42 |

| FUND | GROSS | FICA | RETIREMENT | BENEFITS | TOTALS |
|----------------------|--------------------|-----------------|-----------------|---------------|--------------------|
| 50 | 0.00 | 939.03 | 0.00 | 0.00 | 939.03 |
| Period Total: | \$64,742.50 | \$939.03 | \$567.92 | \$0.00 | \$66,249.45 |

Certified - Semi - Period Number: 82

| | | | | | |
|----------------------|--------------------|-----------------|---------------|---------------|--------------------|
| 10 | 11,947.75 | 0.00 | 0.00 | 0.00 | 11,947.75 |
| 50 | 0.00 | 882.98 | 0.00 | 0.00 | 882.98 |
| Period Total: | \$11,947.75 | \$882.98 | \$0.00 | \$0.00 | \$12,830.73 |

Certified - Semi - Period Number: 91

| | | | | | |
|----------------------|--------------------|-------------------|-----------------|---------------|--------------------|
| 10 | 84,315.00 | 0.00 | 910.39 | 0.00 | 85,225.39 |
| 50 | 0.00 | 1,222.73 | 0.00 | 0.00 | 1,222.73 |
| Period Total: | \$84,315.00 | \$1,222.73 | \$910.39 | \$0.00 | \$86,448.12 |

Certified - Semi - Period Number: 92

| | | | | | |
|----------------------|--------------------|-------------------|---------------|---------------|--------------------|
| 10 | 14,209.85 | 0.00 | 0.00 | 0.00 | 14,209.85 |
| 50 | 0.00 | 1,087.09 | 0.00 | 0.00 | 1,087.09 |
| Period Total: | \$14,209.85 | \$1,087.09 | \$0.00 | \$0.00 | \$15,296.94 |

Classified - Semi - Period Number: 81

| | | | | | |
|----------------------|-------------------|-----------------|-----------------|---------------|-------------------|
| 10 | 2,485.68 | 0.00 | 0.00 | 0.00 | 2,485.68 |
| 20 | 215.28 | 0.00 | 0.00 | 0.00 | 215.28 |
| 40 | 165.00 | 0.00 | 0.00 | 0.00 | 165.00 |
| 50 | 0.00 | 219.24 | 0.00 | 0.00 | 219.24 |
| 51 | 0.00 | 0.00 | 169.41 | 0.00 | 169.41 |
| Period Total: | \$2,865.96 | \$219.24 | \$169.41 | \$0.00 | \$3,254.61 |

Certified - Semi - Period Number: 83

| | | | | | |
|----------------------|-------------------|-----------------|-----------------|---------------|-------------------|
| 10 | 8,279.84 | 0.00 | 306.20 | 0.00 | 8,586.04 |
| 50 | 0.00 | 119.92 | 0.00 | 0.00 | 119.92 |
| Period Total: | \$8,279.84 | \$119.92 | \$306.20 | \$0.00 | \$8,705.96 |

Classified - Semi - Period Number: 82

| | | | | | |
|----------------------|-------------------|----------------|----------------|-----------------|-------------------|
| 10 | 1,242.43 | 0.00 | 0.00 | 362.50 | 1,604.93 |
| 50 | 0.00 | 95.05 | 0.00 | 0.00 | 95.05 |
| 51 | 0.00 | 0.00 | 89.70 | 0.00 | 89.70 |
| Period Total: | \$1,242.43 | \$95.05 | \$89.70 | \$362.50 | \$1,789.68 |

Classified - Semi - Period Number: 83

| | | | | | |
|----------------------|-------------------|----------------|----------------|---------------|-------------------|
| 20 | 1,080.00 | 0.00 | 0.00 | 0.00 | 1,080.00 |
| 50 | 0.00 | 82.62 | 0.00 | 0.00 | 82.62 |
| 51 | 0.00 | 0.00 | 77.98 | 0.00 | 77.98 |
| Period Total: | \$1,080.00 | \$82.62 | \$77.98 | \$0.00 | \$1,240.60 |

Classified - Semi - Period Number: 91

| | | | | | |
|----------------------|-------------------|----------------|----------------|-------------------|-------------------|
| 10 | 1,266.97 | 0.00 | 0.00 | 1,087.50 | 2,354.47 |
| 50 | 0.00 | 96.92 | 0.00 | 0.00 | 96.92 |
| 51 | 0.00 | 0.00 | 77.76 | 0.00 | 77.76 |
| Period Total: | \$1,266.97 | \$96.92 | \$77.76 | \$1,087.50 | \$2,529.15 |

Classified - Semi - Period Number: 92

| | | | | | |
|----------------------|-----------------|----------------|---------------|---------------|-----------------|
| 10 | 221.25 | 0.00 | 0.00 | 0.00 | 221.25 |
| 50 | 0.00 | 16.93 | 0.00 | 0.00 | 16.93 |
| Period Total: | \$221.25 | \$16.93 | \$0.00 | \$0.00 | \$238.18 |

| FUND | GROSS | FICA | RETIREMENT | BENEFITS | TOTALS |
|----------------------|-----------------------|---------------------|---------------------|-----------------------|------------------------|
| Grand Totals: | \$8,861,815.05 | \$251,679.47 | \$476,664.56 | \$1,246,300.50 | \$10,836,459.58 |

End of Report

Expenditure Summary Report

From Date: 10/18/2023
To Date: 10/18/2023

| Vendor | Invoice | PO No. | Check No. | Check Date | Amount |
|---|----------------------|------------------|-----------|------------|-----------------|
| Avanti'S Italian Restaurant -Bloomington | | 3968 (blank) | 47764 | 10/18/2023 | 374.25 |
| Avanti'S Italian Restaurant -Bloomington Total | | | | | 374.25 |
| B & B Awards & Recognition | | 20052740 (blank) | 47765 | 10/18/2023 | 16.75 |
| B & B Awards & Recognition Total | | | | | 16.75 |
| Bashary, Kathryn C | V27508004 | (blank) | 22167 | 10/18/2023 | 358.32 |
| Bashary, Kathryn C Total | | | | | 358.32 |
| Bauer Crops & Cattle | 1074 & 1075 | (blank) | 47766 | 10/18/2023 | 234.00 |
| Bauer Crops & Cattle Total | | | | | 234.00 |
| Bliss, Paul Andrew | V79042029 | (blank) | 22168 | 10/18/2023 | 96.58 |
| Bliss, Paul Andrew Total | | | | | 96.58 |
| Bruce, Amanda Christine | V40435593 | (blank) | 22169 | 10/18/2023 | 47.76 |
| Bruce, Amanda Christine Total | | | | | 47.76 |
| Bsn Sports | 2 invoices 10/2023 | (blank) | 47767 | 10/18/2023 | 2,591.99 |
| Bsn Sports Total | | | | | 2,591.99 |
| Cole, Jennifer M | Reimb HOCO supplies | (blank) | 47768 | 10/18/2023 | 1,937.14 |
| Cole, Jennifer M Total | | | | | 1,937.14 |
| Conley, Rebecca Renae | Reimb lunch | (blank) | 47769 | 10/18/2023 | 87.49 |
| Conley, Rebecca Renae Total | | | | | 87.49 |
| Coyle, Cynthia Marie | V24631149 | (blank) | 22170 | 10/18/2023 | 75.00 |
| Coyle, Cynthia Marie Total | | | | | 75.00 |
| Culligan Water Conditioning | V54680357 | (blank) | 5137 | 10/20/2023 | 46.50 |
| Culligan Water Conditioning Total | | | | | 46.50 |
| Durdan, Ashley M | HOCO decor/supp | (blank) | 47770 | 10/18/2023 | 25.25 |
| Durdan, Ashley M Total | | | | | 25.25 |
| Evergreen Racquet Club | 884-1 10/2/23 | (blank) | 47771 | 10/18/2023 | 80.00 |
| Evergreen Racquet Club Total | | | | | 80.00 |
| Feeney, David George | Dinner for 2 Players | (blank) | 47772 | 10/18/2023 | 13.66 |
| | Zip Drive storage | (blank) | 47772 | 10/18/2023 | 44.99 |
| Feeney, David George Total | | | | | 58.65 |
| Ford, Nathan G | V29258292 | (blank) | 4113 | 10/18/2023 | 226.87 |
| Ford, Nathan G Total | | | | | 226.87 |
| Foster, Nathan C | State, outing, | (blank) | 47773 | 10/18/2023 | 383.47 |
| Foster, Nathan C Total | | | | | 383.47 |
| Fox Anvick, Caroline | IMC coffee 10/23 | (blank) | 47774 | 10/18/2023 | 104.93 |
| Fox Anvick, Caroline Total | | | | | 104.93 |
| Freeman, Matthew Gregory | V30284983 | (blank) | 15130 | 10/18/2023 | 90.00 |
| Freeman, Matthew Gregory Total | | | | | 90.00 |
| Friends Of Ironmen Football | FB concessions Reimb | (blank) | 47775 | 10/18/2023 | 3,376.09 |
| Friends Of Ironmen Football Total | | | | | 3,376.09 |
| Gerrietts, Jennifer Lee | V61650899 | (blank) | 22171 | 10/18/2023 | 50.00 |

Expenditure Summary Report

From Date: 10/18/2023
To Date: 10/18/2023

| Vendor | Invoice | PO No. | Check No. | Check Date | Amount |
|--|----------------------|-----------|-----------|------------|-----------------|
| Gerrietts, Jennifer Lee Total | | | | | 50.00 |
| Gill Street Sports Bar | Deposit for 11/3/23 | (blank) | 47776 | 10/18/2023 | 250.00 |
| Gill Street Sports Bar Total | | | | | 250.00 |
| Grand Stage Company | 0354656-IN | (blank) | 47777 | 10/18/2023 | - |
| Grand Stage Company Total | | | | | - |
| Hasty Awards | 9230614 | 301240003 | 47778 | 10/18/2023 | 51.80 |
| Hasty Awards Total | | | | | 51.80 |
| IESA Illinois Elementary School Asn | V74207750 | (blank) | 22172 | 10/18/2023 | 755.00 |
| IESA Illinois Elementary School Asn Total | | | | | 755.00 |
| Illinois Fbla | 52604 (blank) | | 47779 | 10/18/2023 | 205.00 |
| | 52972 (blank) | | 47779 | 10/18/2023 | 3,600.00 |
| Illinois Fbla Total | | | | | 3,805.00 |
| Illinois Hosa | Fall Leadership Conf | (blank) | 47780 | 10/18/2023 | 250.00 |
| Illinois Hosa Total | | | | | 250.00 |
| Kaufman, Kristin | Away Game meals Oct | (blank) | 47781 | 10/18/2023 | 219.21 |
| Kaufman, Kristin Total | | | | | 219.21 |
| Kaufman, Trevor Allen | Mat tape | (blank) | 47782 | 10/18/2023 | 465.00 |
| Kaufman, Trevor Allen Total | | | | | 465.00 |
| Konopasek, Christine Marie | Autumn Fest | (blank) | 47783 | 10/18/2023 | 829.60 |
| Konopasek, Christine Marie Total | | | | | 829.60 |
| Kurella, Prajna | Supplies for NIOS | (blank) | 47784 | 10/18/2023 | 13.54 |
| Kurella, Prajna Total | | | | | 13.54 |
| Lessen, Beth Anne | V46849306 | (blank) | 2626 | 10/18/2023 | 174.95 |
| Lessen, Beth Anne Total | | | | | 174.95 |
| Mandros, Staci L | V54214029 | (blank) | 4114 | 10/18/2023 | 159.68 |
| Mandros, Staci L Total | | | | | 159.68 |
| Mclean Co Unit Dist No 5 | V973735 | (blank) | 0 | 10/18/2023 | 673.23 |
| Mclean Co Unit Dist No 5 Total | | | | | 673.23 |
| Menards Lumber | 17965, 18406 | (blank) | 47785 | 10/18/2023 | 275.68 |
| Menards Lumber Total | | | | | 275.68 |
| Minerva Promotions | I00191 | (blank) | 47786 | 10/18/2023 | 1,330.00 |
| Minerva Promotions Total | | | | | 1,330.00 |
| Parkside Junior High School | V91365382 | (blank) | 22173 | 10/18/2023 | 250.00 |
| Parkside Junior High School Total | | | | | 250.00 |
| Petersen, Melissa | Away meals | (blank) | 47787 | 10/18/2023 | 375.78 |
| Petersen, Melissa Total | | | | | 375.78 |
| Raglan, Melissa N | V7256119 | (blank) | 2627 | 10/18/2023 | 68.58 |
| Raglan, Melissa N Total | | | | | 68.58 |
| Sanders, Erin E | Reimb 10/17/23 | (blank) | 47788 | 10/18/2023 | 162.43 |
| Sanders, Erin E Total | | | | | 162.43 |

Expenditure Summary Report

From Date: 10/18/2023
To Date: 10/18/2023

| Vendor | Invoice | PO No. | Check No. | Check Date | Amount |
|-----------------------------------|---------------------|---------------|-----------|------------|------------------|
| Select Screen Prints | | 62940 (blank) | 47789 | 10/18/2023 | 580.00 |
| Select Screen Prints Total | | | | | 580.00 |
| Shirt Tech | | 1034 (blank) | 47790 | 10/18/2023 | 1,340.00 |
| Shirt Tech Total | | | | | 1,340.00 |
| Smith, Vernon | V1348292 | (blank) | 15131 | 10/18/2023 | 90.00 |
| Smith, Vernon Total | | | | | 90.00 |
| Thomas, Laura L | cash box-pickleball | (blank) | 47791 | 10/18/2023 | 100.00 |
| Thomas, Laura L Total | | | | | 100.00 |
| Vaughn, Doreen | V81754866 | (blank) | 2628 | 10/18/2023 | 126.00 |
| Vaughn, Doreen Total | | | | | 126.00 |
| Witzig, David G | BBall book | (blank) | 47792 | 10/18/2023 | 27.95 |
| | Club book | (blank) | 47792 | 10/18/2023 | 196.05 |
| Witzig, David G Total | | | | | 224.00 |
| Zbrozek, Adam W | Reimb Thank you GC | (blank) | 47793 | 10/18/2023 | 161.90 |
| Zbrozek, Adam W Total | | | | | 161.90 |
| Grand Total | | | | | 22,992.42 |

Expenditure Summary Report

From Date: 10/18/2023
To Date: 10/18/2023

| Fund | Amount |
|--------------------|------------------|
| 99 | 22,992.42 |
| Grand Total | 22,992.42 |

Expenditure Summary Report

From Date: 10/19/2023
To Date: 11/14/2023

| Vendor | Invoice | PO No. | Check No. | Check Date | Amount |
|-----------------------------|--------------|---------|-----------|------------|------------------|
| A Drain Doctor | 6690 | 2401761 | 256860 | 11/1/2023 | 14,889.00 |
| A Drain Doctor Total | | | | | 14,889.00 |
| Ace Hardware | 588699/5 | 2401834 | 256861 | 11/1/2023 | 10.79 |
| | 588709/5 | 2400205 | 256861 | 11/1/2023 | 32.16 |
| | 588710/5 | 2400205 | 256861 | 11/1/2023 | 4.49 |
| | 588715/5 | 2400205 | 256861 | 11/1/2023 | 32.37 |
| | 588719/5 | 2400205 | 256861 | 11/1/2023 | 1.37 |
| | 588720/5 | 2400205 | 256861 | 11/1/2023 | 24.29 |
| | 588722/5 | 2400205 | 256861 | 11/1/2023 | 89.07 |
| | 588708/5 | 2401831 | 256861 | 11/1/2023 | 27.87 |
| | 588721/5 | 2401831 | 256861 | 11/1/2023 | 11.67 |
| | 588697/5 | 2400205 | 256861 | 11/1/2023 | 53.03 |
| | 588673/5 | 2400205 | 256861 | 11/1/2023 | 8.99 |
| | 588677/5 | 2400205 | 256861 | 11/1/2023 | 44.71 |
| | 588582/5 | 2400205 | 256861 | 11/1/2023 | 32.28 |
| | 588636/5 | 2400205 | 256861 | 11/1/2023 | 39.27 |
| | 588644/5 | 2400205 | 256861 | 11/1/2023 | 50.69 |
| | 588639/5 | 2400205 | 256861 | 11/1/2023 | 8.99 |
| | 588630/5 | 2400205 | 256861 | 11/1/2023 | 13.39 |
| | 588603/5 | 2400205 | 256861 | 11/1/2023 | 49.09 |
| | 588608/5 | 2400205 | 256861 | 11/1/2023 | 24.81 |
| | 588610/5 | 2400205 | 256861 | 11/1/2023 | 7.46 |
| | 588583/5 | 2400205 | 256861 | 11/1/2023 | 112.49 |
| | 588564/5 | 2400205 | 256861 | 11/1/2023 | 20.67 |
| | 588560/5 | 2400205 | 256861 | 11/1/2023 | 67.74 |
| | 588561/5 | 2400205 | 256861 | 11/1/2023 | 19.79 |
| | 588545/5 | 2400205 | 256861 | 11/1/2023 | 51.26 |
| | 588557/5 | 2400205 | 256861 | 11/1/2023 | 34.63 |
| | 588534/5 | 2400205 | 256861 | 11/1/2023 | 46.38 |
| | 588537/5 | 2400205 | 256861 | 11/1/2023 | 107.79 |
| | 588542/5 | 2400205 | 256861 | 11/1/2023 | 71.56 |
| | 588490/5 | 2400205 | 256861 | 11/1/2023 | 74.19 |
| | 588506/5 | 2400205 | 256861 | 11/1/2023 | 7.00 |
| | 588508/2 | 2400205 | 256861 | 11/1/2023 | 66.58 |
| | 588494/5 | 2400205 | 256861 | 11/1/2023 | 45.62 |
| | 588471/5 | 2400205 | 256861 | 11/1/2023 | 12.58 |
| | 588473/5 | 2400205 | 256861 | 11/1/2023 | 40.64 |
| | 588485/5 | 2400205 | 256861 | 11/1/2023 | 8.98 |
| | 588467/5 | 2400205 | 256861 | 11/1/2023 | 36.68 |
| | 588469/5 | 2400205 | 256861 | 11/1/2023 | (25.18) |
| | 588450/5 | 2400205 | 256861 | 11/1/2023 | 51.48 |
| | 588451/5 | 2400205 | 256861 | 11/1/2023 | 25.18 |
| | 588435/5 | 2400205 | 256861 | 11/1/2023 | 16.50 |
| | 588397/5 | 2400205 | 256861 | 11/1/2023 | 16.19 |
| | 588354/5 | 2400205 | 256861 | 11/1/2023 | 113.16 |
| | 588320/5 | 2400205 | 256861 | 11/1/2023 | 17.79 |
| Ace Hardware Total | | | | | 1,606.49 |
| Adeleke, Agnes | REMB10162023 | (blank) | 256832 | 11/1/2023 | 530.00 |
| Adeleke, Agnes Total | | | | | 530.00 |
| Advance Auto Parts | 6.25333E+12 | 2400202 | 256862 | 11/1/2023 | 176.53 |
| | 6.25333E+12 | 2400202 | 256862 | 11/1/2023 | 79.91 |
| | 6.25333E+12 | 2400202 | 256862 | 11/1/2023 | 39.60 |
| | 6.25333E+12 | 2400202 | 256862 | 11/1/2023 | 728.52 |
| | 6.25333E+12 | 2400200 | 256862 | 11/1/2023 | 190.83 |
| | 6.25333E+12 | 2400200 | 256862 | 11/1/2023 | 53.24 |
| | 6.25333E+12 | 2400202 | 256862 | 11/1/2023 | 10.56 |

Expenditure Summary Report

From Date: 10/19/2023
To Date: 11/14/2023

| Vendor | Invoice | PO No. | Check No. | Check Date | Amount |
|---|-------------------|---------|-----------|------------|------------------|
| Advance Auto Parts | 6.25333E+12 | 2400200 | 256862 | 11/1/2023 | 258.39 |
| Advance Auto Parts | 6.25333E+12 | 2400200 | 256862 | 11/1/2023 | 845.48 |
| Advance Auto Parts | 6.25333E+12 | 2400202 | 256862 | 11/1/2023 | 51.74 |
| Advance Auto Parts | 6.25333E+12 | 2400202 | 256862 | 11/1/2023 | 12.39 |
| Advance Auto Parts | 6.25333E+12 | 2400200 | 256862 | 11/1/2023 | 48.75 |
| Advance Auto Parts | 6.25333E+12 | 2400200 | 256862 | 11/1/2023 | 277.14 |
| Advance Auto Parts | 6.25333E+12 | 2400200 | 256862 | 11/1/2023 | 12.87 |
| Advance Auto Parts | 6.25333E+12 | 2400202 | 256862 | 11/1/2023 | 73.97 |
| Advance Auto Parts | 6.25333E+12 | 2400200 | 256862 | 11/1/2023 | 410.95 |
| Advance Auto Parts | 6.25333E+12 | 2400200 | 256862 | 11/1/2023 | 485.68 |
| Advance Auto Parts | 6.25333E+12 | 2400200 | 256862 | 11/1/2023 | 286.65 |
| Advance Auto Parts | 6.25333E+12 | 2400200 | 256862 | 11/1/2023 | 414.27 |
| Advance Auto Parts | 6.25333E+12 | 2400200 | 256862 | 11/1/2023 | 971.36 |
| Advance Auto Parts | 6.25333E+12 | 2400200 | 256862 | 11/1/2023 | 401.70 |
| Advance Auto Parts | 6.25333E+12 | 2400200 | 256862 | 11/1/2023 | 764.92 |
| Advance Auto Parts | 6.25333E+12 | 2400200 | 256862 | 11/1/2023 | 133.90 |
| Advance Auto Parts | 6.25333E+12 | 2400200 | 256862 | 11/1/2023 | 502.63 |
| Advance Auto Parts | 6.25333E+12 | 2400202 | 256862 | 11/1/2023 | 503.66 |
| Advance Auto Parts | 6.25333E+12 | 2400202 | 256862 | 11/1/2023 | (260.38) |
| Advance Auto Parts | 6.25333E+12 | 2400202 | 256862 | 11/1/2023 | 251.03 |
| Advance Auto Parts | 6.25333E+12 | 2400200 | 256862 | 11/1/2023 | 184.13 |
| Advance Auto Parts | 6.25333E+12 | 2400200 | 256862 | 11/1/2023 | 175.12 |
| Advance Auto Parts | 6.25333E+12 | 2400200 | 256862 | 11/1/2023 | 432.83 |
| Advance Auto Parts | 6.25333E+12 | 2400200 | 256862 | 11/1/2023 | 275.84 |
| Advance Auto Parts | 6.25333E+12 | 2400202 | 256862 | 11/1/2023 | 677.58 |
| Advance Auto Parts | 6.25333E+12 | 2400202 | 256862 | 11/1/2023 | 22.94 |
| Advance Auto Parts | 6.25333E+12 | 2400202 | 256862 | 11/1/2023 | 45.52 |
| Advance Auto Parts | 6.25333E+12 | 2400202 | 256862 | 11/1/2023 | 311.89 |
| Advance Auto Parts | 6.25333E+12 | 2400200 | 256862 | 11/1/2023 | 13.79 |
| Advance Auto Parts | 6.25333E+12 | 2400202 | 256862 | 11/1/2023 | 36.76 |
| Advance Auto Parts | 6.25333E+12 | 2400202 | 256862 | 11/1/2023 | 15.38 |
| Advance Auto Parts | 6.25333E+12 | 2400200 | 256862 | 11/1/2023 | 600.42 |
| | 6.25333E+12 | 2400200 | 256862 | 11/1/2023 | 218.37 |
| | 6.25333E+12 | 2400200 | 256862 | 11/1/2023 | 242.69 |
| | 6.25333E+12 | 2400202 | 256862 | 11/1/2023 | 50.90 |
| | 6.25333E+12 | 2400200 | 256862 | 11/1/2023 | 258.39 |
| | 6.25333E+12 | 2400200 | 256862 | 11/1/2023 | 69.22 |
| | 6.25333E+12 | 2400200 | 256862 | 11/1/2023 | 314.27 |
| | 6.25333E+12 | 2400200 | 256862 | 11/1/2023 | (58.75) |
| | 6.25333E+12 | 2400200 | 256862 | 11/1/2023 | 3.00 |
| | 6.25332E+12 | 2400202 | 256862 | 11/1/2023 | 25.75 |
| | 6.25332E+12 | 2400202 | 256862 | 11/1/2023 | 5.47 |
| | 6.25332E+12 | 2400202 | 256862 | 11/1/2023 | 43.96 |
| | 6.25332E+12 | 2400202 | 256862 | 11/1/2023 | 164.31 |
| | 6.25332E+12 | 2400200 | 256862 | 11/1/2023 | 492.00 |
| Advance Auto Parts Total | | | | | 12,348.07 |
| | | | | | |
| Aiello, Kathy | V51061366 | (blank) | 22212 | 11/14/2023 | 396.38 |
| Aiello, Kathy Total | | | | | 396.38 |
| | | | | | |
| Albrechtsen, Donette Britton | Hoco refreshments | (blank) | 47346 | 10/23/2023 | 384.45 |
| Albrechtsen, Donette Britton Total | | | | | 384.45 |
| | | | | | |
| Allensworth, Jermaine | V82046521 | (blank) | 15198 | 11/13/2023 | 90.00 |
| Allensworth, Jermaine Total | | | | | 90.00 |
| | | | | | |
| Alpha Controls & Services Llc | C007117 | 2401730 | 256863 | 11/1/2023 | 565.00 |
| | C007080 | 2401731 | 256863 | 11/1/2023 | 5,864.75 |
| | C007081 | 2401731 | 256863 | 11/1/2023 | 1,592.75 |

Expenditure Summary Report

From Date: 10/19/2023
To Date: 11/14/2023

| Vendor | Invoice | PO No. | Check No. | Check Date | Amount |
|--|-----------------|---------|-----------|------------|------------------|
| Alpha Controls & Services Llc | C0077096 | 2401731 | 256863 | 11/1/2023 | 6,067.50 |
| Alpha Controls & Services Llc Total | | | | | 14,090.00 |
| Altitude Trampoline Park | V59246879 | (blank) | 22174 | 10/19/2023 | 558.00 |
| Altitude Trampoline Park Total | | | | | 558.00 |
| Amaya, Elysia M | V5884121 | (blank) | 22183 | 10/26/2023 | 389.55 |
| Amaya, Elysia M Total | | | | | 389.55 |
| Amazon Capital Services | 137L-XWVD-C7PD | 2401948 | 256864 | 11/1/2023 | 165.75 |
| | 149J-36QP-3KWF | 2401950 | 256864 | 11/1/2023 | 130.10 |
| | 1F6N-FDCT-3KJ3 | 2401876 | 256864 | 11/1/2023 | 499.80 |
| | 1WP7-G33X-69JH | 2401923 | 256864 | 11/1/2023 | 19.89 |
| | 1739-9R6K-9D7M | 2401904 | 256864 | 11/1/2023 | 19.99 |
| | 1HDJ-765DG-8GMD | 2401907 | 256864 | 11/1/2023 | 173.15 |
| | 1P3X-7XVV-6XQX | 2401910 | 256864 | 11/1/2023 | 230.92 |
| | 19XL-FNHR-9DKR | 2401931 | 256864 | 11/1/2023 | 829.85 |
| | 1WQV-64NK-1CP4 | 2401914 | 256864 | 11/1/2023 | 16.98 |
| | 1P3X-7XVV-1964 | 2401920 | 256864 | 11/1/2023 | 210.68 |
| | 1XPG-VRQ1-44L3 | 2401877 | 256864 | 11/1/2023 | 49.72 |
| | 1CLV-HHC7-K69D | 2401743 | 256864 | 11/1/2023 | 13.99 |
| | 1X9L-MRWG-DDHD | 2401844 | 256864 | 11/1/2023 | 26.69 |
| | 1YV6-HRDQ-FW3Q | 2401845 | 256864 | 11/1/2023 | 37.18 |
| | 11F7-CWRV-DD96 | 2401869 | 256864 | 11/1/2023 | 408.80 |
| | 1XPG-11XM-FGCF | 2401807 | 256864 | 11/1/2023 | 308.46 |
| | 1G6X-3177-9KW7 | 2401823 | 256864 | 11/1/2023 | 23.99 |
| | 17K3-D9YN-6RLC | 2401741 | 256864 | 11/1/2023 | 49.08 |
| | 1DRY-CVPP-6V9F | 2401743 | 256864 | 11/1/2023 | 47.52 |
| | 1P7K-RD6H-36YV | 2401852 | 256864 | 11/1/2023 | 187.66 |
| | 17YN-CXNJ-4NJG | 2401776 | 256864 | 11/1/2023 | 49.99 |
| | 1KQ9-6NT4-1CX6 | 2401737 | 256864 | 11/1/2023 | 101.42 |
| | 1PDR-NXG7-3WMQ | 2401738 | 256864 | 11/1/2023 | 118.15 |
| | 1HH3-N793-494C | 2401742 | 256864 | 11/1/2023 | 167.50 |
| | 167Q-XD9X-76LR | (blank) | 256864 | 11/1/2023 | (88.99) |
| | 1VLM-1XKW-1QV9 | 2401754 | 256864 | 11/1/2023 | 172.75 |
| | 1Y79-7X1W-4H1F | 2401516 | 256864 | 11/1/2023 | 118.78 |
| | 1H7C-YL9T-4Q74 | 2401740 | 256864 | 11/1/2023 | 145.92 |
| | 17YP-Y7GP-3CJH | 2401744 | 256864 | 11/1/2023 | 137.49 |
| | 1QVR-WCXM-3J1T | 2401658 | 256864 | 11/1/2023 | 303.99 |
| | 1YMM-491M-V3FW | 2401470 | 256864 | 11/1/2023 | 100.14 |
| | 1XVX-3G9Q-1JXL | 2401715 | 256864 | 11/1/2023 | 229.00 |
| | 11WQ-63C6-N7XC | 2401620 | 256864 | 11/1/2023 | 91.14 |
| | 1WWX-FFD6-4XR4 | 2401739 | 256864 | 11/1/2023 | 174.32 |
| | 14KL-D91Y-3FRN | 2401709 | 256864 | 11/1/2023 | 15.78 |
| | 149Q-W737-31Q3 | 2401704 | 256864 | 11/1/2023 | 147.02 |
| | 1GTK-Q79L-RN9F | 2401616 | 256864 | 11/1/2023 | 5.44 |
| | 19TJ-CCFC-VCNT | 2401617 | 256864 | 11/1/2023 | 102.54 |
| | 1FC4-7K7W-39KQ | 2401652 | 256864 | 11/1/2023 | 506.08 |
| | 1GCR-MLXJ-9NK9 | 2401662 | 256864 | 11/1/2023 | 164.80 |
| | 1QP7-HNXX-69KH | 2401630 | 256864 | 11/1/2023 | 463.88 |
| | 137W-GCN9-VY4H | 2401618 | 256864 | 11/1/2023 | 73.97 |
| | 1Y9V-13TC-TDTF | 2401597 | 256864 | 11/1/2023 | 421.26 |
| | 1GTK-Q79L-YMP1 | 2401561 | 256864 | 11/1/2023 | 65.34 |
| | 1YCF-JYD7-N6XD | 2401416 | 256864 | 11/1/2023 | 222.77 |
| | 1LRE-W74J-XTXR | 2401073 | 256864 | 11/1/2023 | 9.99 |
| | 1XKK-6VCT-FL4T | 2400217 | 256864 | 11/1/2023 | 399.99 |
| Amazon Capital Services Total | | | | | 7,870.66 |
| American Pest Control | 607741 | 2400207 | 256865 | 11/1/2023 | 1,230.00 |

Expenditure Summary Report

From Date: 10/19/2023
To Date: 11/14/2023

| Vendor | Invoice | PO No. | Check No. | Check Date | Amount |
|---|----------------------|---------|-----------|------------|-----------------|
| American Pest Control Total | | | | | 1,230.00 |
| American Red Cross | 22631275 | 2401929 | 256866 | 11/1/2023 | 42.00 |
| American Red Cross Total | | | | | 42.00 |
| Anderson, William | Accompany Service | (blank) | 47402 | 11/13/2023 | 100.00 |
| Anderson, William Total | | | | | 100.00 |
| Angsten, Alesha Kristine | V972896 | (blank) | 5060 | 10/24/2023 | 118.87 |
| Angsten, Alesha Kristine Total | | | | | 118.87 |
| Arndt, Naomi | V79331896 | (blank) | 6676 | 11/9/2023 | 832.62 |
| | V62799246 | (blank) | 6674 | 11/7/2023 | 550.88 |
| Arndt, Naomi Total | | | | | 1,383.50 |
| Aubin, Chad Stephen | XC reimbursement | (blank) | 47381 | 11/6/2023 | 606.44 |
| Aubin, Chad Stephen Total | | | | | 606.44 |
| Avanti'S Italian Restaurant -Bloomington | V18846562 | (blank) | 15199 | 11/13/2023 | 914.69 |
| | V96878005 | (blank) | 24931 | 11/10/2023 | 1,232.87 |
| | V83843841 | (blank) | 22207 | 11/10/2023 | 660.44 |
| | V99777790 | (blank) | 6677 | 11/9/2023 | 1,021.55 |
| | Hauntcert meals | (blank) | 47350 | 10/25/2023 | 70.00 |
| Avanti'S Italian Restaurant -Bloomington Total | | | | | 3,899.55 |
| B & B Awards & Recognition | 20052251 | (blank) | 47794 | 10/23/2023 | 399.29 |
| | 20052667 | 2401755 | 256867 | 11/1/2023 | 256.00 |
| B & B Awards & Recognition Total | | | | | 655.29 |
| Bakemark USA LLC | 570767 | 2401802 | 256868 | 11/1/2023 | 280.98 |
| Bakemark USA LLC Total | | | | | 280.98 |
| Banks, Stephanie A | V75320050 | (blank) | 1890 | 11/6/2023 | 87.84 |
| Banks, Stephanie A Total | | | | | 87.84 |
| Bashary, Kathryn C | V22644698 | (blank) | 22202 | 11/8/2023 | 246.32 |
| | V1388850 | (blank) | 22198 | 11/2/2023 | 128.61 |
| | V94759218 | (blank) | 22193 | 10/30/2023 | 533.86 |
| | V23001340 | (blank) | 22177 | 10/20/2023 | 117.17 |
| Bashary, Kathryn C Total | | | | | 1,025.96 |
| Beer, Julia Renee | V36967628 | (blank) | 24932 | 11/10/2023 | 21.69 |
| | V51365629 | (blank) | 24932 | 11/10/2023 | 41.45 |
| | V33923968 | (blank) | 6669 | 11/3/2023 | 11.58 |
| | V894243 | 2401882 | 256869 | 11/1/2023 | 115.12 |
| Beer, Julia Renee Total | | | | | 189.84 |
| Benjamin Elementary School | V48149764 | (blank) | 3007 | 11/9/2023 | 3,790.00 |
| Benjamin Elementary School Total | | | | | 3,790.00 |
| Bennett Electronics | V616634 | 2401439 | 256870 | 11/1/2023 | 3,593.00 |
| Bennett Electronics Total | | | | | 3,593.00 |
| Bennett, Dominic | Vball camp 2nd check | (blank) | 47351 | 10/25/2023 | 1,500.00 |
| Bennett, Dominic Total | | | | | 1,500.00 |
| Bennett, Susan C | V93840408 | (blank) | 1891 | 11/6/2023 | 42.94 |
| Bennett, Susan C Total | | | | | 42.94 |

Expenditure Summary Report

From Date: 10/19/2023
To Date: 11/14/2023

| Vendor | Invoice | PO No. | Check No. | Check Date | Amount | |
|---|--------------|-------------|-----------|------------|---------------------|------------|
| Berardi, Anthony S | V475870 | 2401818 | 256871 | 11/1/2023 | 35.25 | |
| Berardi, Anthony S Total | | | | | 35.25 | |
| Bierbaum, John | Mock Trial 2 | (blank) | 47388 | 11/9/2023 | 146.62 | |
| Bierbaum, John Total | | | | | 146.62 | |
| Bierbaum, Liz | XC Banquet | (blank) | 47403 | 11/13/2023 | 327.57 | |
| Bierbaum, Liz Total | | | | | 327.57 | |
| Bieterman, Michael | V7017523 | (blank) | 24901 | 10/23/2023 | 90.00 | |
| Bieterman, Michael Total | | | | | 90.00 | |
| Bill'S Key & Lock Shop | | 176387 | 2401720 | 256872 | 11/1/2023 | 106.76 |
| | | 176082 | 2401720 | 256872 | 11/1/2023 | 978.58 |
| Bill'S Key & Lock Shop Total | | | | | 1,085.34 | |
| Blick Art Materials | | 1733376 | 2401711 | 256873 | 11/1/2023 | 46.78 |
| | | 1732161 | 2401896 | 256873 | 11/1/2023 | 755.97 |
| | | 1689578 | 2401711 | 256873 | 11/1/2023 | 333.73 |
| | | 30146926 | 2401657 | 256873 | 11/1/2023 | 329.22 |
| | | 1668759 | 2401450 | 256873 | 11/1/2023 | 317.77 |
| Blick Art Materials Total | | | | | 1,783.47 | |
| Blickem, Melissa | V97554731 | (blank) | 15136 | 10/19/2023 | 95.98 | |
| Blickem, Melissa Total | | | | | 95.98 | |
| Bloomington High School | V681879 | (blank) | 126954 | 11/10/2023 | 150.00 | |
| | V35977523 | (blank) | 20723 | 10/27/2023 | 150.00 | |
| Bloomington High School Total | | | | | 300.00 | |
| Blue Cross Blue Shield Of Illinois | | 3.83165E+11 | (blank) | 0 | 11/14/2023 | 379,533.94 |
| | | 3.83166E+11 | (blank) | 0 | 11/7/2023 | 394,539.53 |
| | | 7.60679E+11 | (blank) | 0 | 11/7/2023 | 91,560.43 |
| | | 3.83168E+11 | (blank) | 0 | 10/31/2023 | 364,805.91 |
| | | 3.83169E+11 | (blank) | 0 | 10/24/2023 | 450,678.72 |
| Blue Cross Blue Shield Of Illinois Total | | | | | 1,681,118.53 | |
| Blue Springs, Inc. | V388347 | (blank) | 126948 | 11/6/2023 | 110.00 | |
| | | 46462 | 2401646 | 256874 | 11/1/2023 | 330.00 |
| | | 46488 | 2401773 | 256874 | 11/1/2023 | 182.50 |
| | | 46513 | 2401905 | 256874 | 11/1/2023 | 702.50 |
| Blue Springs, Inc. Total | | | | | 1,325.00 | |
| Boenzi, Jonathan D | OL Doughnuts | (blank) | 47841 | 11/9/2023 | 38.10 | |
| Boenzi, Jonathan D Total | | | | | 38.10 | |
| Bohlmann, Michael | V29172422 | (blank) | 15182 | 11/9/2023 | 90.00 | |
| Bohlmann, Michael Total | | | | | 90.00 | |
| Bokesch-Parsons, Charlene L | V25178758 | (blank) | 15183 | 11/9/2023 | 127.54 | |
| | V6642725 | (blank) | 15160 | 11/1/2023 | 92.14 | |
| Bokesch-Parsons, Charlene L Total | | | | | 219.68 | |
| Boland, Amy L | V42476391 | (blank) | 5502 | 10/25/2023 | 53.50 | |
| Boland, Amy L Total | | | | | 53.50 | |
| Boudeman, Jenna Leigh | V63223024 | (blank) | 6678 | 11/9/2023 | 69.90 | |
| Boudeman, Jenna Leigh Total | | | | | 69.90 | |

Expenditure Summary Report

From Date: 10/19/2023
To Date: 11/14/2023

| Vendor | Invoice | PO No. | Check No. | Check Date | Amount |
|--|---------------------|---------|---------------|------------|------------------|
| Bovenkerk, Bradley Alan | Reimb various items | (blank) | 47795 | 10/23/2023 | 311.30 |
| Bovenkerk, Bradley Alan Total | | | | | 311.30 |
| Bradfield'S Computer Supply | 566499 | 2401716 | 256875 | 11/1/2023 | 147.00 |
| Bradfield'S Computer Supply Total | | | | | 147.00 |
| Bradley Bourbonnais High School | V559034 | (blank) | 126955 | 11/10/2023 | 200.00 |
| | V628635 | 2401963 | 256876 | 11/1/2023 | 200.00 |
| Bradley Bourbonnais High School Total | | | | | 400.00 |
| Brantley, Holly | REMB10182023 | (blank) | 256833 | 11/1/2023 | 125.00 |
| Brantley, Holly Total | | | | | 125.00 |
| Braun, Nancy A | V149290 | 2401717 | 256821 | 10/19/2023 | 3,690.00 |
| Braun, Nancy A Total | | | | | 3,690.00 |
| Brienen, Nicole E | V23181071 | (blank) | 15137 | 10/19/2023 | 30.68 |
| Brienen, Nicole E Total | | | | | 30.68 |
| Broach, James C | V38991987 | (blank) | 24910 | 10/25/2023 | 13.96 |
| Broach, James C Total | | | | | 13.96 |
| Brock, Tim | V4558201 | (blank) | 24934 | 11/14/2023 | 90.00 |
| | V15660239 | (blank) | 24925 | 11/7/2023 | 90.00 |
| | V13562740 | (blank) | 15161 | 11/1/2023 | 90.00 |
| Brock, Tim Total | | | | | 270.00 |
| Brown, Billie Jo | MILES202308 | (blank) | 256834 | 11/1/2023 | 18.80 |
| Brown, Billie Jo Total | | | | | 18.80 |
| Bsn Sports | 922231195 | (blank) | 47404 | 11/13/2023 | 1,082.18 |
| | 922532296 | (blank) | 47404 | 11/13/2023 | 1,267.32 |
| | 921996629 | (blank) | 47382 | 11/6/2023 | 783.91 |
| | 922564971 | (blank) | 47382 | 11/6/2023 | 1,149.78 |
| | 922631238 | (blank) | 47382 | 11/6/2023 | 1,393.31 |
| | 923573753 | (blank) | 47382 | 11/6/2023 | 494.77 |
| | 923593386 | (blank) | 47382 | 11/6/2023 | 60.32 |
| Chess Shirts | (blank) | (blank) | 47382 | 11/6/2023 | 489.87 |
| | 923453161 | (blank) | 47364 | 10/31/2023 | 657.38 |
| V72042460 | (blank) | (blank) | 22184 | 10/26/2023 | 599.13 |
| | 923303993 | 2401779 | 256877 | 11/1/2023 | 2,194.60 |
| | 922126115 | 2401769 | 256877 | 11/1/2023 | 1,360.32 |
| Bsn Sports Total | | | | | 11,532.89 |
| Budak, Heather L | V313854 | (blank) | 126953 | 11/7/2023 | 392.00 |
| Budak, Heather L Total | | | | | 392.00 |
| Burriss Equipment | PS3014851-1 | 2401835 | 256878 | 11/1/2023 | 64.20 |
| Burriss Equipment Total | | | | | 64.20 |
| Burroughs, Jill A | V85856686 | (blank) | 2632 | 11/14/2023 | 433.75 |
| | V65598433 | (blank) | 2629 | 10/23/2023 | 50.47 |
| | V13944809 | (blank) | 5138 | 11/7/2023 | 92.98 |
| Burroughs, Jill A Total | | | | | 577.20 |
| Cacciatori, Richard B. | V18858018 | (blank) | 6652 | 10/19/2023 | 90.00 |
| Cacciatori, Richard B. Total | | | | | 90.00 |
| Camelot Therapeutic Schools, Llc | INV173940 | 2401777 | 256879 | 11/1/2023 | 9,201.20 |

Expenditure Summary Report

From Date: 10/19/2023
To Date: 11/14/2023

| Vendor | Invoice | PO No. | Check No. | Check Date | Amount | |
|--|--------------------|----------|-----------|------------|------------------|----------|
| Camelot Therapeutic Schools, Llc Total | | | | | 9,201.20 | |
| Canas, Andrea | Body Fat Cert | (blank) | 47818 | 11/1/2023 | 10.00 | |
| Canas, Andrea Total | | | | | 10.00 | |
| Capitol Group | S2380727.008 | 2401722 | 256880 | 11/1/2023 | (28.28) | |
| | S2380727.006 | 2401722 | 256880 | 11/1/2023 | 284.69 | |
| | S2380727.003 | 2401722 | 256880 | 11/1/2023 | 96.70 | |
| Capitol Group Total | | | | | 353.11 | |
| Carl Sandburg High School | V773723 | 2401966 | 256881 | 11/1/2023 | 200.00 | |
| Carl Sandburg High School Total | | | | | 200.00 | |
| Carlock, Kimberly Jill | V215369 | (blank) | 5133 | 10/20/2023 | 35.00 | |
| Carlock, Kimberly Jill Total | | | | | 35.00 | |
| Carl'S Pro Band Instrument Repair | | 1148 | 2401927 | 256882 | 11/1/2023 | 223.00 |
| Carl'S Pro Band Instrument Repair Total | | | | | 223.00 | |
| Carlson, Tracy | Speech Concessions | (blank) | 47405 | 11/13/2023 | 143.20 | |
| Carlson, Tracy Total | | | | | 143.20 | |
| Carolan, Nicole L. | V94972036 | (blank) | 15132 | 10/19/2023 | 90.21 | |
| Carolan, Nicole L. Total | | | | | 90.21 | |
| Casey'S Garden Center | V37675316 | (blank) | 4117 | 11/8/2023 | 34.99 | |
| | | 547638 | (blank) | 7253 | 11/14/2023 | 35.00 |
| | V48065380 | (blank) | 7250 | 11/3/2023 | 30.00 | |
| | V29144958 | (blank) | 2830 | 11/2/2023 | 300.00 | |
| Casey'S Garden Center Total | | | | | 399.99 | |
| Cattaneo, Alyssa | V694535 | 2401771 | 256883 | 11/1/2023 | 35.00 | |
| Cattaneo, Alyssa Total | | | | | 35.00 | |
| Ccmsi | 0144378-IN | (blank) | 0 | 11/6/2023 | 40,908.42 | |
| Ccmsi Total | | | | | 40,908.42 | |
| Cdw Computer Centers, Inc | MM87305 | 2401337 | 256884 | 11/1/2023 | 19,740.00 | |
| Cdw Computer Centers, Inc Total | | | | | 19,740.00 | |
| Cengage Learning, Inc. | | 82877150 | 2401603 | 256885 | 11/1/2023 | 2,498.41 |
| Cengage Learning, Inc. Total | | | | | 2,498.41 | |
| Central Catholic High School | V214885 | (blank) | 126956 | 11/10/2023 | 200.00 | |
| Central Catholic High School Total | | | | | 200.00 | |
| Central Illinois Trucks Inc | 101P132607 | 2401848 | 256886 | 11/1/2023 | 810.61 | |
| | 110P473825 | 2401982 | 256886 | 11/1/2023 | 519.51 | |
| Central Illinois Trucks Inc Total | | | | | 1,330.12 | |
| Cheli, Sharri Louise | Potbelly Lunch | (blank) | 47347 | 10/23/2023 | 76.89 | |
| Cheli, Sharri Louise Total | | | | | 76.89 | |
| Chen, Sum Yu | HOCO reimb | (blank) | 47796 | 10/23/2023 | 53.97 | |
| Chen, Sum Yu Total | | | | | 53.97 | |
| Chiddix Junior High School | V16034537 | (blank) | 24915 | 11/2/2023 | 325.00 | |
| Chiddix Junior High School Total | | | | | 325.00 | |

Expenditure Summary Report

From Date: 10/19/2023
To Date: 11/14/2023

| Vendor | Invoice | PO No. | Check No. | Check Date | Amount |
|--|----------------------|---------|-----------|------------|-----------------|
| Children'S Discovery Museum | V38855185 | (blank) | 6189 | 10/31/2023 | 362.00 |
| Children'S Discovery Museum Total | | | | | 362.00 |
| Christopherson, Jeff S | Picture reprints | (blank) | 47837 | 11/2/2023 | 80.09 |
| Christopherson, Jeff S Total | | | | | 80.09 |
| Ci Solutions | 18505 | 2401136 | 256887 | 11/1/2023 | 9,587.00 |
| Ci Solutions Total | | | | | 9,587.00 |
| CISDA | 24 (blank) | | 47389 | 11/9/2023 | 250.00 |
| CISDA Total | | | | | 250.00 |
| City Of Bloomington - Utilities | 982082 | 2400011 | 256826 | 11/1/2023 | 492.74 |
| | 984373 | 2400011 | 256826 | 11/1/2023 | 1,179.65 |
| | 984964 | 2400011 | 256826 | 11/1/2023 | 1,182.74 |
| | 985263 | 2400011 | 256826 | 11/1/2023 | 1,203.10 |
| City Of Bloomington - Utilities Total | | | | | 4,058.23 |
| Commerce Bank - Commercial Cards | HICK-9710-20231016 | 2401865 | 0 | 11/6/2023 | 110.00 |
| | OGRA-9211-20231016 | 2402044 | 0 | 11/6/2023 | 503.99 |
| | FITZ-2254-20231016 | 2402133 | 0 | 11/6/2023 | 4,718.12 |
| | STYC-1202-20231016 | 2401875 | 0 | 11/6/2023 | 213.17 |
| | VOGE-3494-20231016 | 2401856 | 0 | 11/6/2023 | 2,428.97 |
| | TENU-2922-20231016 | 2401855 | 0 | 11/6/2023 | 424.68 |
| | RANE-5925-18991230 | 2401804 | 0 | 11/6/2023 | 542.56 |
| | SPRI-7899-20231016 | 2401805 | 0 | 11/6/2023 | 114.71 |
| | MART-4494-20231016 | 2401806 | 0 | 11/6/2023 | 2,163.08 |
| | NEGL-7271-20231016 | 2401872 | 0 | 11/6/2023 | 351.16 |
| | NICA-1228-20231016 | 2401873 | 0 | 11/6/2023 | 9,569.62 |
| | OXAR-8856-20231016 | 2401878 | 0 | 11/6/2023 | 2,011.50 |
| | RILE-3787-18991230 | 2401921 | 0 | 11/6/2023 | 1,380.15 |
| | PALM-1194-20231016 | 2401943 | 0 | 11/6/2023 | 1,741.28 |
| | KEAR-7294-20231016 | 2401850 | 0 | 11/6/2023 | 678.36 |
| | ZBRO-7828-20231016 | 2401857 | 0 | 11/6/2023 | 2,180.63 |
| | THOM-3811-20231016 | 2401879 | 0 | 11/6/2023 | 1,262.58 |
| | BERG-3449-20231016 | 2402050 | 0 | 11/6/2023 | 301.43 |
| | VERD-9896-20231016 | 2401825 | 0 | 11/6/2023 | 1,106.96 |
| | WEBS-3880-18991230 | 2401826 | 0 | 11/6/2023 | 50.27 |
| | BEGG-4263-20231016 | 2401827 | 0 | 11/6/2023 | 246.17 |
| | CODR-4075-20231016 | 2401833 | 0 | 11/6/2023 | 4,410.91 |
| | TEMP-5124-20231016 | 2401862 | 0 | 11/6/2023 | 2,594.46 |
| | MACK-1210-20231016 | 2401906 | 0 | 11/6/2023 | 18,312.36 |
| | KNEP-3795-20231016 | 2401803 | 0 | 11/6/2023 | 673.23 |
| | HEIM-1186-20231016 | 2401822 | 0 | 11/6/2023 | 74.90 |
| | ROOP-7310-20231016 | 2401829 | 0 | 11/6/2023 | 232.90 |
| | BENN-0710-20231016 | 2401981 | 0 | 11/6/2023 | 663.86 |
| | FOGA-2254-20231016 | 2401924 | 0 | 11/6/2023 | 683.61 |
| | PETE-3753-20231016 | 2401811 | 0 | 11/6/2023 | 244.73 |
| | DAVE-8038-20231016 | 2401861 | 0 | 11/6/2023 | 4,001.59 |
| | EDWA-1551-20231016 | 2401969 | 0 | 11/6/2023 | 2,391.90 |
| | ELLI-7313-20231016 | 2402066 | 0 | 11/6/2023 | 1,166.08 |
| | ROGE-2319-20231016 | 2401980 | 0 | 11/6/2023 | 188.02 |
| | BOZA-2301-20231016 | 2401961 | 0 | 11/6/2023 | 207.69 |
| | ADEL-7777-20231016 | 2402084 | 0 | 11/6/2023 | 3,844.18 |
| | REWE-0094-20231016 | 2401858 | 0 | 11/6/2023 | 117.63 |
| | STAN-4051-20231016 | 2401918 | 0 | 11/6/2023 | 12,148.82 |
| | WILK-8923-20231016 | 2402081 | 0 | 11/6/2023 | 847.04 |
| | KEND-6613-20231016 | 2401993 | 0 | 11/6/2023 | 270.00 |
| | V26760SARG-5504-2023 | 2401994 | 0 | 11/6/2023 | 233.17 |

Expenditure Summary Report

From Date: 10/19/2023
To Date: 11/14/2023

| Vendor | Invoice | PO No. | Check No. | Check Date | Amount |
|--|---------------------|---------|-----------|------------|-------------------|
| Commerce Bank - Commercial Cards | BACK-9856-20231016 | 2401808 | 0 | 11/6/2023 | 2,174.31 |
| Commerce Bank - Commercial Cards | SHEL-8505-20231016 | 2401810 | 0 | 11/6/2023 | 674.43 |
| Commerce Bank - Commercial Cards | COOP-2498-18991230 | 2401778 | 0 | 11/6/2023 | 415.68 |
| | LAMB-7537-20231016 | 2401787 | 0 | 11/6/2023 | 179.20 |
| | CHAP-8793-20231016 | 2401897 | 0 | 11/6/2023 | 33,975.48 |
| | LAMB-1341-20231016 | 2401898 | 0 | 11/6/2023 | 20,282.48 |
| | STAN-4051-20231016. | 2401917 | 0 | 11/6/2023 | 21,479.60 |
| | WEBB-7756-202 | 2401795 | 0 | 11/6/2023 | 1,292.84 |
| | PENN-4743-20231016 | 2401796 | 0 | 11/6/2023 | 3,659.11 |
| | ROOP-7310-20231016. | 2401828 | 0 | 11/6/2023 | 151.56 |
| Commerce Bank - Commercial Cards Total | | | | | 169,691.16 |
| Confidential On-Site Paper Shreddin | 143083 | 2401945 | 256888 | 11/1/2023 | 64.49 |
| | 142202 | 2401772 | 256888 | 11/1/2023 | 64.08 |
| Confidential On-Site Paper Shreddin Total | | | | | 128.57 |
| Connolly, Kerry Ann | V958516 | 2401883 | 256889 | 11/1/2023 | 261.00 |
| Connolly, Kerry Ann Total | | | | | 261.00 |
| Connor Co | S010636099.001 | 2401723 | 256890 | 11/1/2023 | 15.97 |
| | S010595956.001 | 2401723 | 256890 | 11/1/2023 | 4,975.00 |
| | S010604103.001 | 2401723 | 256890 | 11/1/2023 | 173.12 |
| Connor Co Total | | | | | 5,164.09 |
| Corpus, Tony | Accompany Service | (blank) | 47406 | 11/13/2023 | 100.00 |
| Corpus, Tony Total | | | | | 100.00 |
| Country Lights Soy Candles | 7470 | (blank) | 47819 | 11/1/2023 | 2,448.00 |
| Country Lights Soy Candles Total | | | | | 2,448.00 |
| Cremeens, Jason | V72227664 | (blank) | 24927 | 11/9/2023 | 90.00 |
| | V21148795 | (blank) | 15184 | 11/9/2023 | 90.00 |
| | V35749195 | (blank) | 15162 | 11/1/2023 | 90.00 |
| | V23982797 | (blank) | 24906 | 10/24/2023 | 90.00 |
| | V73884707 | (blank) | 24902 | 10/23/2023 | 90.00 |
| Cremeens, Jason Total | | | | | 450.00 |
| Crescent Electric Supply Co | S511806675.001 | 2401721 | 257010 | 11/1/2023 | - |
| | S511806675.001. | 2401721 | 257011 | 11/1/2023 | 463.48 |
| | S511799588.001 | 2401721 | 256891 | 11/1/2023 | 47.70 |
| | S511784919.001 | 2401721 | 257010 | 11/1/2023 | - |
| | S511784919.001. | 2401721 | 257011 | 11/1/2023 | 1,286.81 |
| | S511769340.001 | 2401721 | 257010 | 11/1/2023 | - |
| | S511750618.002 | 2401721 | 256891 | 11/1/2023 | 1,921.92 |
| | S511769340.001. | 2401721 | 257011 | 11/1/2023 | 27.99 |
| | S511750618.001 | 2401721 | 257010 | 11/1/2023 | - |
| | S511711959.005 | 2401721 | 256891 | 11/1/2023 | 323.14 |
| | S511750618.001. | 2401721 | 257011 | 11/1/2023 | 489.31 |
| | S511711959.004 | 2401721 | 256891 | 11/1/2023 | 143.62 |
| Crescent Electric Supply Co Total | | | | | 4,703.97 |
| Cross, Lynn | V18969851 | (blank) | 15185 | 11/9/2023 | - |
| | V9577549 | (blank) | 15145 | 10/25/2023 | 90.00 |
| Cross, Lynn Total | | | | | 90.00 |
| Cruzan, Martin M | V24060271 | (blank) | 256835 | 11/1/2023 | 40.00 |
| Cruzan, Martin M Total | | | | | 40.00 |
| Cummins Sales And Service | Q1-66518 | 2401842 | 256892 | 11/1/2023 | 310.16 |

Expenditure Summary Report

From Date: 10/19/2023
To Date: 11/14/2023

| Vendor | Invoice | PO No. | Check No. | Check Date | Amount |
|---|---------------------|------------------|-----------|------------|------------------|
| Cummins Sales And Service Total | | | | | 310.16 |
| Cumulus Media-Bloomington | BB3814678 | 2401689 | 256893 | 11/1/2023 | 245.00 |
| Cumulus Media-Bloomington Total | | | | | 245.00 |
| Cunningham Children'S Home | | 7517 2401926 | 256894 | 11/1/2023 | 8,252.00 |
| Cunningham Children'S Home Total | | | | | 8,252.00 |
| Dabler, Amy | V11320197 | (blank) | 15150 | 10/26/2023 | 9.99 |
| Dabler, Amy Total | | | | | 9.99 |
| Denny'S Doughnuts & Bakery | V29459956 | (blank) | 24903 | 10/23/2023 | 75.00 |
| Denny'S Doughnuts & Bakery Total | | | | | 75.00 |
| Dixon, Ellen | V33413 | (blank) | 1424 | 10/26/2023 | 28.23 |
| Dixon, Ellen Total | | | | | 28.23 |
| Don Owen Tire Service, Inc | | 324896 2401837 | 256895 | 11/1/2023 | 38.64 |
| | | 324835 2401837 | 256895 | 11/1/2023 | 44.25 |
| Don Owen Tire Service, Inc Total | | | | | 82.89 |
| Double Tree By Hilton. | | 87977770 (blank) | 47838 | 11/2/2023 | 4,739.20 |
| Double Tree By Hilton. Total | | | | | 4,739.20 |
| Drengwitz, Jason | Food 10/31/23 | (blank) | 47820 | 11/1/2023 | 332.69 |
| | Food 10/25/23 | (blank) | 47805 | 10/25/2023 | 293.74 |
| | Coaches/player food | (blank) | 47797 | 10/23/2023 | 258.86 |
| Drengwitz, Jason Total | | | | | 885.29 |
| Dunlap High School | V41160336 | (blank) | 20711 | 10/20/2023 | 150.00 |
| Dunlap High School Total | | | | | 150.00 |
| Ease Tech Llc | | 212576 (blank) | 47407 | 11/13/2023 | 125.00 |
| Ease Tech Llc Total | | | | | 125.00 |
| Eckert, Emily Marie | V31236590 | (blank) | 5505 | 10/25/2023 | 10.95 |
| Eckert, Emily Marie Total | | | | | 10.95 |
| Eddins, Theodore | V75351933 | (blank) | 6660 | 10/30/2023 | 90.00 |
| Eddins, Theodore Total | | | | | 90.00 |
| Edmentum | Q-580355 | 2401930 | 256896 | 11/1/2023 | 1,890.10 |
| Edmentum Total | | | | | 1,890.10 |
| Edwards, Sarah Lynn | V725460 | (blank) | 5137 | 11/8/2023 | 20.97 |
| | V158016 | (blank) | 5137 | 11/8/2023 | 13.42 |
| Edwards, Sarah Lynn Total | | | | | 34.39 |
| Ekon-O-Pac Llc | | 4045 2401801 | 256897 | 11/1/2023 | 13,150.00 |
| Ekon-O-Pac Llc Total | | | | | 13,150.00 |
| Ellison, Aaron T | V95595091 | (blank) | 15163 | 11/1/2023 | 67.74 |
| | V74921126 | (blank) | 15146 | 10/25/2023 | 94.28 |
| Ellison, Aaron T Total | | | | | 162.02 |
| Emberson, Matthew David | Tech Supplies | (blank) | 47842 | 11/9/2023 | 114.30 |
| Emberson, Matthew David Total | | | | | 114.30 |
| Engel, Rylan J | FFA Fair 3 | (blank) | 47333 | 10/20/2023 | 215.03 |

Expenditure Summary Report

From Date: 10/19/2023
To Date: 11/14/2023

| Vendor | Invoice | PO No. | Check No. | Check Date | Amount |
|--|---------------------|---------|-----------|------------|-------------------|
| Engel, Rylan J Total | | | | | 215.03 |
| Enomoto, Rachel Kathryn | 113-0384072-6007435 | 2401705 | 256898 | 11/1/2023 | 100.29 |
| Enomoto, Rachel Kathryn Total | | | | | 100.29 |
| Evans, Rachel M | Speech | (blank) | 47373 | 11/1/2023 | 400.00 |
| Evans, Rachel M Total | | | | | 400.00 |
| Evergreen Fs | 34241349 | 2401725 | 256899 | 11/1/2023 | 210.00 |
| | 34240747 | 2401725 | 256899 | 11/1/2023 | 40.40 |
| Evergreen Fs Total | | | | | 250.40 |
| Evergreen Racquet Club | 493222 | (blank) | 47843 | 11/9/2023 | 20.00 |
| Evergreen Racquet Club Total | | | | | 20.00 |
| Fairfield, James | V34080362 | (blank) | 15186 | 11/9/2023 | 90.00 |
| | V35372073 | (blank) | 15138 | 10/19/2023 | 90.00 |
| Fairfield, James Total | | | | | 180.00 |
| Farm & Fleet of Bloomington | 279433 | 2401719 | 256900 | 11/1/2023 | (150.85) |
| | 4886 | 2401719 | 256900 | 11/1/2023 | 23.79 |
| | 4646 | 2401719 | 256900 | 11/1/2023 | 72.05 |
| | 4422 | 2401719 | 256900 | 11/1/2023 | 245.62 |
| | 4313 | 2401719 | 256900 | 11/1/2023 | 204.36 |
| Farm & Fleet of Bloomington Total | | | | | 394.97 |
| Fastenal Company | ILBLM485386 | 2401724 | 256901 | 11/1/2023 | 5.26 |
| | ILBLM485155 | 2401724 | 256901 | 11/1/2023 | 27.93 |
| | ILBLM484156 | 2401724 | 256901 | 11/1/2023 | 251.98 |
| Fastenal Company Total | | | | | 285.17 |
| Fastsigns | V91555336 | (blank) | 15133 | 10/19/2023 | 25.00 |
| Fastsigns Total | | | | | 25.00 |
| Feeney, Amy | Reimb Pizza | (blank) | 47821 | 11/1/2023 | 100.40 |
| | Cyber Pat Dues | (blank) | 47844 | 11/9/2023 | 1,125.00 |
| | Pizza 11/3/23 | (blank) | 47844 | 11/9/2023 | 100.40 |
| Feeney, Amy Total | | | | | 1,325.80 |
| Feltes, Michelle R | Vball Avantis | (blank) | 47408 | 11/13/2023 | 221.40 |
| Feltes, Michelle R Total | | | | | 221.40 |
| Ficek, Jennifer L | V98394418 | (blank) | 5503 | 10/25/2023 | 53.85 |
| Ficek, Jennifer L Total | | | | | 53.85 |
| Fillingham, Kari Lyn | V8355194 | (blank) | 5139 | 11/7/2023 | 44.16 |
| Fillingham, Kari Lyn Total | | | | | 44.16 |
| Findley, Sondra Leigh | Game for Bball team | (blank) | 47822 | 11/1/2023 | 23.99 |
| | Team bonding | (blank) | 47806 | 10/25/2023 | 35.98 |
| Findley, Sondra Leigh Total | | | | | 59.97 |
| First Student | 11923800 | 2401992 | 257012 | 11/2/2023 | 931,781.99 |
| First Student Total | | | | | 931,781.99 |
| Fish, Jill E | V84284045 | (blank) | 3003 | 10/19/2023 | 67.69 |
| Fish, Jill E Total | | | | | 67.69 |
| Five Star Water | V33922519 | (blank) | 6361 | 11/3/2023 | 119.25 |

Expenditure Summary Report

From Date: 10/19/2023
To Date: 11/14/2023

| Vendor | Invoice | PO No. | Check No. | Check Date | Amount |
|---|------------------|------------------|-----------|------------|------------------|
| Five Star Water | V19965187 | (blank) | 7251 | 11/3/2023 | 88.85 |
| | | 45218 (blank) | 1425 | 10/30/2023 | 58.25 |
| | V68131699 | (blank) | 2828 | 10/26/2023 | 87.20 |
| Five Star Water Total | | | | | 353.55 |
| Follett Content Solutions, Llc | 727007F | 2401027 | 256902 | 11/1/2023 | 504.60 |
| | 724058F | 2401881 | 256902 | 11/1/2023 | 1,702.31 |
| | 740159F | 2401458 | 256902 | 11/1/2023 | 897.29 |
| | 682808F | 2401670 | 256902 | 11/1/2023 | 951.57 |
| Follett Content Solutions, Llc Total | | | | | 4,055.77 |
| Ford, Nathan G | V51900334 | (blank) | 4115 | 11/7/2023 | 378.72 |
| Ford, Nathan G Total | | | | | 378.72 |
| Forget Me Not Flowers | V483848 | (blank) | 126949 | 11/6/2023 | 269.50 |
| Forget Me Not Flowers Total | | | | | 269.50 |
| Foster, Nathan C | Golf food | (blank) | 47807 | 10/25/2023 | 105.24 |
| Foster, Nathan C Total | | | | | 105.24 |
| Fox Anvick, Caroline | IMC coffee bar | (blank) | 47845 | 11/9/2023 | 102.52 |
| | REMB102023 | (blank) | 256836 | 11/1/2023 | 371.48 |
| Fox Anvick, Caroline Total | | | | | 474.00 |
| Freedom Lawn Maintenance | | 65055 2401899 | 256903 | 11/1/2023 | 3,640.00 |
| Freedom Lawn Maintenance Total | | | | | 3,640.00 |
| Freeman, Matthew Gregory | V36760485 | (blank) | 15172 | 11/1/2023 | 180.00 |
| | V21393175 | (blank) | 15147 | 10/25/2023 | 90.00 |
| Freeman, Matthew Gregory Total | | | | | 270.00 |
| Freeman, Rebecca | REMB10242023 | (blank) | 256837 | 11/1/2023 | 273.50 |
| Freeman, Rebecca Total | | | | | 273.50 |
| Freeze, Kirsten E | V88972372 | (blank) | 5504 | 10/25/2023 | 53.62 |
| Freeze, Kirsten E Total | | | | | 53.62 |
| Fresh Prints | V13519350 | (blank) | 22213 | 11/14/2023 | 813.20 |
| Fresh Prints Total | | | | | 813.20 |
| Friends Of Ironmen Football | FB Conc Avantis | (blank) | 47808 | 10/25/2023 | 1,664.00 |
| Friends Of Ironmen Football Total | | | | | 1,664.00 |
| Frontier | V259833 | 2400007 | 256827 | 11/1/2023 | 4,350.55 |
| Frontier Total | | | | | 4,350.55 |
| Fudge, Dawn M | V66658558 | (blank) | 20736 | 11/9/2023 | 140.00 |
| | Hospitality Room | (blank) | 47390 | 11/9/2023 | 79.96 |
| Fudge, Dawn M Total | | | | | 219.96 |
| Fundraising Manager | | 36032 (blank) | 47846 | 11/9/2023 | 12,609.05 |
| Fundraising Manager Total | | | | | 12,609.05 |
| Furler, Jeffrey R. | V12735092 | (blank) | 15187 | 11/9/2023 | 90.00 |
| Furler, Jeffrey R. Total | | | | | 90.00 |
| Further | | 40788800 (blank) | 0 | 11/8/2023 | 5,428.47 |
| | | 40782005 (blank) | 0 | 11/1/2023 | 8,187.87 |
| | V55845162 | (blank) | 0 | 10/31/2023 | 4,030.66 |

Expenditure Summary Report

From Date: 10/19/2023
To Date: 11/14/2023

| Vendor | Invoice | PO No. | Check No. | Check Date | Amount |
|--|--------------|---------|------------|------------|------------------|
| Further | 40775089 | (blank) | 0 | 10/25/2023 | 7,396.46 |
| | V49741940 | (blank) | 0 | 10/23/2023 | 4,030.66 |
| | 16668551 | (blank) | 0 | 10/23/2023 | 2,355.50 |
| Further Total | | | | | 31,429.62 |
| Gallagher Bassett Services Inc. | STMT08182023 | 2401817 | 256822 | 10/19/2023 | 15,000.00 |
| Gallagher Bassett Services Inc. Total | | | | | 15,000.00 |
| Game One | 1718161 | (blank) | 47847 | 11/9/2023 | 288.97 |
| Game One Total | | | | | 288.97 |
| Gardner, Stacie | V61897090 | (blank) | 22194 | 10/30/2023 | 13.64 |
| Gardner, Stacie Total | | | | | 13.64 |
| Gerrietts, Jennifer Lee | V60005073 | (blank) | 22195 | 10/30/2023 | 163.56 |
| Gerrietts, Jennifer Lee Total | | | | | 163.56 |
| Getz Fire Equipment Company | I8-551615 | 2401864 | 256823 | 10/23/2023 | 1,020.00 |
| | I8-551616 | 2401864 | 256823 | 10/23/2023 | 1,233.90 |
| | I8-551643 | 2401864 | 256823 | 10/23/2023 | 135.95 |
| | I8-551660 | 2401864 | 256823 | 10/23/2023 | 1,022.70 |
| | I8-551661 | 2401864 | 256823 | 10/23/2023 | 981.90 |
| | I8-551466 | 2401864 | 256823 | 10/23/2023 | 135.95 |
| | I8-551413 | 2401864 | 256823 | 10/23/2023 | 135.95 |
| | I8-551351 | 2401864 | 256823 | 10/23/2023 | 135.95 |
| | I8-551352 | 2401864 | 256823 | 10/23/2023 | 135.95 |
| | I8-551353 | 2401864 | 256823 | 10/23/2023 | 135.95 |
| | I8-551354 | 2401864 | 256823 | 10/23/2023 | 135.95 |
| | I8-551367 | 2401864 | 256823 | 10/23/2023 | 135.95 |
| | I8-551368 | 2401864 | 256823 | 10/23/2023 | 135.95 |
| | I8-551369 | 2401864 | 256823 | 10/23/2023 | 135.95 |
| | I1-845846 | 2401884 | 256823 | 10/23/2023 | 2,687.80 |
| | I8-551262 | 2401864 | 256823 | 10/23/2023 | 2,754.90 |
| | I1-577189 | 2401884 | 256823 | 10/23/2023 | 396.00 |
| | I1-845406 | 2401884 | 256823 | 10/23/2023 | 1,668.20 |
| | I1-845232 | 2401884 | 256823 | 10/23/2023 | 235.10 |
| | I1-845233 | 2401884 | 256823 | 10/23/2023 | 167.20 |
| | I1-845117 | 2401884 | 256823 | 10/23/2023 | 459.70 |
| | I1-845118 | 2401884 | 256823 | 10/23/2023 | 1,193.20 |
| | I8-551097 | 2401864 | 256823 | 10/23/2023 | 135.95 |
| | I8-551098 | 2401864 | 256823 | 10/23/2023 | 135.95 |
| | I1-844963 | 2401884 | 256823 | 10/23/2023 | 857.50 |
| | I1-844964 | 2401884 | 256823 | 10/23/2023 | 188.10 |
| | I1-844965 | 2401884 | 256823 | 10/23/2023 | 597.90 |
| | I1-844804 | 2401884 | 256823 | 10/23/2023 | 490.20 |
| | I1-844808 | 2401884 | 256823 | 10/23/2023 | 1,589.40 |
| | I1-844698 | 2401884 | 256823 | 10/23/2023 | 1,885.30 |
| | I1-844699 | 2401884 | 256823 | 10/23/2023 | 1,931.40 |
| | I1-844624 | 2401884 | 256823 | 10/23/2023 | 101.40 |
| | I1-844625 | 2401884 | 256823 | 10/23/2023 | 320.85 |
| I1-844517 | 2401867 | 256823 | 10/23/2023 | 148.40 | |
| I1-844518 | 2401867 | 256823 | 10/23/2023 | 221.50 | |
| I1-844521 | 2401868 | 256823 | 10/23/2023 | 517.10 | |
| I1-844522 | 2401868 | 256823 | 10/23/2023 | 721.10 | |
| I1-844519 | 2401884 | 256823 | 10/23/2023 | 224.20 | |
| I1-844520 | 2401884 | 256823 | 10/23/2023 | 143.70 | |
| I1-844357 | 2401867 | 256823 | 10/23/2023 | 115.50 | |
| I1-844358 | 2401867 | 256823 | 10/23/2023 | 151.70 | |
| I1-844359 | 2401867 | 256823 | 10/23/2023 | 866.40 | |

Expenditure Summary Report

From Date: 10/19/2023
To Date: 11/14/2023

| Vendor | Invoice | PO No. | Check No. | Check Date | Amount |
|--|-----------|---------|-----------|------------|------------------|
| Getz Fire Equipment Company | I1-844360 | 2401867 | 256823 | 10/23/2023 | 900.10 |
| Getz Fire Equipment Company | I6-588426 | 2401868 | 256823 | 10/23/2023 | 217.00 |
| Getz Fire Equipment Company | I6-588427 | 2401868 | 256823 | 10/23/2023 | 372.90 |
| Getz Fire Equipment Company | I6-588428 | 2401868 | 256823 | 10/23/2023 | 257.00 |
| Getz Fire Equipment Company | I6-588429 | 2401868 | 256823 | 10/23/2023 | 247.00 |
| Getz Fire Equipment Company | I6-588430 | 2401868 | 256823 | 10/23/2023 | 402.00 |
| Getz Fire Equipment Company | I6-588431 | 2401868 | 256823 | 10/23/2023 | 232.00 |
| Getz Fire Equipment Company | I6-588432 | 2401868 | 256823 | 10/23/2023 | 522.00 |
| Getz Fire Equipment Company | I6-588433 | 2401868 | 256823 | 10/23/2023 | 262.00 |
| Getz Fire Equipment Company | I6-588434 | 2401868 | 256823 | 10/23/2023 | 232.00 |
| Getz Fire Equipment Company | I6-588435 | 2401868 | 256823 | 10/23/2023 | 193.00 |
| Getz Fire Equipment Company | I6-588436 | 2401868 | 256823 | 10/23/2023 | 217.00 |
| Getz Fire Equipment Company | I1-588425 | 2401884 | 256823 | 10/23/2023 | 247.00 |
| | I6-588383 | 2401868 | 256823 | 10/23/2023 | 232.00 |
| | I6-588384 | 2401868 | 256823 | 10/23/2023 | 262.00 |
| | I6-588385 | 2401868 | 256823 | 10/23/2023 | 536.00 |
| | I6-588386 | 2401868 | 256823 | 10/23/2023 | 232.00 |
| | I6-588387 | 2401868 | 256823 | 10/23/2023 | 247.00 |
| Getz Fire Equipment Company Total | | | | | 32,333.65 |
| Gibson City High School | V605092 | (blank) | 126957 | 11/10/2023 | 150.00 |
| Gibson City High School Total | | | | | 150.00 |
| Glatt, Michelle L | V50966068 | (blank) | 6665 | 11/1/2023 | 56.21 |
| Glatt, Michelle L Total | | | | | 56.21 |
| Global Water Technology, Inc. | 96603 | 2401726 | 256904 | 11/1/2023 | 1,458.33 |
| Global Water Technology, Inc. Total | | | | | 1,458.33 |
| Goodfield Disposal | V91367 | 2401909 | 256905 | 11/1/2023 | 276.00 |
| Goodfield Disposal Total | | | | | 276.00 |
| Gordon Food Service, Inc | 18513965 | 2401936 | 256906 | 11/1/2023 | (7.54) |
| | 230397477 | 2401798 | 256906 | 11/1/2023 | 1,451.89 |
| | 230560401 | 2401936 | 256906 | 11/1/2023 | 335.19 |
| | 230560402 | 2401936 | 256906 | 11/1/2023 | 1,698.93 |
| | 230560403 | 2401936 | 256906 | 11/1/2023 | 488.33 |
| | 230560404 | 2401936 | 256906 | 11/1/2023 | 1,202.91 |
| | 230560405 | 2401936 | 256906 | 11/1/2023 | 17.17 |
| | 230560406 | 2401936 | 256906 | 11/1/2023 | 59.95 |
| | 230560407 | 2401936 | 256906 | 11/1/2023 | 47.09 |
| | 230560408 | 2401936 | 256906 | 11/1/2023 | 216.35 |
| | 230560409 | 2401936 | 256906 | 11/1/2023 | 2,079.56 |
| | 230560410 | 2401936 | 256906 | 11/1/2023 | 620.56 |
| Getz Fire Equipment Company | 230560411 | 2401936 | 256906 | 11/1/2023 | 4,195.27 |
| Getz Fire Equipment Company | 230560412 | 2401936 | 256906 | 11/1/2023 | 695.41 |
| Getz Fire Equipment Company | 230560413 | 2401936 | 256906 | 11/1/2023 | 4,101.82 |
| Getz Fire Equipment Company | 230560414 | 2401936 | 256906 | 11/1/2023 | 1,303.63 |
| Getz Fire Equipment Company | 230560416 | 2401936 | 256906 | 11/1/2023 | 1,214.20 |
| Getz Fire Equipment Company | 230560417 | 2401936 | 256906 | 11/1/2023 | 1,474.40 |
| Getz Fire Equipment Company | 230562996 | 2401936 | 256906 | 11/1/2023 | 1,167.18 |
| Getz Fire Equipment Company | 230563002 | 2401936 | 256906 | 11/1/2023 | 77.12 |
| Getz Fire Equipment Company | 230530427 | 2401935 | 256906 | 11/1/2023 | 29.46 |
| Getz Fire Equipment Company | 230530440 | 2401935 | 256906 | 11/1/2023 | 1,301.22 |
| Getz Fire Equipment Company | 230540266 | 2401935 | 256906 | 11/1/2023 | 1,062.05 |
| Getz Fire Equipment Company | 230540271 | 2401935 | 256906 | 11/1/2023 | 759.94 |
| Getz Fire Equipment Company | 230540273 | 2401935 | 256906 | 11/1/2023 | 53.74 |
| Getz Fire Equipment Company | 230545263 | 2401935 | 256906 | 11/1/2023 | 58.92 |
| Getz Fire Equipment Company | 230545269 | 2401935 | 256906 | 11/1/2023 | 1,137.54 |

Expenditure Summary Report

From Date: 10/19/2023
To Date: 11/14/2023

| Vendor | Invoice | PO No. | Check No. | Check Date | Amount |
|--------------------------|-----------|---------|-----------|------------|----------|
| Gordon Food Service, Inc | 230545271 | 2401935 | 256906 | 11/1/2023 | 1,722.97 |
| Gordon Food Service, Inc | 230545273 | 2401935 | 256906 | 11/1/2023 | 47.09 |
| Gordon Food Service, Inc | 230545274 | 2401935 | 256906 | 11/1/2023 | 1,769.95 |
| Gordon Food Service, Inc | 230545275 | 2401935 | 256906 | 11/1/2023 | 5,520.29 |
| Gordon Food Service, Inc | 230545276 | 2401935 | 256906 | 11/1/2023 | 1,555.95 |
| Gordon Food Service, Inc | 230545277 | 2401935 | 256906 | 11/1/2023 | 1,104.63 |
| Gordon Food Service, Inc | 230545279 | 2401935 | 256906 | 11/1/2023 | 47.09 |
| Gordon Food Service, Inc | 230545281 | 2401935 | 256906 | 11/1/2023 | 185.34 |
| Gordon Food Service, Inc | 230545285 | 2401935 | 256906 | 11/1/2023 | 1,475.28 |
| Gordon Food Service, Inc | 230545287 | 2401935 | 256906 | 11/1/2023 | 29.46 |
| Gordon Food Service, Inc | 18546987 | 2401934 | 256906 | 11/1/2023 | (9.52) |
| Gordon Food Service, Inc | 18547031 | 2401934 | 256906 | 11/1/2023 | (5.76) |
| Gordon Food Service, Inc | 18547028 | 2401936 | 256906 | 11/1/2023 | (1.88) |
| Gordon Food Service, Inc | 230503418 | 2401934 | 256906 | 11/1/2023 | 2,505.11 |
| Gordon Food Service, Inc | 230503423 | 2401934 | 256906 | 11/1/2023 | 329.51 |
| Gordon Food Service, Inc | 230503426 | 2401934 | 256906 | 11/1/2023 | 1,951.30 |
| Gordon Food Service, Inc | 230504906 | 2401934 | 256906 | 11/1/2023 | 3,891.15 |
| Gordon Food Service, Inc | 230504910 | 2401934 | 256906 | 11/1/2023 | 3,846.33 |
| Gordon Food Service, Inc | 230504911 | 2401934 | 256906 | 11/1/2023 | 879.13 |
| Gordon Food Service, Inc | 230504912 | 2401934 | 256906 | 11/1/2023 | 616.93 |
| Gordon Food Service, Inc | 230504914 | 2401934 | 256906 | 11/1/2023 | 350.26 |
| Gordon Food Service, Inc | 18526068 | 2401935 | 256906 | 11/1/2023 | (9.58) |
| Gordon Food Service, Inc | 18540614 | 2401935 | 256906 | 11/1/2023 | (17.17) |
| Gordon Food Service, Inc | 230448921 | 2401934 | 256906 | 11/1/2023 | 427.22 |
| Gordon Food Service, Inc | 230448932 | 2401934 | 256906 | 11/1/2023 | 837.17 |
| Gordon Food Service, Inc | 230448935 | 2401934 | 256906 | 11/1/2023 | 319.97 |
| Gordon Food Service, Inc | 230448940 | 2401934 | 256906 | 11/1/2023 | 6,203.77 |
| Gordon Food Service, Inc | 230448941 | 2401934 | 256906 | 11/1/2023 | 169.10 |
| Gordon Food Service, Inc | 230451575 | 2401934 | 256906 | 11/1/2023 | 53.88 |
| Gordon Food Service, Inc | 230451583 | 2401934 | 256906 | 11/1/2023 | 280.33 |
| Gordon Food Service, Inc | 230451589 | 2401934 | 256906 | 11/1/2023 | 5,369.94 |
| Gordon Food Service, Inc | 230413887 | 2401799 | 256906 | 11/1/2023 | 271.52 |
| Gordon Food Service, Inc | 230413888 | 2401799 | 256906 | 11/1/2023 | 55.75 |
| Gordon Food Service, Inc | 230413889 | 2401799 | 256906 | 11/1/2023 | 1,570.91 |
| Gordon Food Service, Inc | 230413891 | 2401799 | 256906 | 11/1/2023 | 376.86 |
| Gordon Food Service, Inc | 230413892 | 2401799 | 256906 | 11/1/2023 | 1,051.47 |
| Gordon Food Service, Inc | 230413893 | 2401799 | 256906 | 11/1/2023 | 87.77 |
| Gordon Food Service, Inc | 230413894 | 2401799 | 256906 | 11/1/2023 | 1,277.44 |
| Gordon Food Service, Inc | 230413895 | 2401799 | 256906 | 11/1/2023 | 70.34 |
| Gordon Food Service, Inc | 230413896 | 2401799 | 256906 | 11/1/2023 | 3,581.38 |
| Gordon Food Service, Inc | 230413897 | 2401799 | 256906 | 11/1/2023 | 77.16 |
| Gordon Food Service, Inc | 230413898 | 2401799 | 256906 | 11/1/2023 | 1,099.47 |
| Gordon Food Service, Inc | 230413899 | 2401799 | 256906 | 11/1/2023 | 527.03 |
| Gordon Food Service, Inc | 230413900 | 2401799 | 256906 | 11/1/2023 | 99.28 |
| Gordon Food Service, Inc | 230413901 | 2401799 | 256906 | 11/1/2023 | 191.60 |
| Gordon Food Service, Inc | 230413902 | 2401799 | 256906 | 11/1/2023 | 145.51 |
| Gordon Food Service, Inc | 230413903 | 2401799 | 256906 | 11/1/2023 | 5,511.80 |
| Gordon Food Service, Inc | 230413904 | 2401799 | 256906 | 11/1/2023 | 1,641.61 |
| Gordon Food Service, Inc | 230413905 | 2401799 | 256906 | 11/1/2023 | 1,131.64 |
| Gordon Food Service, Inc | 230416453 | 2401799 | 256906 | 11/1/2023 | 823.75 |
| Gordon Food Service, Inc | 230384784 | 2401798 | 256906 | 11/1/2023 | 117.01 |
| Gordon Food Service, Inc | 230384796 | 2401798 | 256906 | 11/1/2023 | 1,200.80 |
| Gordon Food Service, Inc | 230394204 | 2401798 | 256906 | 11/1/2023 | 5,650.16 |
| Gordon Food Service, Inc | 230394214 | 2401798 | 256906 | 11/1/2023 | 108.33 |
| Gordon Food Service, Inc | 230394221 | 2401798 | 256906 | 11/1/2023 | 292.08 |
| Gordon Food Service, Inc | 230397456 | 2401798 | 256906 | 11/1/2023 | 268.03 |
| Gordon Food Service, Inc | 230397463 | 2401798 | 256906 | 11/1/2023 | 129.87 |
| Gordon Food Service, Inc | 230397464 | 2401798 | 256906 | 11/1/2023 | 4,933.97 |
| Gordon Food Service, Inc | 230397466 | 2401798 | 256906 | 11/1/2023 | 1,069.78 |

Expenditure Summary Report

From Date: 10/19/2023
To Date: 11/14/2023

| Vendor | Invoice | PO No. | Check No. | Check Date | Amount |
|--------------------------|-----------|---------|-----------|------------|----------|
| Gordon Food Service, Inc | 230397469 | 2401798 | 256906 | 11/1/2023 | 43.94 |
| Gordon Food Service, Inc | 230397470 | 2401798 | 256906 | 11/1/2023 | 125.60 |
| Gordon Food Service, Inc | 230397471 | 2401798 | 256906 | 11/1/2023 | 1,570.02 |
| Gordon Food Service, Inc | 230397472 | 2401798 | 256906 | 11/1/2023 | 108.24 |
| Gordon Food Service, Inc | 230397474 | 2401798 | 256906 | 11/1/2023 | 1,660.19 |
| Gordon Food Service, Inc | 230397475 | 2401798 | 256906 | 11/1/2023 | 1,206.08 |
| Gordon Food Service, Inc | 230397476 | 2401798 | 256906 | 11/1/2023 | 73.07 |
| Gordon Food Service, Inc | 23097479 | 2401798 | 256906 | 11/1/2023 | 1,182.86 |
| Gordon Food Service, Inc | 18526994 | 2401934 | 256906 | 11/1/2023 | (32.43) |
| Gordon Food Service, Inc | 230357244 | 2401797 | 256906 | 11/1/2023 | 661.14 |
| Gordon Food Service, Inc | 230357247 | 2401797 | 256906 | 11/1/2023 | 131.90 |
| Gordon Food Service, Inc | 230357248 | 2401797 | 256906 | 11/1/2023 | 2,235.82 |
| Gordon Food Service, Inc | 230358419 | 2401797 | 256906 | 11/1/2023 | 4,034.12 |
| Gordon Food Service, Inc | 230358420 | 2401797 | 256906 | 11/1/2023 | 248.56 |
| Gordon Food Service, Inc | 230358424 | 2401797 | 256906 | 11/1/2023 | 5,262.68 |
| Gordon Food Service, Inc | 230358425 | 2401797 | 256906 | 11/1/2023 | 335.30 |
| Gordon Food Service, Inc | 18520643 | 2401934 | 256906 | 11/1/2023 | (6.23) |
| Gordon Food Service, Inc | 18520647 | 2401934 | 256906 | 11/1/2023 | (15.12) |
| Gordon Food Service, Inc | 18520800 | 2401934 | 256906 | 11/1/2023 | (14.26) |
| Gordon Food Service, Inc | 18520806 | 2401934 | 256906 | 11/1/2023 | (10.00) |
| Gordon Food Service, Inc | 230331527 | 2401797 | 256906 | 11/1/2023 | 255.26 |
| Gordon Food Service, Inc | 230331532 | 2401797 | 256906 | 11/1/2023 | 5,632.14 |
| Gordon Food Service, Inc | 230344833 | 2401797 | 256906 | 11/1/2023 | 382.57 |
| Gordon Food Service, Inc | 230344850 | 2401797 | 256906 | 11/1/2023 | 5,709.99 |
| Gordon Food Service, Inc | 18520717 | 2401935 | 256906 | 11/1/2023 | (17.13) |
| Gordon Food Service, Inc | 18520736 | 2401936 | 256906 | 11/1/2023 | (3.46) |
| Gordon Food Service, Inc | 18520791 | 2401936 | 256906 | 11/1/2023 | (20.00) |
| Gordon Food Service, Inc | 18520795 | 2401936 | 256906 | 11/1/2023 | (8.65) |
| Gordon Food Service, Inc | 230307936 | 2401747 | 256906 | 11/1/2023 | 1,196.37 |
| Gordon Food Service, Inc | 230307938 | 2401747 | 256906 | 11/1/2023 | 1,042.32 |
| Gordon Food Service, Inc | 230273463 | 2401747 | 256906 | 11/1/2023 | 453.81 |
| Gordon Food Service, Inc | 230273464 | 2401747 | 256906 | 11/1/2023 | 51.70 |
| Gordon Food Service, Inc | 230273466 | 2401747 | 256906 | 11/1/2023 | 902.33 |
| Gordon Food Service, Inc | 230273467 | 2401747 | 256906 | 11/1/2023 | 130.87 |
| Gordon Food Service, Inc | 230273468 | 2401747 | 256906 | 11/1/2023 | 1,308.72 |
| Gordon Food Service, Inc | 230273469 | 2401747 | 256906 | 11/1/2023 | 1,114.34 |
| Gordon Food Service, Inc | 230273470 | 2401747 | 256906 | 11/1/2023 | 4,055.16 |
| Gordon Food Service, Inc | 230273471 | 2401747 | 256906 | 11/1/2023 | 1,323.01 |
| Gordon Food Service, Inc | 230273472 | 2401747 | 256906 | 11/1/2023 | 986.57 |
| Gordon Food Service, Inc | 230273473 | 2401747 | 256906 | 11/1/2023 | 590.65 |
| Gordon Food Service, Inc | 230273474 | 2401747 | 256906 | 11/1/2023 | 12.86 |
| Gordon Food Service, Inc | 230273475 | 2401747 | 256906 | 11/1/2023 | 54.05 |
| Gordon Food Service, Inc | 230273477 | 2401747 | 256906 | 11/1/2023 | 10.64 |
| Gordon Food Service, Inc | 230273478 | 2401747 | 256906 | 11/1/2023 | 145.18 |
| Gordon Food Service, Inc | 230273479 | 2401747 | 256906 | 11/1/2023 | 1,226.22 |
| Gordon Food Service, Inc | 230273480 | 2401747 | 256906 | 11/1/2023 | 3,481.59 |
| Gordon Food Service, Inc | 230273481 | 2401747 | 256906 | 11/1/2023 | 12.86 |
| Gordon Food Service, Inc | 230275965 | 2401747 | 256906 | 11/1/2023 | 12.86 |
| Gordon Food Service, Inc | 18510487 | 2401745 | 256906 | 11/1/2023 | (23.03) |
| Gordon Food Service, Inc | 18510488 | 2401745 | 256906 | 11/1/2023 | (19.58) |
| Gordon Food Service, Inc | 18510519 | 2401745 | 256906 | 11/1/2023 | (12.23) |
| Gordon Food Service, Inc | 229784075 | 2401745 | 256906 | 11/1/2023 | (8.00) |
| Gordon Food Service, Inc | 18510494 | 2401747 | 256906 | 11/1/2023 | (7.70) |
| Gordon Food Service, Inc | 230273476 | 2401747 | 256906 | 11/1/2023 | 73.72 |
| Gordon Food Service, Inc | 230275962 | 2401747 | 256906 | 11/1/2023 | 621.07 |
| Gordon Food Service, Inc | 18510501 | 2401934 | 256906 | 11/1/2023 | (20.38) |
| Gordon Food Service, Inc | 18510507 | 2401934 | 256906 | 11/1/2023 | (24.46) |
| Gordon Food Service, Inc | 18510508 | 2401934 | 256906 | 11/1/2023 | (38.38) |
| Gordon Food Service, Inc | 230243879 | 2401746 | 256906 | 11/1/2023 | 727.12 |

Expenditure Summary Report

From Date: 10/19/2023
To Date: 11/14/2023

| Vendor | Invoice | PO No. | Check No. | Check Date | Amount |
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| Gordon Food Service, Inc | 230243891 | 2401746 | 256906 | 11/1/2023 | 12.86 |
| Gordon Food Service, Inc | 230253125 | 2401746 | 256906 | 11/1/2023 | 1,319.84 |
| Gordon Food Service, Inc | 230253131 | 2401746 | 256906 | 11/1/2023 | 5,231.77 |
| Gordon Food Service, Inc | 230256477 | 2401746 | 256906 | 11/1/2023 | 1,145.94 |
| Gordon Food Service, Inc | 230256480 | 2401746 | 256906 | 11/1/2023 | 1,170.39 |
| Gordon Food Service, Inc | 230256484 | 2401746 | 256906 | 11/1/2023 | 1,377.89 |
| Gordon Food Service, Inc | 230256485 | 2401746 | 256906 | 11/1/2023 | 1,375.56 |
| Gordon Food Service, Inc | 230256486 | 2401746 | 256906 | 11/1/2023 | 2,408.95 |
| Gordon Food Service, Inc | 230256487 | 2401746 | 256906 | 11/1/2023 | 60.21 |
| Gordon Food Service, Inc | 230256488 | 2401746 | 256906 | 11/1/2023 | 12.86 |
| Gordon Food Service, Inc | 230256489 | 2401746 | 256906 | 11/1/2023 | 25.72 |
| Gordon Food Service, Inc | 230256491 | 2401746 | 256906 | 11/1/2023 | 38.62 |
| Gordon Food Service, Inc | 230256492 | 2401746 | 256906 | 11/1/2023 | 1,172.71 |
| Gordon Food Service, Inc | 230256493 | 2401746 | 256906 | 11/1/2023 | 1,559.35 |
| Gordon Food Service, Inc | 230256494 | 2401746 | 256906 | 11/1/2023 | 1,214.49 |
| Gordon Food Service, Inc | 230256495 | 2401746 | 256906 | 11/1/2023 | 25.72 |
| Gordon Food Service, Inc | 230256496 | 2401746 | 256906 | 11/1/2023 | 1,335.76 |
| Gordon Food Service, Inc | 18504228 | 2401935 | 256906 | 11/1/2023 | (23.03) |
| Gordon Food Service, Inc | 2401746 | 2401746 | 256906 | 11/1/2023 | (9.58) |
| Gordon Food Service, Inc | 230216132 | 2401745 | 256906 | 11/1/2023 | 1,197.56 |
| Gordon Food Service, Inc | 230216470 | 2401745 | 256906 | 11/1/2023 | 226.91 |
| Gordon Food Service, Inc | 230216474 | 2401745 | 256906 | 11/1/2023 | 756.89 |
| Gordon Food Service, Inc | 230216475 | 2401745 | 256906 | 11/1/2023 | 3,732.81 |
| Gordon Food Service, Inc | 230216479 | 2401745 | 256906 | 11/1/2023 | 3,133.36 |
| Gordon Food Service, Inc | 18474991 | 2401745 | 256906 | 11/1/2023 | (67.12) |
| Gordon Food Service, Inc | 1847500 | 2401745 | 256906 | 11/1/2023 | (42.10) |
| Gordon Food Service, Inc | 230216130 | 2401745 | 256906 | 11/1/2023 | 416.02 |
| Gordon Food Service, Inc | 230192699 | 2401745 | 256906 | 11/1/2023 | 804.66 |
| Gordon Food Service, Inc | 230192704 | 2401745 | 256906 | 11/1/2023 | 4,743.37 |
| Gordon Food Service, Inc | 230204131 | 2401745 | 256906 | 11/1/2023 | 173.61 |
| Gordon Food Service, Inc | 230204136 | 2401745 | 256906 | 11/1/2023 | 4,206.98 |
| Gordon Food Service, Inc | 230165837 | 2401745 | 256906 | 11/1/2023 | 1,018.96 |
| Gordon Food Service, Inc | 230165848 | 2401745 | 256906 | 11/1/2023 | 2,749.44 |
| Gordon Food Service, Inc | 230165850 | 2401745 | 256906 | 11/1/2023 | 406.29 |
| Gordon Food Service, Inc | 230165851 | 2401745 | 256906 | 11/1/2023 | 184.95 |
| Gordon Food Service, Inc | 230168728 | 2401745 | 256906 | 11/1/2023 | 997.40 |
| Gordon Food Service, Inc | 230168733 | 2401745 | 256906 | 11/1/2023 | 2,856.24 |
| Gordon Food Service, Inc | 18488760 | 2401745 | 256906 | 11/1/2023 | (65.54) |
| Gordon Food Service, Inc | 18482014 | 2401747 | 256906 | 11/1/2023 | (9.58) |
| Gordon Food Service, Inc | 18482553 | 2401747 | 256906 | 11/1/2023 | (34.56) |
| Gordon Food Service, Inc | 18478326 | 2401746 | 256906 | 11/1/2023 | (65.54) |
| Gordon Food Service, Inc | 18474954 | 2401745 | 256906 | 11/1/2023 | (5.29) |
| Gordon Food Service, Inc | 18475077 | 2401745 | 256906 | 11/1/2023 | (2.55) |
| Gordon Food Service, Inc | 18474981 | 2401747 | 256906 | 11/1/2023 | (24.56) |
| Gordon Food Service, Inc | 18475092 | 2401747 | 256906 | 11/1/2023 | (28.79) |
| Gordon Food Service, Inc | 18446915 | 2401745 | 256906 | 11/1/2023 | (131.30) |
| Gordon Food Service, Inc | 18466719 | 2401745 | 256906 | 11/1/2023 | (174.20) |
| Gordon Food Service, Inc | 18467646 | 2401745 | 256906 | 11/1/2023 | (9.36) |
| Gordon Food Service, Inc | 18467644 | 2401747 | 256906 | 11/1/2023 | (25.33) |
| Gordon Food Service, Inc | 18454670 | 2401746 | 256906 | 11/1/2023 | (68.98) |
| Gordon Food Service, Inc | 18455938 | 2401746 | 256906 | 11/1/2023 | (62.34) |
| Gordon Food Service, Inc | 18456173 | 2401746 | 256906 | 11/1/2023 | (64.50) |
| Gordon Food Service, Inc | 18458460 | 2401746 | 256906 | 11/1/2023 | (89.67) |
| Gordon Food Service, Inc | 18451614 | 2401747 | 256906 | 11/1/2023 | (12.86) |
| Gordon Food Service, Inc | 18449638 | 2401745 | 256906 | 11/1/2023 | (61.82) |
| Gordon Food Service, Inc | 18449646 | 2401745 | 256906 | 11/1/2023 | (5.89) |
| Gordon Food Service, Inc | 18448000 | 2401746 | 256906 | 11/1/2023 | (9.44) |
| Gordon Food Service, Inc | 18448004 | 2401746 | 256906 | 11/1/2023 | (29.71) |
| Gordon Food Service, Inc | 18448157 | 2401746 | 256906 | 11/1/2023 | (69.09) |

Expenditure Summary Report

From Date: 10/19/2023
To Date: 11/14/2023

| Vendor | Invoice | PO No. | Check No. | Check Date | Amount |
|---|---------------------|---------|-----------|------------|-------------------|
| Gordon Food Service, Inc | 18448160 | 2401746 | 256906 | 11/1/2023 | (50.67) |
| | 18448009 | 2401747 | 256906 | 11/1/2023 | (18.65) |
| | 18448112 | 2401747 | 256906 | 11/1/2023 | (2.30) |
| | 18448122 | 2401747 | 256906 | 11/1/2023 | (5.89) |
| | 18448155 | 2401747 | 256906 | 11/1/2023 | (23.10) |
| | 18449643 | 2401747 | 256906 | 11/1/2023 | (23.60) |
| | 18441547 | 2401747 | 256906 | 11/1/2023 | (17.69) |
| | 18440286 | 2401746 | 256906 | 11/1/2023 | (11.52) |
| | 18440755 | 2401746 | 256906 | 11/1/2023 | (98.11) |
| | 18440757 | 2401747 | 256906 | 11/1/2023 | (49.51) |
| | 18433128 | 2401745 | 256906 | 11/1/2023 | (17.35) |
| | 996849 | 2401935 | 256906 | 11/1/2023 | (378.97) |
| | 998177 | 2401935 | 256906 | 11/1/2023 | (75.79) |
| CB254822 | 2401936 | 256906 | 11/1/2023 | 7.34 | |
| Gordon Food Service, Inc Total | | | | | 196,897.86 |
| Gotschall, Heather L | Shoes & Poms | (blank) | 47848 | 11/9/2023 | 1,755.76 |
| | Various Items 11/23 | (blank) | 47848 | 11/9/2023 | 641.95 |
| | Reimb Various | (blank) | 47809 | 10/25/2023 | 743.47 |
| Gotschall, Heather L Total | | | | | 3,141.18 |
| Grainger Parts Operations Ww Graing | 9866354526 | 2401728 | 256907 | 11/1/2023 | 235.34 |
| | 9866420913 | 2401728 | 256907 | 11/1/2023 | 323.86 |
| | 9860328203 | 2401728 | 256907 | 11/1/2023 | 150.43 |
| | 985615916 | 2401728 | 256907 | 11/1/2023 | (24.00) |
| | 9852693184 | 2401728 | 256907 | 11/1/2023 | 139.58 |
| | 9846293356 | 2401728 | 256907 | 11/1/2023 | 135.52 |
| Grainger Parts Operations Ww Graing Total | | | | | 960.73 |
| Granite City Community School District 9 | V46790197 | (blank) | 20724 | 10/27/2023 | 400.00 |
| Granite City Community School District 9 Total | | | | | 400.00 |
| Griffin, Jade Marie | V726459 | 2401819 | 256908 | 11/1/2023 | 49.23 |
| Griffin, Jade Marie Total | | | | | 49.23 |
| Grubic, Angela Marie | MILES202309 | (blank) | 256838 | 11/1/2023 | 182.81 |
| Grubic, Angela Marie Total | | | | | 182.81 |
| Habegger, Cali | 3582 | 2401955 | 256909 | 11/1/2023 | 167.70 |
| | 3610 | 2401955 | 256909 | 11/1/2023 | 167.70 |
| Habegger, Cali Total | | | | | 335.40 |
| Hadfield, Jennifer N | V43749388 | (blank) | 7249 | 10/31/2023 | 12.98 |
| Hadfield, Jennifer N Total | | | | | 12.98 |
| Hafermann, Eduard P | Big 12 tech | (blank) | 47383 | 11/6/2023 | 200.00 |
| | IBCA Coaches | (blank) | 47334 | 10/20/2023 | 95.00 |
| | Coaches mtg | (blank) | 47334 | 10/20/2023 | 39.64 |
| Hafermann, Eduard P Total | | | | | 334.64 |
| Hafermann, Tera L | Book pumpkin | (blank) | 47365 | 10/31/2023 | 92.30 |
| | IMC misc 2 | (blank) | 47352 | 10/25/2023 | 186.67 |
| Hafermann, Tera L Total | | | | | 278.97 |
| Hailey, Marisa Gabrielle | V96099071 | (blank) | 3004 | 10/19/2023 | 37.50 |
| Hailey, Marisa Gabrielle Total | | | | | 37.50 |
| Hall, Kaitlin R | SSP Culinary | (blank) | 47374 | 11/1/2023 | 26.42 |
| Hall, Kaitlin R Total | | | | | 26.42 |

Expenditure Summary Report

From Date: 10/19/2023
To Date: 11/14/2023

| Vendor | Invoice | PO No. | Check No. | Check Date | Amount | |
|---|------------------|---------|-----------|------------|-------------------|-----------|
| Harms, Cheryl Lynne | MILES202310 | (blank) | 256839 | 11/1/2023 | 6.09 | |
| Harms, Cheryl Lynne Total | | | | | 6.09 | |
| Harr, Matthew | MILES202308 | (blank) | 256840 | 11/1/2023 | 22.66 | |
| Harr, Matthew Total | | | | | 22.66 | |
| Harris, Elizabeth Rae | Ag Bio | (blank) | 47823 | 11/1/2023 | 2,260.51 | |
| | Convention/rodeo | (blank) | 47823 | 11/1/2023 | 1,791.51 | |
| | Reg & Supplies | (blank) | 47823 | 11/1/2023 | 172.37 | |
| | V675539 | 2401912 | 256910 | 11/1/2023 | 77.86 | |
| Harris, Elizabeth Rae Total | | | | | 4,302.25 | |
| Hartry, Chad | REMB101823 | (blank) | 256841 | 11/1/2023 | 230.00 | |
| Hartry, Chad Total | | | | | 230.00 | |
| Harvard Mock Trial Association | Mock Trial Camp | (blank) | 47366 | 10/31/2023 | 3,217.50 | |
| Harvard Mock Trial Association Total | | | | | 3,217.50 | |
| Hassel, Steve | Reimb Keys | (blank) | 47810 | 10/25/2023 | 45.06 | |
| Hassel, Steve Total | | | | | 45.06 | |
| Hawkins, Christopher | V88579692 | (blank) | 22203 | 11/8/2023 | 29.90 | |
| | BFS Cards | (blank) | 47361 | 10/27/2023 | 128.00 | |
| Hawkins, Christopher Total | | | | | 157.90 | |
| Hawkins, Inc. | | 6595138 | 2401749 | 256911 | 11/1/2023 | 1,142.80 |
| | | 6595198 | 2401749 | 256911 | 11/1/2023 | 1,512.19 |
| Hawkins, Inc. Total | | | | | 2,654.99 | |
| Hays, Caitlin D | FFA Shop | (blank) | 47391 | 11/9/2023 | 61.00 | |
| | Natl Convention | (blank) | 47367 | 10/31/2023 | 142.68 | |
| | FFA supplies | (blank) | 47362 | 10/27/2023 | 7.06 | |
| | Oct Mtg Supplies | (blank) | 47335 | 10/20/2023 | 203.18 | |
| Hays, Caitlin D Total | | | | | 413.92 | |
| Hazewinkel, Lisa M | V71260798 | (blank) | 7247 | 10/20/2023 | 45.00 | |
| Hazewinkel, Lisa M Total | | | | | 45.00 | |
| Health Alliance Medical Plans | 00366-017 | 2401866 | 256912 | 11/1/2023 | 103,310.00 | |
| Health Alliance Medical Plans Total | | | | | 103,310.00 | |
| Heidemann, Elizabeth Anne | Costumes | (blank) | 47392 | 11/9/2023 | 67.96 | |
| Heidemann, Elizabeth Anne Total | | | | | 67.96 | |
| Heinemann | Q527180 | 2401958 | 256913 | 11/1/2023 | 1,962.40 | |
| | Q527133 | 2401794 | 256913 | 11/1/2023 | 2,107.35 | |
| Heinemann Total | | | | | 4,069.75 | |
| Heller, Hattie | Reimbursement | (blank) | 47368 | 10/31/2023 | 24.00 | |
| Heller, Hattie Total | | | | | 24.00 | |
| Heritage Machine & Welding Inc | | 49719 | 2401843 | 256914 | 11/1/2023 | 1,820.69 |
| Heritage Machine & Welding Inc Total | | | | | 1,820.69 | |
| Hermes Service & Sales | | 628064 | 2401656 | 256915 | 11/1/2023 | 13,960.00 |
| Hermes Service & Sales Total | | | | | 13,960.00 | |
| Herren, Kelly Lynn | V865937 | 2401727 | 256916 | 11/1/2023 | 20.13 | |

Expenditure Summary Report

From Date: 10/19/2023
To Date: 11/14/2023

| Vendor | Invoice | PO No. | Check No. | Check Date | Amount | |
|--|----------------------|---------|-----------|------------|------------------|----------|
| Herren, Kelly Lynn Total | | | | | 20.13 | |
| Hicksgas Bloomington | HG033643 | 2401832 | 256917 | 11/1/2023 | 137.74 | |
| Hicksgas Bloomington Total | | | | | 137.74 | |
| Higby, Valerie Maria | German Exam | (blank) | 47409 | 11/13/2023 | 176.00 | |
| Higby, Valerie Maria Total | | | | | 176.00 | |
| Highland, Abby Elizabeth | Senior Night | (blank) | 47353 | 10/25/2023 | 131.92 | |
| Highland, Abby Elizabeth Total | | | | | 131.92 | |
| Hill Radio | 2023-17492 | 2401734 | 256918 | 11/1/2023 | 90.00 | |
| Hill Radio Total | | | | | 90.00 | |
| Hoder, Matthew | Golf Banquet | (blank) | 47410 | 11/13/2023 | 423.32 | |
| | Golf Misc | (blank) | 47336 | 10/20/2023 | 172.76 | |
| Hoder, Matthew Total | | | | | 596.08 | |
| Holder, Robert | Soccer Concessions | (blank) | 47369 | 10/31/2023 | 124.72 | |
| Holder, Robert Total | | | | | 124.72 | |
| Holt Supply Company | | 3415070 | 2401736 | 256919 | 11/1/2023 | 32.02 |
| Holt Supply Company Total | | | | | 32.02 | |
| Hospital Purchasing Service | LLC25173 | 2401860 | 256920 | 11/1/2023 | 3,275.00 | |
| | | 121711 | 2401937 | 256920 | 11/1/2023 | 2,718.30 |
| Hospital Purchasing Service Total | | | | | 5,993.30 | |
| Houchin, Patricia L | MILES202308 | (blank) | 256842 | 11/1/2023 | 52.66 | |
| | MILES202309 | (blank) | 256842 | 11/1/2023 | 74.60 | |
| Houchin, Patricia L Total | | | | | 127.26 | |
| Hudl | H00050446 | (blank) | 47393 | 11/9/2023 | 10,550.00 | |
| Hudl Total | | | | | 10,550.00 | |
| Huff, Chad R. | V24790147 | (blank) | 20712 | 10/20/2023 | 90.00 | |
| Huff, Chad R. Total | | | | | 90.00 | |
| Huff, Travis J. | V35092119 | (blank) | 20713 | 10/20/2023 | 90.00 | |
| Huff, Travis J. Total | | | | | 90.00 | |
| Hughes, Levi | FFA Fair 2 | (blank) | 47337 | 10/20/2023 | 72.41 | |
| Hughes, Levi Total | | | | | 72.41 | |
| Icca 6 | V974395 | 2401964 | 256921 | 11/1/2023 | 75.00 | |
| Icca 6 Total | | | | | 75.00 | |
| IESA Illinois Elementary School Asn | V17370940 | (blank) | 15151 | 10/26/2023 | 150.00 | |
| | V45406663 | (blank) | 22185 | 10/26/2023 | 160.00 | |
| | V85103702 | (blank) | 22178 | 10/20/2023 | 75.00 | |
| IESA Illinois Elementary School Asn Total | | | | | 385.00 | |
| Illini Supply Inc | | 14495 | 2401925 | 256922 | 11/1/2023 | 2,675.70 |
| Illini Supply Inc Total | | | | | 2,675.70 | |
| Illinois Ffa | CDE Registers | (blank) | 47824 | 11/1/2023 | 96.00 | |
| Illinois Ffa Total | | | | | 96.00 | |
| Illinois High School Association | 2nd round FB admissi | (blank) | 47849 | 11/9/2023 | 9,125.68 | |

Expenditure Summary Report

From Date: 10/19/2023
To Date: 11/14/2023

| Vendor | Invoice | PO No. | Check No. | Check Date | Amount |
|---|-------------------|--------------------|-----------|------------|------------------|
| Illinois High School Association | Sectional Soccer | (blank) | 47394 | 11/9/2023 | 60.00 |
| | 1st rd FB income | (blank) | 47825 | 11/1/2023 | 5,107.22 |
| | Streaming rights | (blank) | 47825 | 11/1/2023 | 325.00 |
| | | 34165 (blank) | 47370 | 10/31/2023 | 805.38 |
| | Playoff Streaming | (blank) | 47811 | 10/25/2023 | 250.00 |
| Illinois High School Association Total | | | | | 15,673.28 |
| Illinois Music Education Association | V56363537 | (blank) | 24923 | 11/6/2023 | 128.00 |
| Illinois Music Education Association Total | | | | | 128.00 |
| Illinois Oil Marketing Equipment, I | | 43838 2401983 | 256923 | 11/1/2023 | 830.50 |
| | | 43766 2401841 | 256923 | 11/1/2023 | 488.41 |
| Illinois Oil Marketing Equipment, I Total | | | | | 1,318.91 |
| Illinois School For The Deaf | ISD09302023EH | 2401942 | 256924 | 11/1/2023 | 3,321.54 |
| Illinois School For The Deaf Total | | | | | 3,321.54 |
| Illinois State University Band 1 | Mads Fest | (blank) | 47850 | 11/9/2023 | 150.00 |
| Illinois State University Band 1 Total | | | | | 150.00 |
| Ilmea | V41870797 | (blank) | 22180 | 10/23/2023 | 88.00 |
| Ilmea Total | | | | | 88.00 |
| Ilmea State Office | | 46888 (blank) | 15142 | 10/20/2023 | 80.00 |
| | | V32784810 (blank) | 3005 | 10/19/2023 | 80.00 |
| Ilmea State Office Total | | | | | 160.00 |
| Interstate All Battery Center | | 1.9004E+13 2401908 | 256925 | 11/1/2023 | 705.20 |
| | | 1.9004E+12 2401908 | 256925 | 11/1/2023 | 185.00 |
| | | 1.9004E+12 2401908 | 256925 | 11/1/2023 | 239.99 |
| | | 1.9004E+12 2401908 | 256925 | 11/1/2023 | 115.76 |
| | | 1.9004E+12 2401836 | 256925 | 11/1/2023 | 149.95 |
| Interstate All Battery Center Total | | | | | 1,395.90 |
| Ironwood Golf Course | 12015-1 | (blank) | 47826 | 11/1/2023 | 2,720.00 |
| | | 12015 (blank) | 47375 | 11/1/2023 | 3,247.00 |
| Ironwood Golf Course Total | | | | | 5,967.00 |
| J Spencer Construction Llc | | 1984 2401853 | 256926 | 11/1/2023 | 714.00 |
| | | 2003 2401853 | 256926 | 11/1/2023 | 714.00 |
| J Spencer Construction Llc Total | | | | | 1,428.00 |
| J W Pepper & Sons Incorp | V70552141 | (blank) | 6670 | 11/3/2023 | 25.00 |
| J W Pepper & Sons Incorp Total | | | | | 25.00 |
| Jc Screenprinting | | 10279 (blank) | 47411 | 11/13/2023 | 654.50 |
| | | V63763379 (blank) | 22196 | 10/30/2023 | 980.96 |
| | | V41828253 (blank) | 6661 | 10/30/2023 | 1,056.31 |
| | | V36999870 (blank) | 6661 | 10/30/2023 | 350.80 |
| | | V38837733 (blank) | 22186 | 10/26/2023 | 226.89 |
| | | V82871234 (blank) | 22186 | 10/26/2023 | 215.25 |
| Jc Screenprinting Total | | | | | 3,484.71 |
| Jerome, Ruth H | V62542406 | (blank) | 6662 | 10/30/2023 | 345.00 |
| Jerome, Ruth H Total | | | | | 345.00 |
| Jmo Modular Llc. | 36319.R1 | 2401890 | 256927 | 11/1/2023 | 27,561.43 |
| | 36319-R1. | 2401891 | 256927 | 11/1/2023 | 27,561.43 |
| Jmo Modular Llc. Total | | | | | 55,122.86 |

Expenditure Summary Report

From Date: 10/19/2023
To Date: 11/14/2023

| Vendor | Invoice | PO No. | Check No. | Check Date | Amount |
|--|--------------------|---------|-----------|------------|------------------|
| Johns, Sara Lyn | V76632083 | (blank) | 2826 | 10/21/2023 | 50.00 |
| Johns, Sara Lyn Total | | | | | 50.00 |
| Johnson Controls Fire Protection Lp | 41640008 | 2401916 | 256824 | 10/24/2023 | 3,434.89 |
| | 41640009 | 2401916 | 256824 | 10/24/2023 | 2,524.52 |
| Johnson Controls Fire Protection Lp Total | | | | | 5,959.41 |
| Johnstone Supply | 616-S100388516.001 | 2401748 | 256928 | 11/1/2023 | 185.16 |
| | 616-S100386758.001 | 2401748 | 256928 | 11/1/2023 | 1,259.81 |
| | 616-S100387527.001 | 2401748 | 256928 | 11/1/2023 | 31.78 |
| | 616-S100386058.001 | 2401748 | 256928 | 11/1/2023 | 148.82 |
| | 616-S100385895.001 | 2401900 | 256928 | 11/1/2023 | 14.72 |
| | 616-S100385894.001 | 2401748 | 256928 | 11/1/2023 | 14.72 |
| | 616-S100385319.001 | 2401748 | 256928 | 11/1/2023 | 21.54 |
| Johnstone Supply Total | | | | | 1,676.55 |
| Joliet West High School | V449134 | (blank) | 126958 | 11/10/2023 | 250.00 |
| Joliet West High School Total | | | | | 250.00 |
| Jones, Amy L | MILES202308 | (blank) | 256843 | 11/1/2023 | 39.37 |
| | MILES202309 | (blank) | 256843 | 11/1/2023 | 40.87 |
| Jones, Amy L Total | | | | | 80.24 |
| Jones, Suzanne Marie | V814429 | 2401629 | 256929 | 11/1/2023 | 18.99 |
| Jones, Suzanne Marie Total | | | | | 18.99 |
| Kagy, Tara M | V23762925 | (blank) | 9487 | 10/30/2023 | 22.99 |
| Kagy, Tara M Total | | | | | 22.99 |
| Kaufman, Trevor Allen | Plasma Cutter | (blank) | 47851 | 11/9/2023 | 400.00 |
| | Speaker/charger | (blank) | 47851 | 11/9/2023 | 186.59 |
| Kaufman, Trevor Allen Total | | | | | 586.59 |
| Kearfott, Nicolas | FB Hospitality | (blank) | 47827 | 11/1/2023 | 226.31 |
| | Hosp FB Playoff | (blank) | 47827 | 11/1/2023 | 425.04 |
| | Itunes 10/2023 | (blank) | 47798 | 10/23/2023 | 10.99 |
| Kearfott, Nicolas Total | | | | | 662.34 |
| Kele, Inc. | INV3663107 | 2401750 | 256930 | 11/1/2023 | 484.16 |
| Kele, Inc. Total | | | | | 484.16 |
| Kelley Lett, Dawn Marie | MILES202308 | (blank) | 256844 | 11/1/2023 | 147.64 |
| | MILES202309 | (blank) | 256844 | 11/1/2023 | 211.89 |
| Kelley Lett, Dawn Marie Total | | | | | 359.53 |
| Ken'S Oil Service, Inc. | 928613 | 2401985 | 256931 | 11/1/2023 | 28,071.00 |
| | K535372 | 2401986 | 256931 | 11/1/2023 | 1,254.90 |
| | K535923 | 2401985 | 256931 | 11/1/2023 | 4,151.25 |
| | K535780 | 2401913 | 256931 | 11/1/2023 | 2,303.04 |
| | 508176875 | 2401913 | 256931 | 11/1/2023 | 26,707.32 |
| | K535438 | 2401851 | 256931 | 11/1/2023 | 1,659.28 |
| | K535279 | 2401839 | 256931 | 11/1/2023 | 2,692.30 |
| | 926341 | 2401839 | 256931 | 11/1/2023 | 25,483.05 |
| | K534669 | 2401839 | 256931 | 11/1/2023 | 1,092.55 |
| | K534980 | 2401839 | 256931 | 11/1/2023 | 2,563.01 |
| Ken'S Oil Service, Inc. Total | | | | | 95,977.70 |
| Kerr, Ryan D | Drama Mtg | (blank) | 47395 | 11/9/2023 | 96.31 |

Expenditure Summary Report

From Date: 10/19/2023
To Date: 11/14/2023

| Vendor | Invoice | PO No. | Check No. | Check Date | Amount |
|---|----------------|--------------|-----------|------------|-----------------|
| Kerr, Ryan D Total | | | | | 96.31 |
| Kerr, Scott | V18849993 | (blank) | 20714 | 10/20/2023 | 90.00 |
| Kerr, Scott Total | | | | | 90.00 |
| Kerr, Sean C | Signs | (blank) | 47384 | 11/6/2023 | 250.00 |
| | V315986 | 2401932 | 256932 | 11/1/2023 | 21.47 |
| Kerr, Sean C Total | | | | | 271.47 |
| Kieser, Amy J | FFA Fair 5 | (blank) | 47338 | 10/20/2023 | 100.92 |
| Kieser, Amy J Total | | | | | 100.92 |
| Kieser, Jenna | FFA Fair 1 | (blank) | 47339 | 10/20/2023 | 103.11 |
| Kieser, Jenna Total | | | | | 103.11 |
| Kietzman, Julie | V99573123 | (blank) | 6655 | 10/23/2023 | 249.70 |
| | V61655895 | (blank) | 6653 | 10/19/2023 | 315.96 |
| Kietzman, Julie Total | | | | | 565.66 |
| King, Donald G. | V383921 | (blank) | 126950 | 11/6/2023 | 100.00 |
| King, Donald G. Total | | | | | 100.00 |
| King'S Embroidery | | 1106 (blank) | 9488 | 10/30/2023 | 262.50 |
| King'S Embroidery Total | | | | | 262.50 |
| Kingsley Junior High School | V71401743 | (blank) | 15188 | 11/9/2023 | 640.00 |
| | V66322174 | (blank) | 15177 | 11/2/2023 | 100.00 |
| | V61060067 | (blank) | 15164 | 11/1/2023 | 150.00 |
| | V7157514 | (blank) | 15173 | 11/1/2023 | 100.00 |
| | V60658926 | (blank) | 15148 | 10/25/2023 | 200.00 |
| Kingsley Junior High School Total | | | | | 1,190.00 |
| Kintner, Rachael E | V41257355 | (blank) | 22187 | 10/26/2023 | 161.61 |
| Kintner, Rachael E Total | | | | | 161.61 |
| Klockenga-Goss, Rhonda S | V44735108 | (blank) | 24907 | 10/24/2023 | 360.00 |
| Klockenga-Goss, Rhonda S Total | | | | | 360.00 |
| Klokkenga, Jason | V58816901 | (blank) | 15189 | 11/9/2023 | 45.00 |
| | V34453539 | (blank) | 15174 | 11/1/2023 | 180.00 |
| | V11755986 | (blank) | 15156 | 10/30/2023 | 90.00 |
| | FMP Pizza | (blank) | 47348 | 10/23/2023 | 195.72 |
| Klokkenga, Jason Total | | | | | 510.72 |
| Klokkenga, Kathryn Elizabeth | V169411 | 2401928 | 256933 | 11/1/2023 | 13.28 |
| | V76281802 | (blank) | 24909 | 10/25/2023 | 84.36 |
| | V387147 | 2401780 | 256933 | 11/1/2023 | 72.13 |
| Klokkenga, Kathryn Elizabeth Total | | | | | 169.77 |
| Kone Inc | 1158612624 | 2401830 | 256934 | 11/1/2023 | 325.00 |
| | 1158612625 | 2401830 | 256934 | 11/1/2023 | 325.00 |
| | 1158612006 | 2401830 | 256934 | 11/1/2023 | 104.00 |
| | 871160584 | 2401830 | 256934 | 11/1/2023 | 1,046.31 |
| | 871160585 | 2401830 | 256934 | 11/1/2023 | 1,046.31 |
| Kone Inc Total | | | | | 2,846.62 |
| Konopasek, Christine Marie | Misc 10/27/23 | (blank) | 47828 | 11/1/2023 | 60.60 |
| | Reimb 10/23/23 | (blank) | 47799 | 10/23/2023 | 276.57 |
| Konopasek, Christine Marie Total | | | | | 337.17 |

Expenditure Summary Report

From Date: 10/19/2023
To Date: 11/14/2023

| Vendor | Invoice | PO No. | Check No. | Check Date | Amount | |
|--|-------------------|----------|-----------|------------|-----------------|--------|
| Kraft, Mackenzie | V449884 | 2401911 | 256935 | 11/1/2023 | 30.01 | |
| | V274273 | 2401418 | 256935 | 11/1/2023 | 268.27 | |
| Kraft, Mackenzie Total | | | | | 298.28 | |
| Kuethe, Marisa | Reimbursement 3 | (blank) | 47376 | 11/1/2023 | 188.36 | |
| Kuethe, Marisa Total | | | | | 188.36 | |
| Kupferschmid, Hannah I | MILES202309 | (blank) | 256845 | 11/1/2023 | 49.26 | |
| Kupferschmid, Hannah I Total | | | | | 49.26 | |
| Lane, Bruce | Accompany Service | (blank) | 47412 | 11/13/2023 | 100.00 | |
| Lane, Bruce Total | | | | | 100.00 | |
| Large Unit Dist Assoc (Luda) | | 1623 | 2401846 | 256936 | 11/1/2023 | 198.00 |
| Large Unit Dist Assoc (Luda) Total | | | | | 198.00 | |
| Lasalle-Peru High School | V14544807 | (blank) | 20725 | 10/27/2023 | 100.00 | |
| Lasalle-Peru High School Total | | | | | 100.00 | |
| Lawent, Jessica L | V41445446 | (blank) | 22188 | 10/26/2023 | 360.00 | |
| Lawent, Jessica L Total | | | | | 360.00 | |
| Leathery, David | V8629409 | (blank) | 24921 | 11/6/2023 | 225.00 | |
| Leathery, David Total | | | | | 225.00 | |
| Lee, Andrea Bernice | V992901 | (blank) | 5135 | 10/27/2023 | 225.00 | |
| Lee, Andrea Bernice Total | | | | | 225.00 | |
| Lemont Bromberek Csd 113A | V631494 | 2401968 | 256937 | 11/1/2023 | 200.00 | |
| Lemont Bromberek Csd 113A Total | | | | | 200.00 | |
| Leverton, Doris Melinda | V21610191 | (blank) | 15190 | 11/9/2023 | 41.42 | |
| | V99879827 | (blank) | 15165 | 11/1/2023 | 90.72 | |
| | V86774615 | (blank) | 15134 | 10/19/2023 | 24.52 | |
| Leverton, Doris Melinda Total | | | | | 156.66 | |
| Lewis, Tykeylia | REMB101923 | (blank) | 256846 | 11/1/2023 | 109.00 | |
| Lewis, Tykeylia Total | | | | | 109.00 | |
| Lillge, Terence M | V55404481 | (blank) | 15166 | 11/1/2023 | 235.58 | |
| | V77338944 | (blank) | 15152 | 10/26/2023 | 204.80 | |
| | V24464494 | (blank) | 15135 | 10/19/2023 | 331.38 | |
| Lillge, Terence M Total | | | | | 771.76 | |
| Lincoln Community High School | V2475 | (blank) | 126959 | 11/10/2023 | 150.00 | |
| Lincoln Community High School Total | | | | | 150.00 | |
| Lincoln Community High School 1 | V88339495 | (blank) | 20726 | 10/27/2023 | 150.00 | |
| | V20197693 | (blank) | 20715 | 10/20/2023 | 250.00 | |
| Lincoln Community High School 1 Total | | | | | 400.00 | |
| Lincoln Prairie Behavioral Health C | 2021-18877 | 2401764 | 256938 | 11/1/2023 | 300.00 | |
| | 2021-18874 | 2401765 | 256938 | 11/1/2023 | 300.00 | |
| | 2021-18876 | 2401766 | 256938 | 11/1/2023 | 550.00 | |
| | 2021-18875 | 2401774 | 256938 | 11/1/2023 | 350.00 | |
| Lincoln Prairie Behavioral Health C Total | | | | | 1,500.00 | |
| Linde Gas & Equipment Inc. | | 38385265 | 2401812 | 256939 | 11/1/2023 | 80.35 |

Expenditure Summary Report

From Date: 10/19/2023
To Date: 11/14/2023

| Vendor | Invoice | PO No. | Check No. | Check Date | Amount |
|--|-------------------|---------|-----------|------------|-----------------|
| Linde Gas & Equipment Inc. | 38198380 | 2401812 | 256939 | 11/1/2023 | 26.61 |
| Linde Gas & Equipment Inc. Total | | | | | 106.96 |
| Literati, Inc | V82833242 | (blank) | 2831 | 11/6/2023 | 1,333.65 |
| Literati, Inc Total | | | | | 1,333.65 |
| Luginbuhl, Benjamin | Performance Dress | (blank) | 47852 | 11/9/2023 | 76.00 |
| | Various 11/2023 | (blank) | 47852 | 11/9/2023 | 444.78 |
| Luginbuhl, Benjamin Total | | | | | 520.78 |
| Mabry, Johnny | V325246 | (blank) | 126946 | 10/24/2023 | 65.00 |
| Mabry, Johnny Total | | | | | 65.00 |
| Macek, Michelle N | JV Choreo Prep | (blank) | 47853 | 11/9/2023 | 250.00 |
| Macek, Michelle N Total | | | | | 250.00 |
| Mackin Educational Fund | 832821 | 2401363 | 256940 | 11/1/2023 | 639.61 |
| | 832409 | 2401302 | 256940 | 11/1/2023 | 690.52 |
| Mackin Educational Fund Total | | | | | 1,330.13 |
| Maffett, Kevin | V27116271 | (blank) | 20716 | 10/20/2023 | 90.00 |
| Maffett, Kevin Total | | | | | 90.00 |
| Mahomet Seymour High School | V24429461 | (blank) | 20727 | 10/27/2023 | 300.00 |
| Mahomet Seymour High School Total | | | | | 300.00 |
| Marcfirst Pediatric Therapy | STMT10152023 | 2401940 | 256941 | 11/1/2023 | 1,664.34 |
| Marcfirst Pediatric Therapy Total | | | | | 1,664.34 |
| Marcopulos, Zachary | V72983481 | (blank) | 24913 | 10/30/2023 | 90.00 |
| Marcopulos, Zachary Total | | | | | 90.00 |
| Martin Sullivan Inc. | 1622673 | 2401792 | 256942 | 11/1/2023 | 791.13 |
| Martin Sullivan Inc. Total | | | | | 791.13 |
| Mascoutah High School | V994157 | (blank) | 126960 | 11/10/2023 | 300.00 |
| Mascoutah High School Total | | | | | 300.00 |
| Mason, Keith | V30951472 | (blank) | 24935 | 11/14/2023 | - |
| Mason, Keith Total | | | | | - |
| Maupin, Gregory | V100856 | (blank) | 126947 | 10/24/2023 | 65.00 |
| Maupin, Gregory Total | | | | | 65.00 |
| Mayes, Anna J | Yarn for activity | (blank) | 47812 | 10/25/2023 | 18.85 |
| Mayes, Anna J Total | | | | | 18.85 |
| Maynerich, Sara Ann | Candy | (blank) | 47371 | 10/31/2023 | 34.76 |
| Maynerich, Sara Ann Total | | | | | 34.76 |
| Mc Graw-Hill School Ed Holdings, LI | 1.30004E+11 | 2401933 | 256943 | 11/1/2023 | 46.53 |
| Mc Graw-Hill School Ed Holdings, LI Total | | | | | 46.53 |
| Mc Henry, Kimberly Ann | Reimbursement 2 | (blank) | 47377 | 11/1/2023 | 634.03 |
| Mc Henry, Kimberly Ann Total | | | | | 634.03 |
| Mc Lean County Glass & Mirror, Inc | 57543 | 2401733 | 256944 | 11/1/2023 | 147.50 |
| | 57544 | 2401814 | 256944 | 11/1/2023 | 1,475.00 |
| | 57545 | 2401814 | 256944 | 11/1/2023 | 875.40 |

Expenditure Summary Report

From Date: 10/19/2023
To Date: 11/14/2023

| Vendor | Invoice | PO No. | Check No. | Check Date | Amount |
|---|-------------------|---------|-----------|------------|------------------|
| Mc Lean County Glass & Mirror, Inc | 57450 | 2401814 | 256944 | 11/1/2023 | 184.50 |
| | 57512 | 2401814 | 256944 | 11/1/2023 | 650.40 |
| Mc Lean County Glass & Mirror, Inc Total | | | | | 3,332.80 |
| Mc Master-Carr Supply Co | 15691040 | 2401768 | 256945 | 11/1/2023 | 377.57 |
| | 15223933 | 2401768 | 256945 | 11/1/2023 | 81.12 |
| | 15030586 | 2401768 | 256945 | 11/1/2023 | 147.80 |
| | 14937663 | 2401768 | 256945 | 11/1/2023 | 740.64 |
| | 14842865 | 2401768 | 256945 | 11/1/2023 | 361.04 |
| | 14766126 | 2401768 | 256945 | 11/1/2023 | 132.15 |
| Mc Master-Carr Supply Co Total | | | | | 1,840.32 |
| McClure, Amelia A | FFA Fair 4 | (blank) | 47340 | 10/20/2023 | 151.39 |
| McClure, Amelia A Total | | | | | 151.39 |
| Mclean Co Unit Dist No 5 | Summer Camps | (blank) | 0 | 10/30/2023 | 12,595.00 |
| | V90165727 | (blank) | 5506 | 10/25/2023 | 120.00 |
| Mclean Co Unit Dist No 5 Total | | | | | 12,715.00 |
| Mclean County Asphalt Co, Inc | 74012 | 2401763 | 256946 | 11/1/2023 | 254.84 |
| Mclean County Asphalt Co, Inc Total | | | | | 254.84 |
| Mclean County Museum Of History | MCMH Membership | (blank) | 47385 | 11/6/2023 | 200.00 |
| Mclean County Museum Of History Total | | | | | 200.00 |
| Melson Sales & Consulting | 0008335-IN | 2401885 | 256947 | 11/1/2023 | 347.37 |
| Melson Sales & Consulting Total | | | | | 347.37 |
| Melton, Jerry D | 11-0135824 | 2401847 | 256948 | 11/1/2023 | 95.62 |
| Melton, Jerry D Total | | | | | 95.62 |
| Menards Lumber | 18763 (blank) | | 47354 | 10/25/2023 | 27.45 |
| | 19303 (blank) | | 47800 | 10/23/2023 | 19.98 |
| | 19645 2401949 | | 256949 | 11/1/2023 | 102.40 |
| | 16362 (blank) | | 47341 | 10/20/2023 | 40.86 |
| | 19022 2401863 | | 256949 | 11/1/2023 | 29.99 |
| | 19077 2401863 | | 256949 | 11/1/2023 | 2,325.78 |
| | 18970 2401946 | | 256949 | 11/1/2023 | 150.62 |
| | 18861 2401863 | | 256949 | 11/1/2023 | 51.42 |
| | 18259 2401863 | | 256949 | 11/1/2023 | 56.44 |
| | 18152 2401710 | | 256949 | 11/1/2023 | 16.97 |
| | 17867 2401710 | | 256949 | 11/1/2023 | 125.90 |
| | 17629 2401710 | | 256949 | 11/1/2023 | 171.87 |
| | 17692 2401710 | | 256949 | 11/1/2023 | 20.94 |
| | 17626 2401703 | | 256949 | 11/1/2023 | 232.71 |
| | 16961 2401710 | | 256949 | 11/1/2023 | 49.99 |
| Menards Lumber Total | | | | | 3,423.32 |
| Metro Fibernet Llc | STMT10082023 | 2401902 | 256950 | 11/1/2023 | 437.10 |
| Metro Fibernet Llc Total | | | | | 437.10 |
| Metsker, Catherine Jane | Official 10/23/23 | (blank) | 47801 | 10/23/2023 | 75.00 |
| Metsker, Catherine Jane Total | | | | | 75.00 |
| Meyer, Christine | REMB 10/18/2023 | (blank) | 256847 | 11/1/2023 | 20.00 |
| Meyer, Christine Total | | | | | 20.00 |
| Midamerican Energy | STMT10202023 | 2400002 | 256828 | 11/1/2023 | 65,546.42 |
| Midamerican Energy Total | | | | | 65,546.42 |

Expenditure Summary Report

From Date: 10/19/2023
To Date: 11/14/2023

| Vendor | Invoice | PO No. | Check No. | Check Date | Amount |
|--|----------------------|---------|------------|------------|-----------------|
| Midwest Equipment li | 697125 | 2401781 | 256951 | 11/1/2023 | 34.67 |
| | 693929 | 2401781 | 256951 | 11/1/2023 | 113.98 |
| | 693585 | 2401781 | 256951 | 11/1/2023 | 24.99 |
| | 693589 | 2401781 | 256951 | 11/1/2023 | 37.14 |
| Midwest Equipment li Total | | | | | 210.78 |
| Mier, Angela M | V755965 | 2401824 | 256952 | 11/1/2023 | 108.20 |
| Mier, Angela M Total | | | | | 108.20 |
| Miller Park Zoo | V40690650 | (blank) | 6360 | 10/19/2023 | 67.50 |
| Miller Park Zoo Total | | | | | 67.50 |
| Miller, Eric James | V602398 | (blank) | 126944 | 10/19/2023 | 65.00 |
| Miller, Eric James Total | | | | | 65.00 |
| Minerva Promotions | V31089368 | (blank) | 24918 | 11/3/2023 | 168.00 |
| | 100947 | (blank) | 47386 | 11/6/2023 | 630.00 |
| | 100948 | (blank) | 47386 | 11/6/2023 | 525.00 |
| | V24181220 | (blank) | 6666 | 11/1/2023 | 1,104.00 |
| | 100785 | (blank) | 47363 | 10/27/2023 | 476.00 |
| | V50076800 | (blank) | 24916 | 11/2/2023 | 848.00 |
| | V97253134 | (blank) | 22189 | 10/26/2023 | 572.00 |
| | I00663 | (blank) | 47813 | 10/25/2023 | 932.00 |
| V32520154 | (blank) | 24911 | 10/25/2023 | 1,737.30 | |
| Minerva Promotions Total | | | | | 6,992.30 |
| Mook, Stephanie Kay | V13169884 | (blank) | 4116 | 11/7/2023 | 150.88 |
| Mook, Stephanie Kay Total | | | | | 150.88 |
| Morton High School | V64226832 | (blank) | 20728 | 10/27/2023 | 250.00 |
| Morton High School Total | | | | | 250.00 |
| Morton Junior High | V457336 | 2401965 | 256953 | 11/1/2023 | 40.00 |
| | V93268902 | (blank) | 15149 | 10/25/2023 | 50.00 |
| Morton Junior High Total | | | | | 90.00 |
| Motion Industries, Inc | IL66-01008670 | 2401813 | 256954 | 11/1/2023 | 85.32 |
| | IL66-01004979 | 2401813 | 256954 | 11/1/2023 | 73.83 |
| | IL66-01002940 | 2401813 | 256954 | 11/1/2023 | 248.17 |
| | IL66-01000993 | 2401813 | 256954 | 11/1/2023 | 69.94 |
| | IL66-00237537 | 2401813 | 256954 | 11/1/2023 | 72.96 |
| | IL66-00237038 | 2401813 | 256954 | 11/1/2023 | 28.12 |
| Motion Industries, Inc Total | | | | | 578.34 |
| Mueller, Kelsey Rae | Hotel, Halloween | (blank) | 47396 | 11/9/2023 | 1,405.03 |
| | Six Flags and Pizza | (blank) | 47355 | 10/25/2023 | 1,150.02 |
| Mueller, Kelsey Rae Total | | | | | 2,555.05 |
| Music Theatre International | 1090382 | (blank) | 47387 | 11/6/2023 | 695.00 |
| Music Theatre International Total | | | | | 695.00 |
| Naber, Susan Cheri | 45213 | (blank) | 1426 | 11/3/2023 | 32.61 |
| Naber, Susan Cheri Total | | | | | 32.61 |
| National Ffa Organization | Inv 118842 & 1823169 | (blank) | 47829 | 11/1/2023 | 774.89 |
| | CNR79875 | (blank) | 47342 | 10/20/2023 | 960.00 |
| National Ffa Organization Total | | | | | 1,734.89 |

Expenditure Summary Report

From Date: 10/19/2023
To Date: 11/14/2023

| Vendor | Invoice | PO No. | Check No. | Check Date | Amount | |
|---|---------------------|---------|-----------|------------|-----------------|----------|
| Neal, Tracy | V10300395 | (blank) | 24912 | 10/25/2023 | 60.45 | |
| Neal, Tracy Total | | | | | 60.45 | |
| Nelson, Jonathan Gerald | V92244886 | (blank) | 24928 | 11/9/2023 | 90.00 | |
| Nelson, Jonathan Gerald Total | | | | | 90.00 | |
| Nemtusiak, Melanie | REMB0606072023 | (blank) | 256848 | 11/1/2023 | 598.00 | |
| Nemtusiak, Melanie Total | | | | | 598.00 | |
| Nicor Gas | V515019 | 2400005 | 256829 | 11/1/2023 | 379.07 | |
| | V556046 | 2400005 | 256829 | 11/1/2023 | 260.16 | |
| | V36535 | 2400005 | 256829 | 11/1/2023 | 173.38 | |
| Nicor Gas Total | | | | | 812.61 | |
| Niles West High School | V60402655 | (blank) | 20729 | 10/27/2023 | 400.00 | |
| Niles West High School Total | | | | | 400.00 | |
| Noetic Learning | | 202066 | 2401648 | 256955 | 11/1/2023 | 138.00 |
| Noetic Learning Total | | | | | 138.00 | |
| Normal Community High School | Diving Sectionals | (blank) | 47397 | 11/9/2023 | 22.04 | |
| | V90268079 | (blank) | 20730 | 10/27/2023 | 165.00 | |
| | V3035898 | (blank) | 20717 | 10/20/2023 | 50.00 | |
| Normal Community High School Total | | | | | 237.04 | |
| Normal Rotary Club | 2ND QUARTER | 2401874 | 256956 | 11/1/2023 | 150.00 | |
| Normal Rotary Club Total | | | | | 150.00 | |
| Normal West Gridiron Club | Sponsorship Payment | (blank) | 47398 | 11/9/2023 | 1,500.00 | |
| | Playoff game | (blank) | 47360 | 10/27/2023 | 100.00 | |
| Normal West Gridiron Club Total | | | | | 1,600.00 | |
| Normal West High School | Green fees Big 12 | (blank) | 47830 | 11/1/2023 | 544.00 | |
| Normal West High School Total | | | | | 544.00 | |
| Norton, Jeff | Official 10/23/23 | (blank) | 47802 | 10/23/2023 | 75.00 | |
| Norton, Jeff Total | | | | | 75.00 | |
| Nourie, Julie | V56429221 | (blank) | 22204 | 11/8/2023 | 25.00 | |
| Nourie, Julie Total | | | | | 25.00 | |
| Nybakke Vacuum Shop, Inc | 100623-4 | 2401729 | 256957 | 11/1/2023 | 110.85 | |
| Nybakke Vacuum Shop, Inc Total | | | | | 110.85 | |
| Oak Bros Tree Cycle LLC | | 1002064 | 2401718 | 256958 | 11/1/2023 | 4,500.00 |
| Oak Bros Tree Cycle LLC Total | | | | | 4,500.00 | |
| Oak Forest High School | V62759995 | (blank) | 20731 | 10/27/2023 | 225.00 | |
| Oak Forest High School Total | | | | | 225.00 | |
| Olympia High School | Olympia Tournament | (blank) | 47399 | 11/9/2023 | 78.00 | |
| Olympia High School Total | | | | | 78.00 | |
| Orrick, Alysha | REMB102023 | (blank) | 256849 | 11/1/2023 | 172.00 | |
| Orrick, Alysha Total | | | | | 172.00 | |
| Osf Healthcare | 00186065-00 | 2401800 | 256959 | 11/1/2023 | 270.00 | |
| | 00183980-00 | 2401800 | 256959 | 11/1/2023 | 630.00 | |
| Osf Healthcare Total | | | | | 900.00 | |

Expenditure Summary Report

From Date: 10/19/2023
To Date: 11/14/2023

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|--|-----------------|--------------------|-----------|------------|-----------------|
| Ottawa Township H.S. | V91087099 | (blank) | 20732 | 10/27/2023 | 150.00 |
| Ottawa Township H.S. Total | | | | | 150.00 |
| Oxarart, Aimee | V43769075 | (blank) | 22181 | 10/23/2023 | 55.00 |
| Oxarart, Aimee Total | | | | | 55.00 |
| Pabst, Rebecca J | V57636252 | (blank) | 22175 | 10/19/2023 | 44.18 |
| Pabst, Rebecca J Total | | | | | 44.18 |
| Pacha, Zachary A | | 11522 2401647 | 256960 | 11/1/2023 | 192.13 |
| Pacha, Zachary A Total | | | | | 192.13 |
| Panizo, Stacey L | REMB10182023 | (blank) | 256850 | 11/1/2023 | 20.00 |
| Panizo, Stacey L Total | | | | | 20.00 |
| Papa John'S Pizza 1 | V9522972 | (blank) | 15201 | 11/13/2023 | 36.00 |
| | V7102117 | (blank) | 15191 | 11/9/2023 | 36.00 |
| | V83725584 | (blank) | 15180 | 11/7/2023 | 45.00 |
| | V90508481 | (blank) | 15179 | 11/3/2023 | 90.00 |
| | V34647067 | (blank) | 15178 | 11/2/2023 | 36.00 |
| | V54381640 | (blank) | 15159 | 10/30/2023 | 45.00 |
| | V4294034 | (blank) | 15155 | 10/27/2023 | 36.00 |
| | V49978490 | (blank) | 15144 | 10/23/2023 | 36.00 |
| | V2682314 | (blank) | 15139 | 10/19/2023 | 36.00 |
| Papa John'S Pizza 1 Total | | | | | 396.00 |
| Papandrea, Shiann R | V54311103 | (blank) | 22199 | 11/2/2023 | 44.97 |
| Papandrea, Shiann R Total | | | | | 44.97 |
| Parkside Junior High School | V62767691 | (blank) | 22197 | 10/30/2023 | 250.00 |
| | V20072077 | (blank) | 22190 | 10/26/2023 | 250.00 |
| Parkside Junior High School Total | | | | | 500.00 |
| Parts Town, Llc | | 2100520337 2401782 | 256961 | 11/1/2023 | 520.69 |
| | | 2100631444 2401751 | 256961 | 11/1/2023 | 165.74 |
| | | 2100619377 2401751 | 256961 | 11/1/2023 | 169.47 |
| | | 2100619378 2401751 | 256961 | 11/1/2023 | 105.84 |
| | | 2100544922 2401782 | 256961 | 11/1/2023 | 513.48 |
| | | 2100530792 2401782 | 256961 | 11/1/2023 | 84.83 |
| | | 2100459214 2401782 | 256961 | 11/1/2023 | 244.55 |
| | | 2100459215 2401782 | 256961 | 11/1/2023 | 664.41 |
| | | 2100447340 2401782 | 256961 | 11/1/2023 | 311.43 |
| Parts Town, Llc Total | | | | | 2,780.44 |
| Patten, Thomas | V728267 | (blank) | 126951 | 11/6/2023 | 1,667.50 |
| Patten, Thomas Total | | | | | 1,667.50 |
| Paul'S Upholstery | | 1822 2401735 | 256962 | 11/1/2023 | 8,896.40 |
| Paul'S Upholstery Total | | | | | 8,896.40 |
| Pekin Community High School | V76992641 | (blank) | 20733 | 10/27/2023 | 175.00 |
| Pekin Community High School Total | | | | | 175.00 |
| Pekin Park District | Dragon Invite | (blank) | 47356 | 10/25/2023 | 38.89 |
| Pekin Park District Total | | | | | 38.89 |
| Pendleton, Tara D | IFR Jimmy johns | (blank) | 47854 | 11/9/2023 | 587.52 |
| | | 2623 (blank) | 47831 | 11/1/2023 | 561.00 |

Expenditure Summary Report

From Date: 10/19/2023
To Date: 11/14/2023

| Vendor | Invoice | PO No. | Check No. | Check Date | Amount |
|---|--------------------------------|---------|-----------|------------|-----------------|
| Pendleton, Tara D | 10103189408 | (blank) | 47831 | 11/1/2023 | 457.28 |
| | 5738 | (blank) | 47831 | 11/1/2023 | 333.84 |
| | Pendleton, Tara D Total | | | | |
| Peoria Co Reg.Ofc Ed. | INV10092023 | 2401714 | 256963 | 11/1/2023 | 105.00 |
| Peoria Co Reg.Ofc Ed. Total | | | | | 105.00 |
| Peoria High School | V411861 | 2401967 | 256964 | 11/1/2023 | 175.00 |
| | V58959046 | (blank) | 20734 | 10/27/2023 | 125.00 |
| Peoria High School Total | | | | | 300.00 |
| Peoria Notre Dame High School | V29318896 | (blank) | 20735 | 10/27/2023 | 200.00 |
| | V16556148 | (blank) | 20718 | 10/20/2023 | 325.00 |
| Peoria Notre Dame High School Total | | | | | 525.00 |
| Peoria Richwoods H.S. | V3344918 | (blank) | 20719 | 10/20/2023 | 166.00 |
| Peoria Richwoods H.S. Total | | | | | 166.00 |
| Pepper Ridge Elementary School | V63951199 | (blank) | 5507 | 10/25/2023 | 200.00 |
| Pepper Ridge Elementary School Total | | | | | 200.00 |
| Pepsi Cola General Bot, Inc | V57650668 | (blank) | 24929 | 11/10/2023 | 374.74 |
| | 86856907 | (blank) | 15200 | 11/13/2023 | 230.16 |
| | V57392107 | (blank) | 15181 | 11/7/2023 | 383.76 |
| | 16903854 | (blank) | 15140 | 10/19/2023 | 188.44 |
| | 17446354 | 2401859 | 256965 | 11/1/2023 | 138.50 |
| | 17446355 | 2401859 | 256965 | 11/1/2023 | 138.50 |
| | 85185504 | 2401859 | 256965 | 11/1/2023 | 1,986.30 |
| | 27060856 | 2401859 | 256965 | 11/1/2023 | 2.66 |
| Pepsi Cola General Bot, Inc Total | | | | | 3,443.06 |
| Petersen, Glen | MILES202308 | (blank) | 256851 | 11/1/2023 | 5.31 |
| | MILES202310 | (blank) | 256851 | 11/1/2023 | 5.31 |
| Petersen, Glen Total | | | | | 10.62 |
| Peterson, Anna Elizabeth | Cheer Equip | (blank) | 47378 | 11/1/2023 | 376.86 |
| Peterson, Anna Elizabeth Total | | | | | 376.86 |
| Peterson, Kailey A | BB and Art Club | (blank) | 47357 | 10/25/2023 | 174.19 |
| Peterson, Kailey A Total | | | | | 174.19 |
| Pfleger, Carley Ann | V11997003 | (blank) | 24930 | 11/10/2023 | 114.62 |
| Pfleger, Carley Ann Total | | | | | 114.62 |
| Pioneer Valley Books | I259300 | 2401650 | 256966 | 11/1/2023 | 49.50 |
| Pioneer Valley Books Total | | | | | 49.50 |
| Poindexter, Lynne | 3207 | 2401849 | 256967 | 11/1/2023 | 176.20 |
| Poindexter, Lynne Total | | | | | 176.20 |
| Prairie Signs | V14551912 | (blank) | 7252 | 11/3/2023 | 2,498.00 |
| Prairie Signs Total | | | | | 2,498.00 |
| Price, Penny | Regional Dinner | (blank) | 47814 | 10/25/2023 | 133.50 |
| Price, Penny Total | | | | | 133.50 |
| Proesel, Markie | REMB102423 | (blank) | 256825 | 10/25/2023 | 250.70 |
| Proesel, Markie Total | | | | | 250.70 |

Expenditure Summary Report

From Date: 10/19/2023
To Date: 11/14/2023

| Vendor | Invoice | PO No. | Check No. | Check Date | Amount |
|---|-------------------|---------|-----------|------------|-----------------|
| Pugh, Clifford | V4618648 | (blank) | 15202 | 11/13/2023 | 45.00 |
| | V71197684 | (blank) | 15192 | 11/9/2023 | 90.00 |
| | V10688748 | (blank) | 15167 | 11/1/2023 | 90.00 |
| | V30451506 | (blank) | 15175 | 11/1/2023 | 180.00 |
| Pugh, Clifford Total | | | | | 405.00 |
| Pummill, Melissa E | Supplies 10/30/23 | (blank) | 47832 | 11/1/2023 | 470.91 |
| | Reimb class store | (blank) | 47803 | 10/23/2023 | 216.67 |
| Pummill, Melissa E Total | | | | | 687.58 |
| Puritan Springs | V738273 | (blank) | 5134 | 10/20/2023 | 64.60 |
| | Water September | (blank) | 47343 | 10/20/2023 | 452.52 |
| Puritan Springs Total | | | | | 517.12 |
| Quadient Finance Usa, Inc. | 7.90004E+15 | 2401962 | 256968 | 11/1/2023 | 750.00 |
| Quadient Finance Usa, Inc. Total | | | | | 750.00 |
| Quakenbush, Maxine J | V67536950 | (blank) | 15193 | 11/9/2023 | 309.60 |
| | V93748189 | (blank) | 15193 | 11/9/2023 | 70.17 |
| | V26478600 | (blank) | 15153 | 10/26/2023 | 20.88 |
| Quakenbush, Maxine J Total | | | | | 400.65 |
| Quality Truck Equipment | 0102P61833 | 2401838 | 256969 | 11/1/2023 | 131.95 |
| Quality Truck Equipment Total | | | | | 131.95 |
| Quill Corporation | 35112111 | 2401895 | 256970 | 11/1/2023 | 21.99 |
| Quill Corporation Total | | | | | 21.99 |
| Rackauskas, Jarrod Anthony | V744571 | 2401820 | 256971 | 11/1/2023 | 33.40 |
| Rackauskas, Jarrod Anthony Total | | | | | 33.40 |
| Raglan, Melissa N | V55370175 | (blank) | 2630 | 11/9/2023 | 121.50 |
| Raglan, Melissa N Total | | | | | 121.50 |
| Raiseright, Llc | 123941814 | (blank) | 47833 | 11/1/2023 | 545.64 |
| | I23941814 | (blank) | 47815 | 10/25/2023 | 7,345.12 |
| Raiseright, Llc Total | | | | | 7,890.76 |
| Ratcliffe, Jeffery Allen | V268173 | 2401903 | 256972 | 11/1/2023 | 10.74 |
| Ratcliffe, Jeffery Allen Total | | | | | 10.74 |
| Rawlings, Giana M | Camp Coach summer | (blank) | 47804 | 10/23/2023 | 84.00 |
| Rawlings, Giana M Total | | | | | 84.00 |
| Read'S Sporting Goods | 3732 | (blank) | 47839 | 11/2/2023 | 24.00 |
| | V99140413 | (blank) | 15154 | 10/26/2023 | 675.00 |
| Read'S Sporting Goods Total | | | | | 699.00 |
| Reckamp, Jane | V26858600 | (blank) | 24924 | 11/6/2023 | 152.88 |
| Reckamp, Jane Total | | | | | 152.88 |
| Reed, Gregory L. | V48162793 | (blank) | 15194 | 11/9/2023 | 90.00 |
| | V43811289 | (blank) | 15176 | 11/1/2023 | 180.00 |
| | V55990378 | (blank) | 15168 | 11/1/2023 | 90.00 |
| Reed, Gregory L. Total | | | | | 360.00 |
| Regional Office Of Education #17 | 1002400279 | (blank) | 1427 | 11/3/2023 | 9.35 |
| | 1002400318 | 2401941 | 256973 | 11/1/2023 | 10.00 |
| | 1002400248 | 2401688 | 256973 | 11/1/2023 | 350.00 |

Expenditure Summary Report

From Date: 10/19/2023
To Date: 11/14/2023

| Vendor | Invoice | PO No. | Check No. | Check Date | Amount | |
|---|--------------------|---------|-----------|------------|------------------|--------|
| Regional Office Of Education #17 Total | | | | | 369.35 | |
| Republic Services - #368 | 0368-001081501 | 2400093 | 256974 | 11/1/2023 | 7,003.64 | |
| Republic Services - #368 Total | | | | | 7,003.64 | |
| Rice, Keith | Belleville meals | (blank) | 47855 | 11/9/2023 | 25.30 | |
| Rice, Keith Total | | | | | 25.30 | |
| Richards Building Supply Co | 053-0006901971-001 | 2401785 | 256975 | 11/1/2023 | 734.22 | |
| | 053-0006900408-001 | 2401783 | 256975 | 11/1/2023 | 260.00 | |
| | 053-0006744700-01 | 2401707 | 256975 | 11/1/2023 | 11,546.82 | |
| | 053-0006855094-001 | 2401707 | 256975 | 11/1/2023 | 11,157.37 | |
| Richards Building Supply Co Total | | | | | 23,698.41 | |
| Rink, Kristi | Senior Night | (blank) | 47358 | 10/25/2023 | 85.45 | |
| | Pizza at Lyons | (blank) | 47358 | 10/25/2023 | 156.36 | |
| Rink, Kristi Total | | | | | 241.81 | |
| Ritchason, Jennifer | V36442340 | (blank) | 15195 | 11/9/2023 | 39.60 | |
| Ritchason, Jennifer Total | | | | | 39.60 | |
| Robinson, Jeffrey | V59885297 | (blank) | 24926 | 11/7/2023 | 90.00 | |
| | V72958964 | (blank) | 24908 | 10/25/2023 | 90.00 | |
| Robinson, Jeffrey Total | | | | | 180.00 | |
| Rodts, Elizabeth R | MILES202308 | (blank) | 256852 | 11/1/2023 | 50.50 | |
| | MILES202309 | (blank) | 256852 | 11/1/2023 | 38.06 | |
| | V15204607 | (blank) | 7248 | 10/26/2023 | 11.76 | |
| Rodts, Elizabeth R Total | | | | | 100.32 | |
| Rogers Supply Company Inc | BL045280 | 2401784 | 256976 | 11/1/2023 | 12.50 | |
| Rogers Supply Company Inc Total | | | | | 12.50 | |
| Rogers, Heather V | V87037505 | (blank) | 2827 | 10/25/2023 | 15.40 | |
| Rogers, Heather V Total | | | | | 15.40 | |
| Rollie Johnson, Inc (Rji) | | 10894 | 2401786 | 256977 | 11/1/2023 | 353.76 |
| Rollie Johnson, Inc (Rji) Total | | | | | 353.76 | |
| Rooker, Beth A | MILES202309 | (blank) | 256853 | 11/1/2023 | 64.85 | |
| Rooker, Beth A Total | | | | | 64.85 | |
| Round Lake School District 116 | V793575 | (blank) | 126961 | 11/10/2023 | 125.00 | |
| Round Lake School District 116 Total | | | | | 125.00 | |
| Rp Lumber Company, Inc | 1556458 | 2401788 | 256978 | 11/1/2023 | 30.78 | |
| | 1615315 | 2401788 | 256978 | 11/1/2023 | 6.00 | |
| | 1555721 | 2401788 | 256978 | 11/1/2023 | 307.95 | |
| Rp Lumber Company, Inc Total | | | | | 344.73 | |
| Ryan, Julie | Accompany Service | (blank) | 47413 | 11/13/2023 | 250.00 | |
| Ryan, Julie Total | | | | | 250.00 | |
| S & S Builders Hardware Co | 579215 | 2401790 | 256979 | 11/1/2023 | 336.96 | |
| | 578720 | 2401790 | 256979 | 11/1/2023 | 554.32 | |
| | 578722 | 2401790 | 256979 | 11/1/2023 | 1,976.00 | |
| | 579360 | 2401790 | 256979 | 11/1/2023 | 468.00 | |
| | 579044 | 2401790 | 256979 | 11/1/2023 | 8,219.00 | |
| | 579218 | 2401790 | 256979 | 11/1/2023 | 592.80 | |

Expenditure Summary Report

From Date: 10/19/2023
To Date: 11/14/2023

| Vendor | Invoice | PO No. | Check No. | Check Date | Amount | |
|---|---------------------|-------------|-----------|------------|------------------|----------|
| S & S Builders Hardware Co | V164170 | 2401653 | 256979 | 11/1/2023 | 37,448.80 | |
| S & S Builders Hardware Co Total | | | | | 49,595.88 | |
| Salegna, Sally | V602398 | (blank) | 126945 | 10/19/2023 | 65.00 | |
| Salegna, Sally Total | | | | | 65.00 | |
| Sanders, Erin E | Supplies | (blank) | 47856 | 11/9/2023 | 213.19 | |
| Sanders, Erin E Total | | | | | 213.19 | |
| Sarver, Michael S | V266144 | 2401816 | 256980 | 11/1/2023 | 35.00 | |
| Sarver, Michael S Total | | | | | 35.00 | |
| Schenk, Gillian S | V44075 | 2401894 | 256981 | 11/1/2023 | 87.02 | |
| Schenk, Gillian S Total | | | | | 87.02 | |
| Schermann, April M | 112-1841660-5185014 | 2401938 | 256982 | 11/1/2023 | 353.37 | |
| Schermann, April M Total | | | | | 353.37 | |
| Schlipf, Bethany L | V89511233 | (blank) | 6667 | 11/1/2023 | 29.01 | |
| Schlipf, Bethany L Total | | | | | 29.01 | |
| Scholastic Book Fairs - 15 | V77645852 | (blank) | 2631 | 11/9/2023 | 1,959.57 | |
| | W5417148BF | (blank) | 9486 | 10/23/2023 | 3,228.90 | |
| Scholastic Book Fairs - 15 Total | | | | | 5,188.47 | |
| Scholastic Inc. | V76487185 | (blank) | 3006 | 10/24/2023 | 126.46 | |
| Scholastic Inc. Total | | | | | 126.46 | |
| School Health Corporation | 5587030-00 | 2401767 | 256983 | 11/1/2023 | 372.32 | |
| School Health Corporation Total | | | | | 372.32 | |
| School Mate | IN000603527 | (blank) | 5159 | 10/20/2023 | 390.00 | |
| School Mate Total | | | | | 390.00 | |
| School Specialty | | 2.08133E+11 | 2401553 | 256984 | 11/1/2023 | 442.04 |
| | | 2.08133E+11 | 2401432 | 256984 | 11/1/2023 | 18.00 |
| | | 3.08104E+11 | 2400856 | 256984 | 11/1/2023 | 1,035.28 |
| School Specialty Total | | | | | 1,495.32 | |
| Schwartz, Andrew Isaac | V54206542 | (blank) | 22208 | 11/10/2023 | 17.19 | |
| Schwartz, Andrew Isaac Total | | | | | 17.19 | |
| Schweinberg, Matthew S | Food & book | (blank) | 47834 | 11/1/2023 | 140.71 | |
| Schweinberg, Matthew S Total | | | | | 140.71 | |
| Scott, Rebecca J | V132610 | (blank) | 5136 | 10/27/2023 | 2,635.99 | |
| Scott, Rebecca J Total | | | | | 2,635.99 | |
| Scott, Robert W | V28861304 | (blank) | 6362 | 11/3/2023 | 69.18 | |
| Scott, Robert W Total | | | | | 69.18 | |
| Sefton, Nathaniel J | V82526832 | (blank) | 6671 | 11/3/2023 | 94.99 | |
| Sefton, Nathaniel J Total | | | | | 94.99 | |
| Seibert, Amanda Rae | V23092262 | (blank) | 15157 | 10/30/2023 | 184.80 | |
| | V44077045 | (blank) | 15157 | 10/30/2023 | 462.76 | |
| Seibert, Amanda Rae Total | | | | | 647.56 | |
| Select Screen Prints | V27819023 | (blank) | 24919 | 11/3/2023 | 421.00 | |

Expenditure Summary Report

From Date: 10/19/2023
To Date: 11/14/2023

| Vendor | Invoice | PO No. | Check No. | Check Date | Amount | |
|--|--------------------|----------|-----------|------------|------------------|----------|
| Select Screen Prints | V41157403 | (blank) | 6672 | 11/3/2023 | 80.00 | |
| | V69188780 | (blank) | 6663 | 10/30/2023 | 258.00 | |
| | V45065592 | (blank) | 6658 | 10/27/2023 | - | |
| | | 62970 | (blank) | 47816 | 10/25/2023 | 637.00 |
| | V52987222 | (blank) | 2776 | 10/25/2023 | 2,404.00 | |
| | V593120 | (blank) | 5059 | 10/19/2023 | 464.50 | |
| | | 62720 | 2401762 | 256985 | 11/1/2023 | 4,349.00 |
| | 62710 | 2401700 | 256985 | 11/1/2023 | 461.00 | |
| Select Screen Prints Total | | | | | 9,074.50 | |
| Sennett, Timothy E | Golf Reimbursement | (blank) | 47379 | 11/1/2023 | 190.92 | |
| Sennett, Timothy E Total | | | | | 190.92 | |
| Shawgo, Brenda J | V1143794 | (blank) | 22176 | 10/19/2023 | 42.40 | |
| Shawgo, Brenda J Total | | | | | 42.40 | |
| Shempf, Charles | V58889623 | (blank) | 24914 | 10/30/2023 | 90.00 | |
| Shempf, Charles Total | | | | | 90.00 | |
| Sherwin Williams Company | 0172-1 | 2401919 | 256986 | 11/1/2023 | 51.74 | |
| | 5271-5 | 2401791 | 256986 | 11/1/2023 | 79.22 | |
| Sherwin Williams Company Total | | | | | 130.96 | |
| Shoukry, Kaitlin | Reimb lunch | (blank) | 47835 | 11/1/2023 | 187.93 | |
| Shoukry, Kaitlin Total | | | | | 187.93 | |
| Show Me Dough Fundraising | 123100253 R2 | (blank) | 47380 | 11/1/2023 | 740.20 | |
| Show Me Dough Fundraising Total | | | | | 740.20 | |
| Siebenthal, Melissa A | Hauncert | (blank) | 47857 | 11/9/2023 | 986.58 | |
| Siebenthal, Melissa A Total | | | | | 986.58 | |
| Slezak, Tammy Lannette | V702096 | 2401954 | 256987 | 11/1/2023 | 35.00 | |
| Slezak, Tammy Lannette Total | | | | | 35.00 | |
| Smith, Vernon | V76561431 | (blank) | 15169 | 11/1/2023 | 90.00 | |
| | V64504172 | (blank) | 15158 | 10/30/2023 | 90.00 | |
| | V28725744 | (blank) | 6656 | 10/25/2023 | 90.00 | |
| Smith, Vernon Total | | | | | 270.00 | |
| Soccer Showdown | 9/9/24 tourn | (blank) | 47817 | 10/25/2023 | 550.00 | |
| Soccer Showdown Total | | | | | 550.00 | |
| Soliant Health, LLC | | 20788488 | 2401939 | 256988 | 11/1/2023 | 3,000.00 |
| | | 20782012 | 2401712 | 256988 | 11/1/2023 | 3,750.00 |
| Soliant Health, LLC Total | | | | | 6,750.00 | |
| Specialized Education Of Illinois | INV173773 | 2401713 | 256989 | 11/1/2023 | 28,180.80 | |
| Specialized Education Of Illinois Total | | | | | 28,180.80 | |
| Springfield Electric | S010538843.001 | 2401789 | 256990 | 11/1/2023 | 23.11 | |
| Springfield Electric Total | | | | | 23.11 | |
| Springwood, Cheryl | GG00209193 | 2401815 | 256991 | 11/1/2023 | 529.00 | |
| Springwood, Cheryl Total | | | | | 529.00 | |
| Stack, Andrea C | MILES202308 | (blank) | 256854 | 11/1/2023 | 36.68 | |
| | MILES202309 | (blank) | 256854 | 11/1/2023 | 69.69 | |
| Stack, Andrea C Total | | | | | 106.37 | |

Expenditure Summary Report

From Date: 10/19/2023
To Date: 11/14/2023

| Vendor | Invoice | PO No. | Check No. | Check Date | Amount | |
|--|----------------|---------|-----------|------------|-----------------|----------|
| Stahmer, Jeremy | V13369766 | (blank) | 22209 | 11/10/2023 | 76.96 | |
| Stahmer, Jeremy Total | | | | | 76.96 | |
| Stalter, Angela S | V26975775 | (blank) | 22205 | 11/8/2023 | 17.91 | |
| | V18814545 | (blank) | 22200 | 11/2/2023 | 4.98 | |
| Stalter, Angela S Total | | | | | 22.89 | |
| Starkey, Megan Ruth | XC | (blank) | 47372 | 10/31/2023 | 34.24 | |
| Starkey, Megan Ruth Total | | | | | 34.24 | |
| Starr, David E | V40852112 | (blank) | 6190 | 10/31/2023 | 178.11 | |
| Starr, David E Total | | | | | 178.11 | |
| Stay Another Day Ltd | D145 | (blank) | 47858 | 11/9/2023 | 1,440.00 | |
| Stay Another Day Ltd Total | | | | | 1,440.00 | |
| Steadman, Mark | V931395 | 2401854 | 256992 | 11/1/2023 | 61.82 | |
| Steadman, Mark Total | | | | | 61.82 | |
| Stevens, Lori Joann | MILES202309 | (blank) | 256855 | 11/1/2023 | 278.38 | |
| Stevens, Lori Joann Total | | | | | 278.38 | |
| Stites, Daryl | V27716758 | (blank) | 20722 | 10/20/2023 | 65.00 | |
| | V28452070 | (blank) | 20720 | 10/20/2023 | 90.00 | |
| Stites, Daryl Total | | | | | 155.00 | |
| Streamwood Behavioral Health Center | | 17344 | 2401775 | 256993 | 11/1/2023 | 140.00 |
| Streamwood Behavioral Health Center Total | | | | | 140.00 | |
| Stuard & Associates, Inc | | 35828 | 2401753 | 256994 | 11/1/2023 | 140.00 |
| Stuard & Associates, Inc Total | | | | | 140.00 | |
| Tanner, Danny | V26499594 | (blank) | 15143 | 10/20/2023 | 4,839.50 | |
| Tanner, Danny Total | | | | | 4,839.50 | |
| Team Automotive And Tire | | 302621 | 2401984 | 256995 | 11/1/2023 | 40.00 |
| Team Automotive And Tire Total | | | | | 40.00 | |
| TELUS Health (US) Ltd. | | 2008680 | 2401970 | 256996 | 11/1/2023 | 9,025.20 |
| TELUS Health (US) Ltd. Total | | | | | 9,025.20 | |
| Temples, Shea | Pizza FB Mtg | (blank) | 47400 | 11/9/2023 | 27.96 | |
| Temples, Shea Total | | | | | 27.96 | |
| Terminix Int'L | STMTOCT2023 | 2401752 | 256997 | 11/1/2023 | 476.00 | |
| Terminix Int'L Total | | | | | 476.00 | |
| The Music Shoppe, Inc | V63912943 | (blank) | 24933 | 11/10/2023 | 60.35 | |
| | V42115488 | (blank) | 22210 | 11/10/2023 | 11.99 | |
| | 3570563 | 2401732 | 256998 | 11/1/2023 | 34.00 | |
| The Music Shoppe, Inc Total | | | | | 106.34 | |
| T-Mobile | STMT10212023 | 2400001 | 256830 | 11/1/2023 | 1,511.44 | |
| | STMT10212023CP | 2400006 | 256830 | 11/1/2023 | 6,784.30 | |
| | STMT09212023.. | 2401793 | 256830 | 11/1/2023 | 689.58 | |
| T-Mobile Total | | | | | 8,985.32 | |
| Topping, Elizabeth E | V47521556 | (blank) | 22214 | 11/14/2023 | 115.99 | |

Expenditure Summary Report

From Date: 10/19/2023
To Date: 11/14/2023

| Vendor | Invoice | PO No. | Check No. | Check Date | Amount |
|---|---------------------|---------|-----------|------------|------------------|
| Topping, Elizabeth E | V61011776 | (blank) | 22191 | 10/26/2023 | 272.85 |
| Topping, Elizabeth E Total | | | | | 388.84 |
| Town Of Normal - Utility Billing | V239339 | 2400010 | 256831 | 11/1/2023 | 141.11 |
| | V658052 | 2400010 | 256831 | 11/1/2023 | 84.02 |
| | V678158 | 2400010 | 256831 | 11/1/2023 | 4.60 |
| Town Of Normal - Utility Billing Total | | | | | 229.73 |
| Tripp, Daniel R | V7891759 | (blank) | 24920 | 11/6/2023 | 225.00 |
| Tripp, Daniel R Total | | | | | 225.00 |
| Twin Cities Ballet | V3229562 | (blank) | 22206 | 11/8/2023 | 475.00 |
| | V95276327 | (blank) | 22201 | 11/6/2023 | 450.00 |
| Twin Cities Ballet Total | | | | | 925.00 |
| Twin City Awards | V4758631 | (blank) | 20737 | 11/9/2023 | 210.00 |
| Twin City Awards Total | | | | | 210.00 |
| Tyler Technologies, Inc | 025-442579 | 2401922 | 256999 | 11/1/2023 | 580.00 |
| Tyler Technologies, Inc Total | | | | | 580.00 |
| Uline | 169546901 | 2401951 | 257000 | 11/1/2023 | 289.74 |
| | 168522385 | 2401756 | 257000 | 11/1/2023 | 556.93 |
| | 168440880 | 2401756 | 257000 | 11/1/2023 | 2,280.00 |
| | 168392089 | 2401756 | 257000 | 11/1/2023 | 7,020.80 |
| | 168286176 | 2401708 | 257000 | 11/1/2023 | 11,197.21 |
| Uline Total | | | | | 21,344.68 |
| Unit 5 Decker Industries | V46040978 | (blank) | 22211 | 11/10/2023 | 25.00 |
| | V66172899 | (blank) | 6664 | 10/30/2023 | 22.50 |
| | V42608298 | (blank) | 22182 | 10/23/2023 | 40.00 |
| Unit 5 Decker Industries Total | | | | | 87.50 |
| Unit 5 Education Association | V65065523 | (blank) | 0 | 10/23/2023 | 6,595.00 |
| Unit 5 Education Association Total | | | | | 6,595.00 |
| Unit 5 Music Parents | V62541056 | (blank) | 22192 | 10/26/2023 | 105.00 |
| Unit 5 Music Parents Total | | | | | 105.00 |
| United Pipe & Supply Co, Inc | 3334086 | 2401757 | 257001 | 11/1/2023 | 690.08 |
| | 3333337 | 2401757 | 257001 | 11/1/2023 | 7.72 |
| United Pipe & Supply Co, Inc Total | | | | | 697.80 |
| University High School | V85406359 | (blank) | 20721 | 10/20/2023 | 100.00 |
| University High School Total | | | | | 100.00 |
| Van De Loo, Daria T | V76006224 | (blank) | 15196 | 11/9/2023 | 70.00 |
| | V67745823 | (blank) | 15170 | 11/1/2023 | 148.97 |
| Van De Loo, Daria T Total | | | | | 218.97 |
| Varsity Spirit | V89635534 | (blank) | 6659 | 10/27/2023 | 3,449.10 |
| Varsity Spirit Total | | | | | 3,449.10 |
| Vaux, Kristeen | Senior Night Caseys | (blank) | 47414 | 11/13/2023 | 61.50 |
| Vaux, Kristeen Total | | | | | 61.50 |
| Vex Robotics, Inc. | Q111037373 | 2401759 | 257002 | 11/1/2023 | 4,997.27 |
| Vex Robotics, Inc. Total | | | | | 4,997.27 |

Expenditure Summary Report

From Date: 10/19/2023
To Date: 11/14/2023

| Vendor | Invoice | PO No. | Check No. | Check Date | Amount | |
|--|---------------------|-----------|-----------|------------|------------------|-----------|
| Village Of Carlock | 2023-07 | 2401957 | 257003 | 11/1/2023 | 507.77 | |
| Village Of Carlock Total | | | | | 507.77 | |
| Vincent, Susan Anne | V10405740 | (blank) | 24917 | 11/3/2023 | 43.92 | |
| | V25932772 | (blank) | 24904 | 10/23/2023 | 145.26 | |
| | V33675121 | (blank) | 24904 | 10/23/2023 | 208.01 | |
| | V63830793 | (blank) | 24904 | 10/23/2023 | 89.86 | |
| | V70021835 | (blank) | 24904 | 10/23/2023 | 364.14 | |
| Vincent, Susan Anne Total | | | | | 851.19 | |
| Walker, Valentine S | V444069 | 2401698 | 257004 | 11/1/2023 | 30.86 | |
| | V302221 | 2401821 | 257004 | 11/1/2023 | 36.06 | |
| | Soccer Walmart | (blank) | 47344 | 10/20/2023 | 25.38 | |
| Walker, Valentine S Total | | | | | 92.30 | |
| Ward, Maxwell D | Club Materials | (blank) | 47836 | 11/1/2023 | 56.90 | |
| Ward, Maxwell D Total | | | | | 56.90 | |
| Water Products Company Of Illinois, | | 628521 | 2401760 | 257005 | 11/1/2023 | 181.35 |
| Water Products Company Of Illinois, Total | | | | | 181.35 | |
| Watson, Robert B | V96185675 | (blank) | 20738 | 11/9/2023 | 300.00 | |
| | V745828 | (blank) | 126952 | 11/6/2023 | 300.00 | |
| Watson, Robert B Total | | | | | 600.00 | |
| Watts Copy Systems, Inc - Sales | | 1263808 | 2401901 | 257006 | 11/1/2023 | 12,667.09 |
| Watts Copy Systems, Inc - Sales Total | | | | | 12,667.09 | |
| Watts Copy Systems, Inc. - Leasing | | 35083332 | 2401887 | 257007 | 11/1/2023 | 2,052.54 |
| | | 35120008 | 2401915 | 257007 | 11/1/2023 | 1,852.95 |
| Watts Copy Systems, Inc. - Leasing Total | | | | | 3,905.49 | |
| Watts, Hunter S | UN Supplies | (blank) | 47859 | 11/9/2023 | 44.90 | |
| | Model UN fundraiser | (blank) | 47840 | 11/2/2023 | 30.00 | |
| Watts, Hunter S Total | | | | | 74.90 | |
| Wayne, James M | V88139691 | (blank) | 24922 | 11/6/2023 | 150.00 | |
| Wayne, James M Total | | | | | 150.00 | |
| Webb, Lyndra S | | 102730020 | 2401706 | 257008 | 11/1/2023 | 118.00 |
| Webb, Lyndra S Total | | | | | 118.00 | |
| Webster, Shelley C | MILES202310 | (blank) | 256856 | 11/1/2023 | 43.23 | |
| Webster, Shelley C Total | | | | | 43.23 | |
| Welch, Meagan Leigh | MILES202309 | (blank) | 256857 | 11/1/2023 | 192.90 | |
| Welch, Meagan Leigh Total | | | | | 192.90 | |
| Wendland, Cheryl A | V9659071 | (blank) | 2829 | 10/30/2023 | 115.47 | |
| Wendland, Cheryl A Total | | | | | 115.47 | |
| Whalen, Jr, Terry A | V87711663 | (blank) | 15197 | 11/9/2023 | 90.00 | |
| | V59698233 | (blank) | 22179 | 10/20/2023 | 90.00 | |
| | V63492719 | (blank) | 15141 | 10/19/2023 | 90.00 | |
| Whalen, Jr, Terry A Total | | | | | 270.00 | |
| Wheet, Heather N | MILES202308 | (blank) | 256858 | 11/1/2023 | 24.69 | |
| | MILES202309 | (blank) | 256858 | 11/1/2023 | 32.16 | |
| Wheet, Heather N Total | | | | | 56.85 | |

Expenditure Summary Report

From Date: 10/19/2023
To Date: 11/14/2023

| Vendor | Invoice | PO No. | Check No. | Check Date | Amount |
|--|---------------------|---------|-----------|------------|---------------------|
| Whitney Daniels Designs | V270000 | (blank) | 5138 | 11/8/2023 | 216.00 |
| Whitney Daniels Designs Total | | | | | 216.00 |
| Williams, Sahara | BSU candy and pizza | (blank) | 47359 | 10/25/2023 | 88.81 |
| Williams, Sahara Total | | | | | 88.81 |
| Wills, Richard L | V99527465 | (blank) | 15171 | 11/1/2023 | 90.00 |
| | V69150888 | (blank) | 24905 | 10/24/2023 | - |
| | V69660092 | (blank) | 6657 | 10/25/2023 | 90.00 |
| Wills, Richard L Total | | | | | 180.00 |
| Wilson, Colleen | V75187274 | (blank) | 6654 | 10/19/2023 | 90.00 |
| Wilson, Colleen Total | | | | | 90.00 |
| Winchester, Katie Ann | V47558513 | (blank) | 22215 | 11/14/2023 | 347.49 |
| Winchester, Katie Ann Total | | | | | 347.49 |
| Winsupply | 357629.01 | 2401758 | 257009 | 11/1/2023 | 75.08 |
| | 357527.01 | 2401758 | 257009 | 11/1/2023 | 248.22 |
| | 357191.01 | 2401758 | 257009 | 11/1/2023 | 61.93 |
| | 357117.01 | 2401758 | 257009 | 11/1/2023 | 517.61 |
| | 357123.01 | 2401758 | 257009 | 11/1/2023 | 41.00 |
| | 357136.01 | 2401758 | 257009 | 11/1/2023 | 3,771.43 |
| | 357142.01 | 2401758 | 257009 | 11/1/2023 | 313.89 |
| | 356684.01 | 2401758 | 257009 | 11/1/2023 | 303.85 |
| Winsupply Total | | | | | 5,333.01 |
| Yost, Laura | REMB10182023 | (blank) | 256859 | 11/1/2023 | 20.00 |
| Yost, Laura Total | | | | | 20.00 |
| Zbrozek, Adam W | PTC Debrief | (blank) | 47860 | 11/9/2023 | 576.17 |
| Zbrozek, Adam W Total | | | | | 576.17 |
| Zeman, Joseph | V6397214 | (blank) | 6675 | 11/7/2023 | 181.50 |
| | V43884570 | (blank) | 6673 | 11/3/2023 | 181.50 |
| | V81322303 | (blank) | 6668 | 11/1/2023 | 181.50 |
| Zeman, Joseph Total | | | | | 544.50 |
| Zimmerman, Claire Christine | VTAP incentive | (blank) | 47401 | 11/9/2023 | 653.69 |
| | Incentive | (blank) | 47401 | 11/9/2023 | 120.00 |
| | VTAP Transport 2 | (blank) | 47349 | 10/23/2023 | 50.00 |
| | Uber | (blank) | 47345 | 10/20/2023 | 75.00 |
| Zimmerman, Claire Christine Total | | | | | 898.69 |
| Grand Total | | | | | 4,086,059.07 |

Expenditure Summary Report

From Date: 10/19/2023
 To Date: 11/14/2023

| Fund | Amount |
|--------------------|---------------------|
| 07 | 21,012.80 |
| 08 | 1,691,535.35 |
| 10 | 574,339.64 |
| 20 | 330,761.22 |
| 30 | 55,564.86 |
| 40 | 1,042,991.72 |
| 80 | 155,810.25 |
| 99 | 214,043.23 |
| Grand Total | 4,086,059.07 |

Expenditure Summary Report

From Date: 11/15/2023
To Date: 11/15/2023

| Vendor | Invoice | PO No. | Check No. | Check Date | Amount |
|---|-----------------|---------|-----------|------------|------------------|
| A B Hatchery | 4246 | 2402216 | 257262 | 11/15/2023 | 54.98 |
| A B Hatchery Total | | | | | 54.98 |
| A Drain Doctor | 6716 | 2402213 | 257263 | 11/15/2023 | 542.50 |
| | 6596 | 2402213 | 257263 | 11/15/2023 | 1,105.50 |
| A Drain Doctor Total | | | | | 1,648.00 |
| Ace Hardware | 588805/5 | 2400205 | 257264 | 11/15/2023 | 16.19 |
| | 588806/5 | 2400205 | 257264 | 11/15/2023 | 5.39 |
| | 588809/5 | 2400205 | 257264 | 11/15/2023 | 8.99 |
| | 588785/5 | 2400205 | 257264 | 11/15/2023 | 11.59 |
| | 588791/5 | 2400205 | 257264 | 11/15/2023 | 72.48 |
| | 588754/5 | 2400205 | 257264 | 11/15/2023 | 44.59 |
| Ace Hardware Total | | | | | 159.23 |
| Alpha Controls & Services Llc | 235014-7 | 2402034 | 257265 | 11/15/2023 | 22,640.00 |
| Alpha Controls & Services Llc Total | | | | | 22,640.00 |
| Alta Construction Equipment Illinois | SR4 46752 | 2402217 | 257266 | 11/15/2023 | 910.00 |
| Alta Construction Equipment Illinois Total | | | | | 910.00 |
| Amazon Capital Services | 1JLP-7LT1-3NXP | 2402016 | 257267 | 11/15/2023 | 5.97 |
| | 1XNJ-TFJN-4RPL | 2402119 | 257267 | 11/15/2023 | 78.87 |
| | 1VYD-CYGW-1N43 | 2402005 | 257267 | 11/15/2023 | 2.97 |
| | 16VH-3L6L-1LPH | 2402099 | 257267 | 11/15/2023 | 389.85 |
| | 1NW1-W3XG-JYMH | 2402083 | 257267 | 11/15/2023 | 177.62 |
| | 1MXK-KLJQ-G6NP | 2402087 | 257267 | 11/15/2023 | 165.35 |
| | 16TM-XJXV-JCFT | 2401995 | 257267 | 11/15/2023 | 19.97 |
| | 17TD-D6GH-FWWQ | 2402002 | 257267 | 11/15/2023 | 348.35 |
| | 1F1P-TTIV-GC47 | 2402003 | 257267 | 11/15/2023 | 348.68 |
| | 1QY3-F1XD-J6XL | 2402031 | 257267 | 11/15/2023 | 346.32 |
| | 1LKW-P6JT-DLK7 | 2402086 | 257267 | 11/15/2023 | 120.64 |
| | 1VGN-RJG7-DFLV | 2401995 | 257267 | 11/15/2023 | 66.81 |
| | 1LH9-HJYN-DFGFX | 2401996 | 257267 | 11/15/2023 | 346.41 |
| | 1N31-9R7V-DL4P | 2401997 | 257267 | 11/15/2023 | 345.93 |
| | 1Q11-QMH7-F4L1 | 2401999 | 257267 | 11/15/2023 | 384.05 |
| | 1QTM-TQWP-FC66 | 2402005 | 257267 | 11/15/2023 | 384.04 |
| | 1MQT-KPPK-DLFT | 2402006 | 257267 | 11/15/2023 | 348.59 |
| | 1NW1-W3XG-DHKJ | 2402007 | 257267 | 11/15/2023 | 348.49 |
| | 1MXK-KLJQ-F94T | 2402016 | 257267 | 11/15/2023 | 373.24 |
| | 1G9C-369X-F6R4 | 2402017 | 257267 | 11/15/2023 | 386.80 |
| | 1QY3-F1XD-G1V1 | 2402017 | 257267 | 11/15/2023 | 5.97 |
| | 1QY3-F1XD-FV3W | 2402026 | 257267 | 11/15/2023 | 361.70 |
| | 19G1-9PVY-FY7F | 2401956 | 257267 | 11/15/2023 | 122.22 |
| | 1XJP-XFQ4-DDQH | 2401956 | 257267 | 11/15/2023 | 41.91 |
| | 1G4J-LFKV-76NX | 2402029 | 257267 | 11/15/2023 | 387.05 |
| | 14GR-JF7H-16DQ | 2402115 | 257267 | 11/15/2023 | 607.60 |
| | 1936-QKJQ-3KWN | 2402062 | 257267 | 11/15/2023 | 378.94 |
| | 1411-QMH7-1NPW | 2401998 | 257267 | 11/15/2023 | 387.05 |
| | 176N-NK6F-L4WM | 2402000 | 257267 | 11/15/2023 | 387.02 |
| | 1CNP-9HNW-1FCY | 2402001 | 257267 | 11/15/2023 | 387.01 |
| | 1PML-MNL4-LMXY | 2402004 | 257267 | 11/15/2023 | 387.01 |
| | 1YPC-G4MH-33V6 | 2402023 | 257267 | 11/15/2023 | 401.68 |
| | 1W7C-NC4N-KDG6 | 2402024 | 257267 | 11/15/2023 | 401.68 |
| | 16PH-174K-KYGK | 2402030 | 257267 | 11/15/2023 | 387.05 |
| | 1DN7-1GJK-CTFK | 2401975 | 257267 | 11/15/2023 | 248.37 |
| | 1VPP-7NH3-9PQR | 2402008 | 257267 | 11/15/2023 | 361.98 |
| | 17DM-WWVP-CFMM | 2402009 | 257267 | 11/15/2023 | 361.98 |
| | 1Y3C-1XCH-DNWW | 2402012 | 257267 | 11/15/2023 | 361.98 |

Expenditure Summary Report

From Date: 11/15/2023
To Date: 11/15/2023

| Vendor | Invoice | PO No. | Check No. | Check Date | Amount |
|--|------------------|---------|-----------|------------|-------------------|
| Amazon Capital Services | 1MGK-NJQ4-K3KR | 2402025 | 257267 | 11/15/2023 | 401.68 |
| Amazon Capital Services | 11VK-LJNT-F9JF | 2402027 | 257267 | 11/15/2023 | 360.66 |
| Amazon Capital Services | 113R-GDR3-DP39 | 2402043 | 257267 | 11/15/2023 | 161.73 |
| Amazon Capital Services | 113R-GDR3-DFR4 | (blank) | 257267 | 11/15/2023 | (109.40) |
| Amazon Capital Services | 1N9K-LJLR-1611 | 2402039 | 257267 | 11/15/2023 | 99.97 |
| Amazon Capital Services | 1JTY-MLWD-1GPG | 2402010 | 257267 | 11/15/2023 | 361.98 |
| Amazon Capital Services | 113R-GDR3-1DK9 | 2402011 | 257267 | 11/15/2023 | 361.98 |
| Amazon Capital Services | 14WT-QYXQ-7Q9W | 2402013 | 257267 | 11/15/2023 | 36.99 |
| Amazon Capital Services | 17YQ-C7PJ-7YWM | 2402014 | 257267 | 11/15/2023 | 373.47 |
| Amazon Capital Services | 19C9-HP34-3FKY | 2402018 | 257267 | 11/15/2023 | 392.73 |
| Amazon Capital Services | 1MGK-NJQ4-337H | 2402019 | 257267 | 11/15/2023 | 399.80 |
| Amazon Capital Services | 11VK-LJNT-34RH | 2402020 | 257267 | 11/15/2023 | 399.80 |
| Amazon Capital Services | 14TW-XM73-1PLT | 2402021 | 257267 | 11/15/2023 | 399.80 |
| Amazon Capital Services | 196V-J3G9-3GVN | 2402022 | 257267 | 11/15/2023 | 399.80 |
| Amazon Capital Services | 16LM-JDFY-DK44 | 2401809 | 257267 | 11/15/2023 | 218.80 |
| Amazon Capital Services | 1H7M-TJYN-1MVQ | 2401988 | 257267 | 11/15/2023 | 31.16 |
| | 1VQX-17KL-JTJH | 2401973 | 257267 | 11/15/2023 | 86.25 |
| | 1DPY-T1NR-K6MF | 2401971 | 257267 | 11/15/2023 | 39.78 |
| | 1DPY-T1NR-K6LH | 2401972 | 257267 | 11/15/2023 | 24.58 |
| | 17VD-FT96-L4FY | 2401947 | 257267 | 11/15/2023 | 39.96 |
| | 1cym-q7jn-1lfv | 2402015 | 257267 | 11/15/2023 | 156.17 |
| Amazon Capital Services Total | | | | | 15,604.84 |
| American Speech-Language-Hearing Assoc. | V157256 | 2402113 | 257268 | 11/15/2023 | 343.00 |
| American Speech-Language-Hearing Assoc. Total | | | | | 343.00 |
| Anderson, Tamara Jo | 10/16-10/31-2023 | 2402176 | 257269 | 11/15/2023 | 2,925.00 |
| Anderson, Tamara Jo Total | | | | | 2,925.00 |
| Arjona, Martha B | MILES202310 | (blank) | 257020 | 11/15/2023 | 8.71 |
| Arjona, Martha B Total | | | | | 8.71 |
| Aubin, Chad Stephen | V258623 | 2402120 | 257270 | 11/15/2023 | 80.94 |
| | V283047 | 2402120 | 257270 | 11/15/2023 | 73.29 |
| | V408904 | 2402120 | 257270 | 11/15/2023 | 58.95 |
| Aubin, Chad Stephen Total | | | | | 213.18 |
| B & B Awards & Recognition | 20052894 | 2402205 | 257271 | 11/15/2023 | 137.94 |
| | 20052756 | 2402205 | 257271 | 11/15/2023 | 68.97 |
| B & B Awards & Recognition Total | | | | | 206.91 |
| Baby Fold | V75004 | 2401944 | 257272 | 11/15/2023 | 150,998.94 |
| | MAYSTMT2023 | 2402237 | 257272 | 11/15/2023 | 158,881.32 |
| Baby Fold Total | | | | | 309,880.26 |
| Bachman, Lynette S | MILES202310 | (blank) | 257021 | 11/15/2023 | 75.33 |
| Bachman, Lynette S Total | | | | | 75.33 |
| Backe, Maureen Elizabeth | MILES202308 | (blank) | 257022 | 11/15/2023 | 50.70 |
| | MILES202309 | (blank) | 257022 | 11/15/2023 | 25.55 |
| | MILES202310 | (blank) | 257022 | 11/15/2023 | 131.85 |
| Backe, Maureen Elizabeth Total | | | | | 208.10 |
| Bennett Electronics | 35664 | 2401475 | 257273 | 11/15/2023 | 6,975.00 |
| Bennett Electronics Total | | | | | 6,975.00 |
| Bennett, Tara Marie | MILES202310 | (blank) | 257023 | 11/15/2023 | 18.60 |
| Bennett, Tara Marie Total | | | | | 18.60 |

Expenditure Summary Report

From Date: 11/15/2023
To Date: 11/15/2023

| Vendor | Invoice | PO No. | Check No. | Check Date | Amount |
|--|---------------------|---------|-----------|------------|------------------|
| Bill'S Key & Lock Shop | 176387 | 2402215 | 257274 | 11/15/2023 | 106.76 |
| | 176838 | 2402215 | 257274 | 11/15/2023 | 60.54 |
| Bill'S Key & Lock Shop Total | | | | | 167.30 |
| Birkey'S Farm Store | P58667 | 2402214 | 257275 | 11/15/2023 | 275.24 |
| | P58669 | 2402214 | 257275 | 11/15/2023 | 33.00 |
| | P58044 | 2402214 | 257275 | 11/15/2023 | 125.00 |
| Birkey'S Farm Store Total | | | | | 433.24 |
| Bishop Bros, Inc | PAYAPP3 | 2402163 | 257276 | 11/15/2023 | 11,990.00 |
| Bishop Bros, Inc Total | | | | | 11,990.00 |
| Blaum, Melissa Marie | MILES202310 | (blank) | 257024 | 11/15/2023 | 47.16 |
| Blaum, Melissa Marie Total | | | | | 47.16 |
| Bluhm, Katherine A | REMB10202023 | (blank) | 257025 | 11/15/2023 | 47.16 |
| Bluhm, Katherine A Total | | | | | 47.16 |
| Bobcat Of Peoria | 02-82253 | 2402190 | 257277 | 11/15/2023 | 102.16 |
| | 02-82200 | 2402072 | 257277 | 11/15/2023 | 93.74 |
| Bobcat Of Peoria Total | | | | | 195.90 |
| Bordner, Kelly L | MILES202310 | (blank) | 257026 | 11/15/2023 | 68.45 |
| Bordner, Kelly L Total | | | | | 68.45 |
| Borst, Edward A | MILES202308 | (blank) | 257027 | 11/15/2023 | 11.59 |
| | MILES202309 | (blank) | 257027 | 11/15/2023 | 69.36 |
| | MILES202310 | (blank) | 257027 | 11/15/2023 | 66.02 |
| Borst, Edward A Total | | | | | 146.97 |
| Bradford Supply Company | 2563594 | 2402073 | 257278 | 11/15/2023 | 92.51 |
| Bradford Supply Company Total | | | | | 92.51 |
| Braun, Nancy A | Q1-66518 | 2402097 | 257279 | 11/15/2023 | 4,200.00 |
| Braun, Nancy A Total | | | | | 4,200.00 |
| Briggs, Susan Kay | MILES202310 | (blank) | 257028 | 11/15/2023 | 103.56 |
| Briggs, Susan Kay Total | | | | | 103.56 |
| Budak, Heather L | V363554 | 2402145 | 257280 | 11/15/2023 | 103.50 |
| Budak, Heather L Total | | | | | 103.50 |
| Bushue Background Screening | McLean5EHR-20231031 | 2402089 | 257281 | 11/15/2023 | 1,728.00 |
| Bushue Background Screening Total | | | | | 1,728.00 |
| Capitol Group | S2398945.001 | 2402211 | 257282 | 11/15/2023 | 7.05 |
| | S2391121.002 | 2402211 | 257282 | 11/15/2023 | 315.19 |
| | S2391121.001 | 2402076 | 257282 | 11/15/2023 | 87.03 |
| Capitol Group Total | | | | | 409.27 |
| Carl'S Pro Band Instrument Repair | 1159 | 2402111 | 257283 | 11/15/2023 | 24.95 |
| | 1153 | 2402110 | 257283 | 11/15/2023 | 160.99 |
| | 1150 | 2402054 | 257283 | 11/15/2023 | 150.00 |
| | 1096 | 2402054 | 257283 | 11/15/2023 | 28.96 |
| Carl'S Pro Band Instrument Repair Total | | | | | 364.90 |
| Carter, Lyn Marie | MILES202310 | (blank) | 257029 | 11/15/2023 | 327.50 |
| Carter, Lyn Marie Total | | | | | 327.50 |

Expenditure Summary Report

From Date: 11/15/2023
To Date: 11/15/2023

| Vendor | Invoice | PO No. | Check No. | Check Date | Amount |
|--|--------------------|---------|-----------|------------|-----------------|
| Cell Electric Llc | 2023-642 | 2402074 | 257284 | 11/15/2023 | 150.00 |
| | 2023-0571 | 2402203 | 257284 | 11/15/2023 | 7,171.00 |
| Cell Electric Llc Total | | | | | 7,321.00 |
| Champlain, Jeanie | REMB11012023 | (blank) | 257030 | 11/15/2023 | 222.00 |
| Champlain, Jeanie Total | | | | | 222.00 |
| Chiddix Junior High School | OFFICIALS-OCT-STMT | 2402085 | 257285 | 11/15/2023 | 1,080.00 |
| Chiddix Junior High School Total | | | | | 1,080.00 |
| Ci Solutions | 18733 | 2402042 | 257286 | 11/15/2023 | 974.00 |
| Ci Solutions Total | | | | | 974.00 |
| City Of Bloomington - Utilities | 1007079 | 2400011 | 257013 | 11/15/2023 | 1,030.14 |
| | 1007137 | 2400011 | 257013 | 11/15/2023 | 1,684.86 |
| | 999566 | 2400011 | 257013 | 11/15/2023 | 1,544.62 |
| City Of Bloomington - Utilities Total | | | | | 4,259.62 |
| Clean The Uniform Company | STMT11012023 | 2400201 | 257287 | 11/15/2023 | 298.99 |
| Clean The Uniform Company Total | | | | | 298.99 |
| Collins, Paula Lynn | MILES202310 | (blank) | 257031 | 11/15/2023 | 138.60 |
| Collins, Paula Lynn Total | | | | | 138.60 |
| Comcast Business | 10/22/23-STMT | 2402049 | 257288 | 11/15/2023 | 425.55 |
| Comcast Business Total | | | | | 425.55 |
| Confidential On-Site Paper Shreddin | 143622 | 2402130 | 257289 | 11/15/2023 | 173.99 |
| | 143961 | 2402121 | 257289 | 11/15/2023 | 73.00 |
| Confidential On-Site Paper Shreddin Total | | | | | 246.99 |
| Connor Co | S010671633.001 | 2402210 | 257290 | 11/15/2023 | 666.86 |
| | S010668628.001 | 2402210 | 257290 | 11/15/2023 | 51.50 |
| | S010656734.001 | 2402210 | 257290 | 11/15/2023 | 301.45 |
| | S010664708.001 | 2402210 | 257290 | 11/15/2023 | 39.14 |
| | S010664741.001 | 2402210 | 257290 | 11/15/2023 | 169.04 |
| | S010662321.001 | 2402210 | 257290 | 11/15/2023 | 148.47 |
| | S010649038.002 | 2402210 | 257290 | 11/15/2023 | 464.54 |
| | S010651254.001 | 2402210 | 257290 | 11/15/2023 | 43.04 |
| | S010636099.002 | 2402077 | 257290 | 11/15/2023 | 164.10 |
| | S010612381.001 | 2402077 | 257290 | 11/15/2023 | 60.60 |
| | S010649038.001 | 2402077 | 257290 | 11/15/2023 | 393.07 |
| Connor Co Total | | | | | 2,501.81 |
| Crescent Electric Supply Co | S511841107.001 | 2402075 | 257291 | 11/15/2023 | 39.11 |
| | S511799598.001 | 2402075 | 257291 | 11/15/2023 | 559.84 |
| Crescent Electric Supply Co Total | | | | | 598.95 |
| Cumulus Media-Bloomington | BB3852777 | 2401974 | 257292 | 11/15/2023 | 35.00 |
| | BB3852775 | 2402069 | 257292 | 11/15/2023 | 210.00 |
| Cumulus Media-Bloomington Total | | | | | 245.00 |
| Darnall Concrete Products Co | 11701 | 2402078 | 257293 | 11/15/2023 | 2,673.10 |
| Darnall Concrete Products Co Total | | | | | 2,673.10 |
| Dehner, Meredith R | MILES202310 | (blank) | 257032 | 11/15/2023 | 114.23 |
| Dehner, Meredith R Total | | | | | 114.23 |
| Diamonika, Divine N | MILES202309 | (blank) | 257033 | 11/15/2023 | 10.68 |

Expenditure Summary Report

From Date: 11/15/2023
To Date: 11/15/2023

| Vendor | Invoice | PO No. | Check No. | Check Date | Amount |
|--|-------------------|------------------|-----------|------------|-----------------|
| Diamonika, Divine N | MILES202310 | (blank) | 257033 | 11/15/2023 | 44.08 |
| Diamonika, Divine N Total | | | | | 54.76 |
| Dick Blick | | 267014 2401959 | 257294 | 11/15/2023 | 264.90 |
| Dick Blick Total | | | | | 264.90 |
| Dillman, Pamela Kim | MILES202310 | (blank) | 257034 | 11/15/2023 | 23.06 |
| Dillman, Pamela Kim Total | | | | | 23.06 |
| Divita, Margherita | MILES202310 | (blank) | 257035 | 11/15/2023 | 91.44 |
| Divita, Margherita Total | | | | | 91.44 |
| Don Owen Tire Service, Inc | | 325542 2402189 | 257295 | 11/15/2023 | 21.00 |
| | | 325580 2402189 | 257295 | 11/15/2023 | 967.50 |
| | WO1972646 | 2402189 | 257295 | 11/15/2023 | 184.00 |
| Don Owen Tire Service, Inc Total | | | | | 1,172.50 |
| Edmentum | INV3218900 | 2402236 | 257296 | 11/15/2023 | 590.00 |
| Edmentum Total | | | | | 590.00 |
| Ekon-O-Pac Llc | | 4122 2402094 | 257297 | 11/15/2023 | 180.00 |
| Ekon-O-Pac Llc Total | | | | | 180.00 |
| Elpayaa, Lauren | MILES202310 | (blank) | 257036 | 11/15/2023 | 128.31 |
| Elpayaa, Lauren Total | | | | | 128.31 |
| Emerick, Drew Mathew | MILES202310 | (blank) | 257037 | 11/15/2023 | 75.65 |
| Emerick, Drew Mathew Total | | | | | 75.65 |
| Etcheson Spa & Pool | 6327 30368 | 2402202 | 257298 | 11/15/2023 | 15.59 |
| Etcheson Spa & Pool Total | | | | | 15.59 |
| Eugene Field Secondary Service | OCT2023LAMINATION | 2402122 | 257299 | 11/15/2023 | 87.00 |
| Eugene Field Secondary Service Total | | | | | 87.00 |
| Evergreen Fs | | 34995113 2402218 | 257300 | 11/15/2023 | 975.00 |
| | | 34995522 2402218 | 257300 | 11/15/2023 | 120.00 |
| | | 34243739 2402218 | 257300 | 11/15/2023 | 350.00 |
| | | 34243300 2402201 | 257300 | 11/15/2023 | 552.29 |
| | | 46240201 2402201 | 257300 | 11/15/2023 | 75.60 |
| Evergreen Fs Total | | | | | 2,072.89 |
| Farm & Fleet of Bloomington | | 6268 2402212 | 257301 | 11/15/2023 | 53.94 |
| | | 6162 2402212 | 257301 | 11/15/2023 | 23.96 |
| | | 5893 2402212 | 257301 | 11/15/2023 | 315.34 |
| | V922585 | 2402212 | 257301 | 11/15/2023 | 29.99 |
| | | 5159 2402142 | 257301 | 11/15/2023 | 24.58 |
| Farm & Fleet of Bloomington Total | | | | | 447.81 |
| Fillingham, Kari Lyn | V532665 | 2401699 | 257302 | 11/15/2023 | 25.96 |
| Fillingham, Kari Lyn Total | | | | | 25.96 |
| Fisher, Charles E | MILES202310 | (blank) | 257038 | 11/15/2023 | 114.76 |
| Fisher, Charles E Total | | | | | 114.76 |
| Five Star Water | STMT11022023 | 2402147 | 257303 | 11/15/2023 | 10.00 |
| Five Star Water Total | | | | | 10.00 |
| Flags Usa | | 111695 2402127 | 257304 | 11/15/2023 | 5,274.00 |

Expenditure Summary Report

From Date: 11/15/2023
To Date: 11/15/2023

| Vendor | Invoice | PO No. | Check No. | Check Date | Amount |
|---|-------------|---------|-----------|------------|-----------------|
| Flags Usa Total | | | | | 5,274.00 |
| Follett Content Solutions, Llc | 744208F | 2401504 | 257305 | 11/15/2023 | 1,459.46 |
| Follett Content Solutions, Llc Total | | | | | 1,459.46 |
| Franklin, Cindy E | MILES202310 | (blank) | 257039 | 11/15/2023 | 283.16 |
| Franklin, Cindy E Total | | | | | 283.16 |
| Frontier | V840711 | 2400007 | 257014 | 11/15/2023 | 430.85 |
| Frontier Total | | | | | 430.85 |
| Gannaway, Rachel L | MILES202310 | (blank) | 257040 | 11/15/2023 | 133.29 |
| Gannaway, Rachel L Total | | | | | 133.29 |
| Gemberling, David Tod | V755348 | 2402234 | 257306 | 11/15/2023 | 61.35 |
| Gemberling, David Tod Total | | | | | 61.35 |
| Ggnet, Inc. | 83470 | 2401989 | 257307 | 11/15/2023 | 1,730.00 |
| Ggnet, Inc. Total | | | | | 1,730.00 |
| Ghrist, Tracie Nicole | MILES202310 | (blank) | 257041 | 11/15/2023 | 164.14 |
| Ghrist, Tracie Nicole Total | | | | | 164.14 |
| Gibson, Jennifer | MILES202310 | (blank) | 257042 | 11/15/2023 | 97.53 |
| Gibson, Jennifer Total | | | | | 97.53 |
| Global Water Technology, Inc. | 98927 | 2402079 | 257308 | 11/15/2023 | 1,458.33 |
| Global Water Technology, Inc. Total | | | | | 1,458.33 |
| Gonzalez, Roman | MILES202310 | (blank) | 257043 | 11/15/2023 | 59.21 |
| Gonzalez, Roman Total | | | | | 59.21 |
| Goodfield Disposal | OCT/NOV/DEC | 2402124 | 257309 | 11/15/2023 | 138.00 |
| Goodfield Disposal Total | | | | | 138.00 |
| Gordon Food Service, Inc | 230681754 | 2402091 | 257310 | 11/15/2023 | 47.90 |
| | 230697826 | 2402092 | 257310 | 11/15/2023 | 306.17 |
| | 230697827 | 2402092 | 257310 | 11/15/2023 | 5,423.74 |
| | 230697828 | 2402092 | 257310 | 11/15/2023 | 1,133.93 |
| | 230697829 | 2402092 | 257310 | 11/15/2023 | 944.08 |
| | 230697830 | 2402092 | 257310 | 11/15/2023 | 1,311.46 |
| | 230697831 | 2402092 | 257310 | 11/15/2023 | 2,376.55 |
| | 230697833 | 2402092 | 257310 | 11/15/2023 | 55.49 |
| | 230697834 | 2402092 | 257310 | 11/15/2023 | 38.32 |
| | 230697835 | 2402092 | 257310 | 11/15/2023 | 19.16 |
| | 230697836 | 2402092 | 257310 | 11/15/2023 | 5,116.97 |
| | 230697837 | 2402092 | 257310 | 11/15/2023 | 95.80 |
| | 230697838 | 2402092 | 257310 | 11/15/2023 | 191.60 |
| | 230697839 | 2402092 | 257310 | 11/15/2023 | 166.34 |
| | 230697840 | 2402092 | 257310 | 11/15/2023 | 1,953.78 |
| | 230697841 | 2402092 | 257310 | 11/15/2023 | 1,145.26 |
| | 230697842 | 2402092 | 257310 | 11/15/2023 | 67.06 |
| | 230697843 | 2402092 | 257310 | 11/15/2023 | 29.46 |
| | 230697844 | 2402092 | 257310 | 11/15/2023 | 29.46 |
| | 230697845 | 2402092 | 257310 | 11/15/2023 | 1,188.17 |
| | 230699185 | 2402092 | 257310 | 11/15/2023 | 911.47 |
| | 230669442 | 2402091 | 257310 | 11/15/2023 | 1,080.37 |
| | 230669445 | 2402091 | 257310 | 11/15/2023 | 92.12 |
| | 230678202 | 2402091 | 257310 | 11/15/2023 | 204.46 |

Expenditure Summary Report

From Date: 11/15/2023
To Date: 11/15/2023

| Vendor | Invoice | PO No. | Check No. | Check Date | Amount |
|--|------------------|---------|-----------|------------|------------------|
| Gordon Food Service, Inc | 230678212 | 2402091 | 257310 | 11/15/2023 | 4,304.97 |
| Gordon Food Service, Inc | 230681729 | 2402091 | 257310 | 11/15/2023 | 191.60 |
| Gordon Food Service, Inc | 230681732 | 2402091 | 257310 | 11/15/2023 | 5,183.08 |
| Gordon Food Service, Inc | 230681738 | 2402091 | 257310 | 11/15/2023 | 2,854.41 |
| Gordon Food Service, Inc | 230681742 | 2402091 | 257310 | 11/15/2023 | 28.74 |
| Gordon Food Service, Inc | 230681743 | 2402091 | 257310 | 11/15/2023 | 1,166.84 |
| Gordon Food Service, Inc | 230681745 | 2402091 | 257310 | 11/15/2023 | 1,606.33 |
| Gordon Food Service, Inc | 230681749 | 2402091 | 257310 | 11/15/2023 | 1,993.29 |
| Gordon Food Service, Inc | 230681753 | 2402091 | 257310 | 11/15/2023 | 1,349.50 |
| Gordon Food Service, Inc | 230681755 | 2402091 | 257310 | 11/15/2023 | 47.90 |
| Gordon Food Service, Inc | 230681756 | 2402091 | 257310 | 11/15/2023 | 99.08 |
| Gordon Food Service, Inc | 230681758 | 2402091 | 257310 | 11/15/2023 | 76.64 |
| Gordon Food Service, Inc | 230681759 | 2402091 | 257310 | 11/15/2023 | 1,895.94 |
| Gordon Food Service, Inc | 230641365 | 2402090 | 257310 | 11/15/2023 | 84.36 |
| Gordon Food Service, Inc | 230641373 | 2402090 | 257310 | 11/15/2023 | 2,477.69 |
| Gordon Food Service, Inc | 230644752 | 2402090 | 257310 | 11/15/2023 | 4,106.69 |
| Gordon Food Service, Inc | 230644756 | 2402090 | 257310 | 11/15/2023 | 29.28 |
| Gordon Food Service, Inc | 230644757 | 2402090 | 257310 | 11/15/2023 | 4,363.53 |
| Gordon Food Service, Inc | 230666631 | 2402090 | 257310 | 11/15/2023 | 202.46 |
| Gordon Food Service, Inc | 230616995 | 2402090 | 257310 | 11/15/2023 | 2,232.47 |
| Gordon Food Service, Inc | 230616996 | 2402090 | 257310 | 11/15/2023 | 23.43 |
| Gordon Food Service, Inc | 230629393 | 2402090 | 257310 | 11/15/2023 | 282.08 |
| Gordon Food Service, Inc | 230629399 | 2402090 | 257310 | 11/15/2023 | 2,967.35 |
| Gordon Food Service, Inc | 230594360 | 2402090 | 257310 | 11/15/2023 | 5,159.46 |
| Gordon Food Service, Inc | 230594363 | 2402090 | 257310 | 11/15/2023 | 48.34 |
| Gordon Food Service, Inc | 230596207 | 2402090 | 257310 | 11/15/2023 | 94.40 |
| Gordon Food Service, Inc | 230596215 | 2402090 | 257310 | 11/15/2023 | 3,859.23 |
| Gordon Food Service, Inc Total | | | | | 70,658.21 |
| Grainger Parts Operations Ww Graing | 9876473142 | 2402109 | 257311 | 11/15/2023 | 192.98 |
| | 9875515778 | 2402109 | 257311 | 11/15/2023 | 366.09 |
| | 9871900305 | 2402109 | 257311 | 11/15/2023 | 171.28 |
| | 9868233488 | 2402109 | 257311 | 11/15/2023 | 416.64 |
| | 9867687361 | 2402109 | 257311 | 11/15/2023 | 604.87 |
| Grainger Parts Operations Ww Graing Total | | | | | 1,751.86 |
| Griffin, Jade Marie | V63503 | 2401977 | 257312 | 11/15/2023 | 50.81 |
| Griffin, Jade Marie Total | | | | | 50.81 |
| Growing Grounds | 396290 | 2402200 | 257313 | 11/15/2023 | 146.96 |
| | 396211 | 2402200 | 257313 | 11/15/2023 | 446.85 |
| | 396255 | 2402200 | 257313 | 11/15/2023 | 122.33 |
| Growing Grounds Total | | | | | 716.14 |
| Hackler, Justine | REMB102310242023 | (blank) | 257044 | 11/15/2023 | 149.54 |
| Hackler, Justine Total | | | | | 149.54 |
| Hakes, Kylie C | MILES202308 | (blank) | 257045 | 11/15/2023 | 3.28 |
| | MILES202309 | (blank) | 257045 | 11/15/2023 | 13.10 |
| | MILES202310 | (blank) | 257045 | 11/15/2023 | 16.38 |
| Hakes, Kylie C Total | | | | | 32.76 |
| Hatzer, Cody M | 4701414 | 2401880 | 257314 | 11/15/2023 | 56.28 |
| Hatzer, Cody M Total | | | | | 56.28 |
| Hays, Caitlin D | V983086 | 2402040 | 257315 | 11/15/2023 | 23.99 |
| Hays, Caitlin D Total | | | | | 23.99 |
| Heartspring | 16739 | 2402178 | 257316 | 11/15/2023 | 26,360.43 |

Expenditure Summary Report

From Date: 11/15/2023
To Date: 11/15/2023

| Vendor | Invoice | PO No. | Check No. | Check Date | Amount |
|---|--------------|---------|-----------|------------|------------------|
| Heartspring Total | | | | | 26,360.43 |
| Heggie, Baylee Nicole | MILES202310 | (blank) | 257046 | 11/15/2023 | 12.45 |
| Heggie, Baylee Nicole Total | | | | | 12.45 |
| Heinemann | Q527172 | 2402028 | 257317 | 11/15/2023 | 386.68 |
| Heinemann Total | | | | | 386.68 |
| Henderson, Logan | V110642 | 2402164 | 257318 | 11/15/2023 | 100.00 |
| Henderson, Logan Total | | | | | 100.00 |
| Henderson, Rachel Elizabeth | MILES202310 | (blank) | 257047 | 11/15/2023 | 115.74 |
| Henderson, Rachel Elizabeth Total | | | | | 115.74 |
| Henderson, Sophi | V715785 | 2402165 | 257319 | 11/15/2023 | 100.00 |
| Henderson, Sophi Total | | | | | 100.00 |
| Henrichsmeyer, Krista Ann | MILES202310 | (blank) | 257048 | 11/15/2023 | 53.71 |
| Henrichsmeyer, Krista Ann Total | | | | | 53.71 |
| Hereford, Kara Sue | V747620 | 2402053 | 257320 | 11/15/2023 | 13.42 |
| Hereford, Kara Sue Total | | | | | 13.42 |
| Heritage Machine & Welding Inc | 50012 | 2402219 | 257321 | 11/15/2023 | 1,125.20 |
| | 50000 | 2402219 | 257321 | 11/15/2023 | 60.00 |
| | 49959 | 2402219 | 257321 | 11/15/2023 | 406.12 |
| | 49926 | 2402219 | 257321 | 11/15/2023 | 42.00 |
| | 49828 | 2402126 | 257321 | 11/15/2023 | 156.74 |
| Heritage Machine & Welding Inc Total | | | | | 1,790.06 |
| Hermes Service & Sales | 1017173 | 2402221 | 257322 | 11/15/2023 | 1,685.00 |
| | 907171 | 2402125 | 257322 | 11/15/2023 | 236.00 |
| | 1012172 | 2402125 | 257322 | 11/15/2023 | 424.00 |
| Hermes Service & Sales Total | | | | | 2,345.00 |
| Hinthorne, Diane Kay | MILES202310 | (blank) | 257049 | 11/15/2023 | 82.07 |
| Hinthorne, Diane Kay Total | | | | | 82.07 |
| Hitchins, Tracy Lynn | MILES202310 | (blank) | 257050 | 11/15/2023 | 111.61 |
| Hitchins, Tracy Lynn Total | | | | | 111.61 |
| Hodges Loizzi Eisenhammer Rodick & | 60155 | 2402047 | 257323 | 11/15/2023 | 17,385.16 |
| Hodges Loizzi Eisenhammer Rodick & Total | | | | | 17,385.16 |
| Holt Supply Company | 3416867 | 2402220 | 257324 | 11/15/2023 | 75.91 |
| Holt Supply Company Total | | | | | 75.91 |
| Hope School | STMT09302023 | 2402096 | 257325 | 11/15/2023 | 4,269.00 |
| Hope School Total | | | | | 4,269.00 |
| Hopper, Daniele A | V851288 | 2402227 | 257326 | 11/15/2023 | 209.20 |
| Hopper, Daniele A Total | | | | | 209.20 |
| Hospital Purchasing Service | 121734 | 2402095 | 257327 | 11/15/2023 | 514.13 |
| Hospital Purchasing Service Total | | | | | 514.13 |
| Houchin, Patricia L | MILES202310 | (blank) | 257051 | 11/15/2023 | 78.99 |
| Houchin, Patricia L Total | | | | | 78.99 |

Expenditure Summary Report

From Date: 11/15/2023
To Date: 11/15/2023

| Vendor | Invoice | PO No. | Check No. | Check Date | Amount |
|--|----------------|--------------------|-----------|------------|-----------------|
| Hudson Municipal Water | STMT10172023 | 2400008 | 257015 | 11/15/2023 | 293.20 |
| Hudson Municipal Water Total | | | | | 293.20 |
| IESA Illinois Elementary School Asn | | 35409 2402194 | 257328 | 11/15/2023 | 450.00 |
| | | 35314 2402194 | 257328 | 11/15/2023 | 160.00 |
| IESA Illinois Elementary School Asn Total | | | | | 610.00 |
| Illinois Oil Marketing Equipment, I | | 44231 2402033 | 257329 | 11/15/2023 | 359.00 |
| Illinois Oil Marketing Equipment, I Total | | | | | 359.00 |
| Illinois School For The Deaf | STMT10312023 | 2402100 | 257330 | 11/15/2023 | 54.00 |
| Illinois School For The Deaf Total | | | | | 54.00 |
| Ilmea | | 27021 2401979 | 257331 | 11/15/2023 | 1,830.00 |
| Ilmea Total | | | | | 1,830.00 |
| Interstate All Battery Center | | 1.9004E+12 2402222 | 257332 | 11/15/2023 | 185.00 |
| Interstate All Battery Center Total | | | | | 185.00 |
| Iron Mountain | HXRY93 | 2402048 | 257333 | 11/15/2023 | 3,378.34 |
| Iron Mountain Total | | | | | 3,378.34 |
| ISU Career Services | 20230914-00005 | 2402070 | 257334 | 11/15/2023 | 550.00 |
| ISU Career Services Total | | | | | 550.00 |
| Itsavvy Llc | | 1458201 2401135 | 257335 | 11/15/2023 | 3,200.00 |
| Itsavvy Llc Total | | | | | 3,200.00 |
| J W Pepper & Sons Incorp | | 365706030 2402056 | 257336 | 11/15/2023 | 75.00 |
| J W Pepper & Sons Incorp Total | | | | | 75.00 |
| Jerome, Ruth H | MILES202310 | (blank) | 257052 | 11/15/2023 | 42.58 |
| Jerome, Ruth H Total | | | | | 42.58 |
| Johnson Controls Fire Protection Lp | | 51289607 2402136 | 257337 | 11/15/2023 | 3,064.20 |
| Johnson Controls Fire Protection Lp Total | | | | | 3,064.20 |
| Jung, Kahri | V840647 | 2402181 | 257338 | 11/15/2023 | 100.00 |
| Jung, Kahri Total | | | | | 100.00 |
| Karr, Natalie Ann | MILES202310 | (blank) | 257053 | 11/15/2023 | 28.89 |
| Karr, Natalie Ann Total | | | | | 28.89 |
| Kaskaskia Special Education Distric | STMT10312023 | 2402098 | 257339 | 11/15/2023 | 5,640.64 |
| Kaskaskia Special Education Distric Total | | | | | 5,640.64 |
| Kearfott, Nicolas | MILES202310 | (blank) | 257054 | 11/15/2023 | 333.40 |
| Kearfott, Nicolas Total | | | | | 333.40 |
| Kec Design Llc | INV216372 | 2400445 | 257340 | 11/15/2023 | 865.00 |
| Kec Design Llc Total | | | | | 865.00 |
| Keen Tile, Inc | | 62601 2402197 | 257341 | 11/15/2023 | 747.55 |
| Keen Tile, Inc Total | | | | | 747.55 |
| Keiser, Stacy Lyn Barron | MILES202310 | (blank) | 257055 | 11/15/2023 | 17.82 |
| Keiser, Stacy Lyn Barron Total | | | | | 17.82 |
| Kele, Inc. | INV3677728 | 2402137 | 257342 | 11/15/2023 | 206.24 |

Expenditure Summary Report

From Date: 11/15/2023
To Date: 11/15/2023

| Vendor | Invoice | PO No. | Check No. | Check Date | Amount |
|---|----------------|---------|-----------|------------|------------------|
| Kele, Inc. Total | | | | | 206.24 |
| Kelley Lett, Dawn Marie | MILES202310 | (blank) | 257056 | 11/15/2023 | 246.94 |
| Kelley Lett, Dawn Marie Total | | | | | 246.94 |
| Ken'S Oil Service, Inc. | 929678 | 2402146 | 257343 | 11/15/2023 | 26,859.54 |
| | K536322 | 2402146 | 257343 | 11/15/2023 | 2,421.11 |
| | K536170 | 2402051 | 257343 | 11/15/2023 | 1,796.34 |
| Ken'S Oil Service, Inc. Total | | | | | 31,076.99 |
| Kerr, Sean C | V894957 | 2402198 | 257344 | 11/15/2023 | 43.91 |
| Kerr, Sean C Total | | | | | 43.91 |
| Kingsley Junior High School | V455913 | 2402065 | 257345 | 11/15/2023 | 1,525.00 |
| Kingsley Junior High School Total | | | | | 1,525.00 |
| Kirby Risk Corporation | S210046174.001 | 2402223 | 257346 | 11/15/2023 | 321.42 |
| Kirby Risk Corporation Total | | | | | 321.42 |
| Knollenberg, Holly N | MILES202310 | (blank) | 257057 | 11/15/2023 | 123.27 |
| Knollenberg, Holly N Total | | | | | 123.27 |
| Koenig Body & Equipment | S095047 | 2402144 | 257347 | 11/15/2023 | 9,480.00 |
| Koenig Body & Equipment Total | | | | | 9,480.00 |
| Kotowski, Linda Jo | MILES202310 | (blank) | 257058 | 11/15/2023 | 96.94 |
| Kotowski, Linda Jo Total | | | | | 96.94 |
| Kummer, Melissa Brianne | MILES202309 | (blank) | 257059 | 11/15/2023 | 33.21 |
| | MILES202310 | (blank) | 257059 | 11/15/2023 | 37.86 |
| Kummer, Melissa Brianne Total | | | | | 71.07 |
| Kupferschmid, Hannah I | MILES202310 | (blank) | 257060 | 11/15/2023 | 36.94 |
| Kupferschmid, Hannah I Total | | | | | 36.94 |
| Lacy, Shauna | MILES202310 | (blank) | 257061 | 11/15/2023 | 172.92 |
| Lacy, Shauna Total | | | | | 172.92 |
| Lehr, Margaret Ambrose Legates | MILES202310 | (blank) | 257062 | 11/15/2023 | 111.42 |
| Lehr, Margaret Ambrose Legates Total | | | | | 111.42 |
| Leichtenberg, Valerie | MILES202310 | (blank) | 257063 | 11/15/2023 | 23.97 |
| Leichtenberg, Valerie Total | | | | | 23.97 |
| Lessen, Beth Anne | MILES202308 | (blank) | 257064 | 11/15/2023 | 45.59 |
| | MILES202309 | (blank) | 257064 | 11/15/2023 | 49.19 |
| | MILES202310 | (blank) | 257064 | 11/15/2023 | 62.55 |
| Lessen, Beth Anne Total | | | | | 157.33 |
| Linde Gas & Equipment Inc. | 38977415 | 2402224 | 257348 | 11/15/2023 | 77.85 |
| Linde Gas & Equipment Inc. Total | | | | | 77.85 |
| Lkm Mowing & Landscaping | 41667 | 2402138 | 257349 | 11/15/2023 | 73.00 |
| Lkm Mowing & Landscaping Total | | | | | 73.00 |
| Love, Mackenzie | MILES202310 | (blank) | 257065 | 11/15/2023 | 111.42 |
| Love, Mackenzie Total | | | | | 111.42 |
| Lunzer, Janine | MILES202310 | (blank) | 257066 | 11/15/2023 | 55.41 |

Expenditure Summary Report

From Date: 11/15/2023
To Date: 11/15/2023

| Vendor | Invoice | PO No. | Check No. | Check Date | Amount |
|---|---------------|---------|-----------|------------|-------------------|
| Lunzer, Janine Total | | | | | 55.41 |
| Mace, Michael A | V534938 | 2402166 | 257350 | 11/15/2023 | 29.98 |
| Mace, Michael A Total | | | | | 29.98 |
| Mackin Educational Fund | 834064 | 2401302 | 257351 | 11/15/2023 | 409.48 |
| Mackin Educational Fund Total | | | | | 409.48 |
| Martin Sullivan Inc. | 1631041 | 2402191 | 257352 | 11/15/2023 | 924.13 |
| | 1622673 | 2402191 | 257352 | 11/15/2023 | 791.13 |
| Martin Sullivan Inc. Total | | | | | 1,715.26 |
| Mattocks, Danny P | V752190 | 2402129 | 257353 | 11/15/2023 | 16.00 |
| Mattocks, Danny P Total | | | | | 16.00 |
| Mattson, Rachel | MILES202310 | (blank) | 257067 | 11/15/2023 | 84.17 |
| Mattson, Rachel Total | | | | | 84.17 |
| Mc Graw-Hill School Ed Holdings, LI | 1.30188E+11 | 2401976 | 257354 | 11/15/2023 | 21.06 |
| Mc Graw-Hill School Ed Holdings, LI Total | | | | | 21.06 |
| Mc Lean County Glass & Mirror, Inc | 57579 | 2402139 | 257355 | 11/15/2023 | 9,300.00 |
| | 57238 | 2402229 | 257355 | 11/15/2023 | 188.30 |
| Mc Lean County Glass & Mirror, Inc Total | | | | | 9,488.30 |
| Mc Master-Carr Supply Co | 1106TROCKWELL | 2402232 | 257356 | 11/15/2023 | 139.76 |
| | 1030TROCKWELL | 2402232 | 257356 | 11/15/2023 | 655.82 |
| | 1023TROCKWELL | 2402232 | 257356 | 11/15/2023 | 404.78 |
| | 1020TROCKWELL | 2402232 | 257356 | 11/15/2023 | 196.58 |
| | 15921187 | 2402140 | 257356 | 11/15/2023 | 61.10 |
| Mc Master-Carr Supply Co Total | | | | | 1,458.04 |
| Mclean County Asphalt Co, Inc | 74712 | 2402233 | 257357 | 11/15/2023 | 72.52 |
| | 74607 | 2402233 | 257357 | 11/15/2023 | 178.94 |
| | 74540 | 2402160 | 257357 | 11/15/2023 | 9,350.00 |
| Mclean County Asphalt Co, Inc Total | | | | | 9,601.46 |
| Menards Lumber | 19849 | 2402055 | 257358 | 11/15/2023 | 35.91 |
| | 19457 | 2402055 | 257358 | 11/15/2023 | 6.98 |
| Menards Lumber Total | | | | | 42.89 |
| Menken, Kaleigh | MILES202310 | (blank) | 257068 | 11/15/2023 | 33.93 |
| Menken, Kaleigh Total | | | | | 33.93 |
| Metro Fibernet Llc | STMT11012023 | 2402162 | 257359 | 11/15/2023 | 7,075.97 |
| Metro Fibernet Llc Total | | | | | 7,075.97 |
| Meyer, Damon | MILES202310 | (blank) | 257069 | 11/15/2023 | 98.25 |
| Meyer, Damon Total | | | | | 98.25 |
| Middleton Associates Inc | 11/03/2023-1 | 2402161 | 257361 | 11/15/2023 | 6,170.00 |
| Middleton Associates Inc Total | | | | | 6,170.00 |
| Mid-Illinois Mechanical, Inc | 10130 | 2402155 | 257360 | 11/15/2023 | 36,926.00 |
| | 10129 | 2402156 | 257360 | 11/15/2023 | 38,209.00 |
| | 10131 | 2402157 | 257360 | 11/15/2023 | 37,440.00 |
| Mid-Illinois Mechanical, Inc Total | | | | | 112,575.00 |
| Midwest Construction Rentals | 195559-1 | 2402231 | 257362 | 11/15/2023 | 338.58 |

Expenditure Summary Report

From Date: 11/15/2023
To Date: 11/15/2023

| Vendor | Invoice | PO No. | Check No. | Check Date | Amount |
|--|---------------|---------|-----------|------------|-----------------|
| Midwest Construction Rentals | 195192-1 | 2402231 | 257362 | 11/15/2023 | 376.20 |
| | 195418-1 | 2402231 | 257362 | 11/15/2023 | 386.65 |
| Midwest Construction Rentals Total | | | | | 1,101.43 |
| Midwest Equipment li | 698949 | 2402141 | 257363 | 11/15/2023 | 109.95 |
| | 698038 | 2402141 | 257363 | 11/15/2023 | 63.93 |
| Midwest Equipment li Total | | | | | 173.88 |
| Mier, Angela M | MILES202310 | (blank) | 257070 | 11/15/2023 | 40.74 |
| Mier, Angela M Total | | | | | 40.74 |
| Miller Janitor Supply Co. | 112868 | 2402128 | 257364 | 11/15/2023 | 3,599.72 |
| Miller Janitor Supply Co. Total | | | | | 3,599.72 |
| Miller, Hall & Triggs Law Offices | STMT10062023 | 2402046 | 257365 | 11/15/2023 | 209.00 |
| Miller, Hall & Triggs Law Offices Total | | | | | 209.00 |
| Moore, Burlinda | MILES202310 | (blank) | 257071 | 11/15/2023 | 153.27 |
| Moore, Burlinda Total | | | | | 153.27 |
| Mosier, Megan A | MILES202308 | (blank) | 257072 | 11/15/2023 | 5.11 |
| Mosier, Megan A Total | | | | | 5.11 |
| Motion Industries, Inc | IL66-01017434 | 2402226 | 257366 | 11/15/2023 | 43.52 |
| Motion Industries, Inc Total | | | | | 43.52 |
| Myers, Gabriel | MILES202310 | (blank) | 257073 | 11/15/2023 | 41.92 |
| Myers, Gabriel Total | | | | | 41.92 |
| Narisepalli, Aravinda | REMB103123 | (blank) | 257074 | 11/15/2023 | 185.00 |
| Narisepalli, Aravinda Total | | | | | 185.00 |
| Nelco | 8786568 | 2402068 | 257367 | 11/15/2023 | 137.45 |
| Nelco Total | | | | | 137.45 |
| Neumann, Kara C | MILES202309 | (blank) | 257075 | 11/15/2023 | 30.06 |
| | MILES202310 | (blank) | 257075 | 11/15/2023 | 32.82 |
| Neumann, Kara C Total | | | | | 62.88 |
| Newton, Carlie A | V546132 | 2402071 | 257368 | 11/15/2023 | 59.63 |
| Newton, Carlie A Total | | | | | 59.63 |
| Nicasio, Mariana | MILES202309 | (blank) | 257076 | 11/15/2023 | 5.90 |
| | MILES202310 | (blank) | 257076 | 11/15/2023 | 7.60 |
| Nicasio, Mariana Total | | | | | 13.50 |
| Nicor Gas | V139108 | 2400005 | 257016 | 11/15/2023 | 28.25 |
| | V427730 | 2400005 | 257016 | 11/15/2023 | 517.47 |
| | V808571 | 2400005 | 257016 | 11/15/2023 | 916.67 |
| Nicor Gas Total | | | | | 1,462.39 |
| Nord Outdoor Power Corp | P01343 | 2402108 | 257369 | 11/15/2023 | 473.10 |
| Nord Outdoor Power Corp Total | | | | | 473.10 |
| Nybakke Vacuum Shop, Inc | 103023-1 | 2402183 | 257370 | 11/15/2023 | 91.72 |
| | 102323-4 | 2402172 | 257370 | 11/15/2023 | 739.98 |
| | 102523-2 | 2402183 | 257370 | 11/15/2023 | 28.38 |
| | 102523-4 | 2402183 | 257370 | 11/15/2023 | 54.99 |
| | 102523-8 | 2402183 | 257370 | 11/15/2023 | 25.00 |

Expenditure Summary Report

From Date: 11/15/2023
To Date: 11/15/2023

| Vendor | Invoice | PO No. | Check No. | Check Date | Amount | |
|--|------------------|---------|-----------|------------|------------------|-----------|
| Nybakke Vacuum Shop, Inc | 102323-5 | 2402183 | 257370 | 11/15/2023 | 51.23 | |
| | 102323-6 | 2402183 | 257370 | 11/15/2023 | 84.98 | |
| Nybakke Vacuum Shop, Inc Total | | | | | 1,076.28 | |
| O'Connell, Yolanda M | MILES202310 | (blank) | 257077 | 11/15/2023 | 175.02 | |
| O'Connell, Yolanda M Total | | | | | 175.02 | |
| Orthopedic & Sports Enhancement | | 1308 | 2402170 | 257371 | 11/15/2023 | 17,500.00 |
| Orthopedic & Sports Enhancement Total | | | | | 17,500.00 | |
| Owens, Jake | V294296 | 2402225 | 257372 | 11/15/2023 | 265.21 | |
| Owens, Jake Total | | | | | 265.21 | |
| Parallax Inc | SQ441687 | 2402045 | 257373 | 11/15/2023 | 379.18 | |
| Parallax Inc Total | | | | | 379.18 | |
| Peck, Jon | V976972 | 2402143 | 257374 | 11/15/2023 | 120.19 | |
| Peck, Jon Total | | | | | 120.19 | |
| Pepsi Cola General Bot, Inc | OCT12-19,2023 | 2402093 | 257375 | 11/15/2023 | 1,649.88 | |
| Pepsi Cola General Bot, Inc Total | | | | | 1,649.88 | |
| Peterson, Jennifer K | V797224 | 2402059 | 257376 | 11/15/2023 | 42.94 | |
| Peterson, Jennifer K Total | | | | | 42.94 | |
| Photo Warehouse | | 637276 | 2402061 | 257377 | 11/15/2023 | 934.55 |
| Photo Warehouse Total | | | | | 934.55 | |
| Pioneer Manufacturing Co. | INV906424 | 2402107 | 257378 | 11/15/2023 | 625.81 | |
| Pioneer Manufacturing Co. Total | | | | | 625.81 | |
| Plattner, Heather Paullin | MILES202310 | (blank) | 257078 | 11/15/2023 | 242.28 | |
| Plattner, Heather Paullin Total | | | | | 242.28 | |
| Powell, April P | REMB102610272023 | (blank) | 257079 | 11/15/2023 | 385.00 | |
| Powell, April P Total | | | | | 385.00 | |
| Presley, Deborah L | MILES202310 | (blank) | 257080 | 11/15/2023 | 12.58 | |
| Presley, Deborah L Total | | | | | 12.58 | |
| Principal Life Insurance-Sbd Grand | STMT10172023 | 2402041 | 257379 | 11/15/2023 | 5,879.03 | |
| Principal Life Insurance-Sbd Grand Total | | | | | 5,879.03 | |
| Project Fit America | Carlock10312023 | 2402032 | 257381 | 11/15/2023 | 379.13 | |
| Project Fit America Total | | | | | 379.13 | |
| Pro-Type Printing | | 66380 | 2401987 | 257380 | 11/15/2023 | 170.00 |
| | | 66381 | 2401987 | 257380 | 11/15/2023 | 112.00 |
| | | 66382 | 2401987 | 257380 | 11/15/2023 | 112.00 |
| Pro-Type Printing Total | | | | | 394.00 | |
| Prusynski, Evan | V562690 | 2402169 | 257382 | 11/15/2023 | 100.00 | |
| Prusynski, Evan Total | | | | | 100.00 | |
| Quadient Leasing Usa, Inc. | Q1049714 | 2402150 | 257383 | 11/15/2023 | 580.62 | |
| | Q1030491 | 2401978 | 257383 | 11/15/2023 | 318.57 | |
| Quadient Leasing Usa, Inc. Total | | | | | 899.19 | |
| Raglan, Melissa N | MILES202310 | (blank) | 257081 | 11/15/2023 | 187.33 | |

Expenditure Summary Report

From Date: 11/15/2023
To Date: 11/15/2023

| Vendor | Invoice | PO No. | Check No. | Check Date | Amount |
|---|---------------------|---------|-----------|------------|------------------|
| Raglan, Melissa N Total | | | | | 187.33 |
| Redneck Trailer Supplies, Inc | 100190190 | 2402196 | 257384 | 11/15/2023 | 105.98 |
| | 100019154 | 2402196 | 257384 | 11/15/2023 | 349.35 |
| Redneck Trailer Supplies, Inc Total | | | | | 455.33 |
| Regional Office Of Education #17 | 4002400021 | 2401952 | 257385 | 11/15/2023 | 1,116.55 |
| | 1002400333 | 2402179 | 257385 | 11/15/2023 | 10.00 |
| | 1002400304 | 2402173 | 257385 | 11/15/2023 | 14,001.47 |
| | 1002400335 | 2402174 | 257385 | 11/15/2023 | 8,857.92 |
| Regional Office Of Education #17 Total | | | | | 23,985.94 |
| Republic Services - #368 | 0368-001081501. | 2402131 | 257386 | 11/15/2023 | 269.47 |
| Republic Services - #368 Total | | | | | 269.47 |
| Robbins, Marsha L | MILES202310 | (blank) | 257082 | 11/15/2023 | 15.72 |
| Robbins, Marsha L Total | | | | | 15.72 |
| Rp Lumber Company, Inc | 1669864 | 2402106 | 257387 | 11/15/2023 | 1,902.40 |
| | 1656512 | 2402106 | 257387 | 11/15/2023 | 73.33 |
| | 1651070 | 2402106 | 257387 | 11/15/2023 | 143.24 |
| | 1417870 | 2402102 | 257387 | 11/15/2023 | 31.88 |
| Rp Lumber Company, Inc Total | | | | | 2,150.85 |
| Sadicoff, Dawn Mc Guire | MILES202310 | (blank) | 257083 | 11/15/2023 | 112.92 |
| Sadicoff, Dawn Mc Guire Total | | | | | 112.92 |
| Salvati, Dawn | REMB10182023 | (blank) | 257084 | 11/15/2023 | 20.00 |
| Salvati, Dawn Total | | | | | 20.00 |
| Salyer, Tisa Marie | MILES202310 | (blank) | 257085 | 11/15/2023 | 62.23 |
| Salyer, Tisa Marie Total | | | | | 62.23 |
| Schmidt, Therese F | MILES202310 | (blank) | 257086 | 11/15/2023 | 254.34 |
| Schmidt, Therese F Total | | | | | 254.34 |
| Schneider, Kandice | MILES202310 | (blank) | 257087 | 11/15/2023 | 15.33 |
| Schneider, Kandice Total | | | | | 15.33 |
| School Specialty | 2.08133E+11 | 2402058 | 257388 | 11/15/2023 | 57.86 |
| | 2.08133E+11 | 2402153 | 257388 | 11/15/2023 | 710.00 |
| | 2.08133E+11 | 2402148 | 257388 | 11/15/2023 | 3,536.00 |
| | 2.08133E+11 | 2402152 | 257388 | 11/15/2023 | 2,526.03 |
| | 3.08104E+11 | 2402158 | 257388 | 11/15/2023 | 9,146.97 |
| | 2.08133E+11 | 2402159 | 257388 | 11/15/2023 | 220.80 |
| School Specialty Total | | | | | 16,197.66 |
| Schroen, Staci Nicole | MILES202310 | (blank) | 257088 | 11/15/2023 | 154.38 |
| Schroen, Staci Nicole Total | | | | | 154.38 |
| Schupbach, Mary Ellen | MILES202310 | (blank) | 257089 | 11/15/2023 | 159.30 |
| Schupbach, Mary Ellen Total | | | | | 159.30 |
| Scott, Robert W | MILES202310 | (blank) | 257090 | 11/15/2023 | 42.64 |
| Scott, Robert W Total | | | | | 42.64 |
| Seibert, Amanda Rae | 112-2497307-5771449 | 2401990 | 257389 | 11/15/2023 | 19.99 |
| | V354314 | 2401991 | 257389 | 11/15/2023 | 50.94 |
| Seibert, Amanda Rae Total | | | | | 70.93 |

Expenditure Summary Report

From Date: 11/15/2023
To Date: 11/15/2023

| Vendor | Invoice | PO No. | Check No. | Check Date | Amount |
|---------------------------------|-----------------|---------|-----------|------------|------------------|
| Select Screen Prints | 62494 | 2402063 | 257390 | 11/15/2023 | 1,661.75 |
| Select Screen Prints Total | | | | | 1,661.75 |
| Sheppelman, Dawn Demlow | MILES202310 | (blank) | 257091 | 11/15/2023 | 133.95 |
| Sheppelman, Dawn Demlow Total | | | | | 133.95 |
| Shumaker, Natalie Elise | MILES202310 | (blank) | 257092 | 11/15/2023 | 75.26 |
| Shumaker, Natalie Elise Total | | | | | 75.26 |
| Siebenthal, Melissa A | MILES202309 | (blank) | 257093 | 11/15/2023 | 92.36 |
| | MILES202310 | (blank) | 257093 | 11/15/2023 | 98.51 |
| Siebenthal, Melissa A Total | | | | | 190.87 |
| Smith, Bayleigh | 1029-10/30,2023 | 2402180 | 257391 | 11/15/2023 | 253.75 |
| Smith, Bayleigh Total | | | | | 253.75 |
| Snyder, Jennifer L | MILES202310 | (blank) | 257094 | 11/15/2023 | 163.62 |
| Snyder, Jennifer L Total | | | | | 163.62 |
| Soliant Health, LLC | 20799257 | 2402114 | 257392 | 11/15/2023 | 3,750.00 |
| | 20792933 | 2402038 | 257392 | 11/15/2023 | 3,750.00 |
| Soliant Health, LLC Total | | | | | 7,500.00 |
| Soliday, Mackenzie | MILES202310 | (blank) | 257095 | 11/15/2023 | 24.04 |
| Soliday, Mackenzie Total | | | | | 24.04 |
| Sparrow, Elizabeth A | MILES202311 | (blank) | 257096 | 11/15/2023 | 131.00 |
| Sparrow, Elizabeth A Total | | | | | 131.00 |
| Springwood, Cheryl | V217488 | 2402195 | 257393 | 11/15/2023 | 19.69 |
| Springwood, Cheryl Total | | | | | 19.69 |
| Steadman, Mark | V133966 | 2402199 | 257394 | 11/15/2023 | 586.96 |
| Steadman, Mark Total | | | | | 586.96 |
| Stegemann, Eric S | V281355 | 2402060 | 257395 | 11/15/2023 | 18.13 |
| Stegemann, Eric S Total | | | | | 18.13 |
| Stevens, Lori Joann | MILES202310 | (blank) | 257097 | 11/15/2023 | 475.79 |
| Stevens, Lori Joann Total | | | | | 475.79 |
| Stratus Networks, Inc. | 197234 | 2402082 | 257396 | 11/15/2023 | 58.00 |
| Stratus Networks, Inc. Total | | | | | 58.00 |
| Stutz, Jessica Lynn | CONF1026272023 | (blank) | 257098 | 11/15/2023 | 310.00 |
| Stutz, Jessica Lynn Total | | | | | 310.00 |
| Swann Special Care Center | STMT10312023 | 2402177 | 257397 | 11/15/2023 | 21,839.83 |
| Swann Special Care Center Total | | | | | 21,839.83 |
| Sweet, Stacy | MILES202310 | (blank) | 257099 | 11/15/2023 | 126.94 |
| Sweet, Stacy Total | | | | | 126.94 |
| Team Automotive And Tire | 302622 | 2402192 | 257398 | 11/15/2023 | 40.00 |
| | 7832194 | 2402186 | 257398 | 11/15/2023 | 55.00 |
| | 7832259 | 2402193 | 257398 | 11/15/2023 | 2,653.78 |
| Team Automotive And Tire Total | | | | | 2,748.78 |

Expenditure Summary Report

From Date: 11/15/2023
To Date: 11/15/2023

| Vendor | Invoice | PO No. | Check No. | Check Date | Amount |
|--|------------------|---------|-----------|------------|------------------|
| The Copy Shop | 8912 | 2402235 | 257399 | 11/15/2023 | 97.74 |
| | 8952 | 2402235 | 257399 | 11/15/2023 | 36.00 |
| | 8900 | 2402235 | 257399 | 11/15/2023 | 180.00 |
| The Copy Shop Total | | | | | 313.74 |
| The Music Shoppe, Inc | 3575393 | 2402057 | 257400 | 11/15/2023 | 74.37 |
| | 3575873 | 2402057 | 257400 | 11/15/2023 | 71.40 |
| | 3574943 | 2402057 | 257400 | 11/15/2023 | 69.91 |
| | 3565139 | 2402057 | 257400 | 11/15/2023 | 21.49 |
| | 3550149 | 2402057 | 257400 | 11/15/2023 | 32.50 |
| | 3516883 | 2402057 | 257400 | 11/15/2023 | 16.99 |
| The Music Shoppe, Inc Total | | | | | 286.66 |
| Thoennes, Lisa A | MILES202309 | (blank) | 257100 | 11/15/2023 | 46.51 |
| | MILES202310 | (blank) | 257100 | 11/15/2023 | 67.01 |
| Thoennes, Lisa A Total | | | | | 113.52 |
| T-Mobile | STMT10212023CUST | 2401793 | 257017 | 11/15/2023 | 1,243.62 |
| T-Mobile Total | | | | | 1,243.62 |
| Towanda Water Department | STMT10302023 | 2400009 | 257018 | 11/15/2023 | 312.53 |
| Towanda Water Department Total | | | | | 312.53 |
| Trafera Holdings, Llc | 1000828206 | 2401286 | 257401 | 11/15/2023 | 16,780.00 |
| Trafera Holdings, Llc Total | | | | | 16,780.00 |
| Traynor, Grace M | V521188 | 2402134 | 257402 | 11/15/2023 | 156.00 |
| Traynor, Grace M Total | | | | | 156.00 |
| Tripp, Daniel R | REMB1026-27,2023 | (blank) | 257101 | 11/15/2023 | 763.36 |
| Tripp, Daniel R Total | | | | | 763.36 |
| Turcotte, Briana L | MILES202310 | (blank) | 257102 | 11/15/2023 | 222.70 |
| Turcotte, Briana L Total | | | | | 222.70 |
| Twin Supplies, Ltd. | 15926F | 2402105 | 257403 | 11/15/2023 | 417.00 |
| | 15018C | 2402105 | 257403 | 11/15/2023 | 2,015.00 |
| | 15934E | 2402105 | 257403 | 11/15/2023 | 9,875.00 |
| | 15922F | 2402105 | 257403 | 11/15/2023 | 2,963.00 |
| | 15923F | 2402105 | 257403 | 11/15/2023 | 767.00 |
| Twin Supplies, Ltd. Total | | | | | 16,037.00 |
| Uline | 169251396 | 2402104 | 257404 | 11/15/2023 | 460.43 |
| Uline Total | | | | | 460.43 |
| Unifirst Corporation | STMT10312023 | 2400256 | 257405 | 11/15/2023 | 1,456.72 |
| Unifirst Corporation Total | | | | | 1,456.72 |
| Unit 5 Decker Industries | OCTOBER2023LAMIN | 2402116 | 257406 | 11/15/2023 | 7.00 |
| | 112/111 | 2402175 | 257406 | 11/15/2023 | 45.00 |
| Unit 5 Decker Industries Total | | | | | 52.00 |
| Unit 5 Vocational Training Ctr/Deck | V249233 | 2401261 | 257407 | 11/15/2023 | 22.00 |
| Unit 5 Vocational Training Ctr/Deck Total | | | | | 22.00 |
| Village Of Carlock. | 5581 | 2400012 | 257019 | 11/15/2023 | 122.33 |
| Village Of Carlock. Total | | | | | 122.33 |
| Vissering, Diana L | V126151 | 2402206 | 257408 | 11/15/2023 | 95.81 |

Expenditure Summary Report

From Date: 11/15/2023
To Date: 11/15/2023

| Vendor | Invoice | PO No. | Check No. | Check Date | Amount |
|---|-------------|---------|-----------|------------|-------------------|
| Vissering, Diana L Total | | | | | 95.81 |
| Vogelsang, Claye R | MILES202310 | (blank) | 257103 | 11/15/2023 | 182.42 |
| Vogelsang, Claye R Total | | | | | 182.42 |
| Walker, Karen L | MILES202310 | (blank) | 257104 | 11/15/2023 | 211.57 |
| Walker, Karen L Total | | | | | 211.57 |
| Watts Copy Systems, Inc. - Leasing | 35190958 | 2401886 | 257409 | 11/15/2023 | 13,069.40 |
| Watts Copy Systems, Inc. - Leasing Total | | | | | 13,069.40 |
| West | 849211696 | 2402132 | 257410 | 11/15/2023 | 1,302.52 |
| West Total | | | | | 1,302.52 |
| Wiist, Deanna M | TBNHK7D7HKN | 2402080 | 257411 | 11/15/2023 | 500.00 |
| Wiist, Deanna M Total | | | | | 500.00 |
| Winsler, Annette | MILES202310 | (blank) | 257105 | 11/15/2023 | 4.59 |
| Winsler, Annette Total | | | | | 4.59 |
| Winsupply | 357549 01 | 2402103 | 257412 | 11/15/2023 | 269.59 |
| Winsupply Total | | | | | 269.59 |
| Young, Wendy Marie | MILES202310 | (blank) | 257106 | 11/15/2023 | 60.33 |
| Young, Wendy Marie Total | | | | | 60.33 |
| Zeller Digital Innovations | 39590 | 2402052 | 257413 | 11/15/2023 | 342.00 |
| Zeller Digital Innovations Total | | | | | 342.00 |
| Zimmerman, Claire Christine | MILES202310 | (blank) | 257107 | 11/15/2023 | 136.31 |
| Zimmerman, Claire Christine Total | | | | | 136.31 |
| Zink, Laura Susanne | MILES202310 | (blank) | 257108 | 11/15/2023 | 85.08 |
| Zink, Laura Susanne Total | | | | | 85.08 |
| Zobel, Daniel B | MILES202310 | (blank) | 257109 | 11/15/2023 | 137.94 |
| Zobel, Daniel B Total | | | | | 137.94 |
| Grand Total | | | | | 935,725.66 |

Expenditure Summary Report

From Date: 11/15/2023
 To Date: 11/15/2023

| Fund | Amount |
|--------------------|-------------------|
| 10 | 597,243.37 |
| 20 | 115,548.35 |
| 30 | 6,510.60 |
| 40 | 42,808.46 |
| 80 | 32,229.88 |
| 90 | 141,385.00 |
| Grand Total | 935,725.66 |

CUSD No. 5, McLean and Woodford Counties, Illinois

Unit 5 Treasurer's Report As of 10/31/2023

Fiscal Year: 2023-2024

ASSETS

| | |
|---|-------------------------|
| Educational Fund | |
| Cash (+) | \$29,536,382.26 |
| Other Assets (+) | \$68,655.39 |
| Sub-total : Educational Fund | \$29,605,037.65 |
| Operations & Maintenance Fund | |
| Cash (+) | \$2,440,331.43 |
| Sub-total : Operations & Maintenance Fund | \$2,440,331.43 |
| Debt Service Fund | |
| Cash (+) | \$34,524,688.17 |
| Sub-total : Debt Service Fund | \$34,524,688.17 |
| Transportation Fund | |
| Cash (+) | \$5,050,703.69 |
| Sub-total : Transportation Fund | \$5,050,703.69 |
| Social Security Fund | |
| Cash (+) | \$1,685,745.23 |
| Sub-total : Social Security Fund | \$1,685,745.23 |
| Municiple Retirement Fund | |
| Cash (+) | \$2,060,787.45 |
| Sub-total : Municiple Retirement Fund | \$2,060,787.45 |
| Working Cash Fund | |
| Cash (+) | \$21,073,693.71 |
| Investments (+) | \$43,290,771.91 |
| Sub-total : Working Cash Fund | \$64,364,465.62 |
| Tort Immunity Fund | |
| Cash (+) | \$1,812,350.87 |
| Other Assets (+) | \$40.00 |
| Sub-total : Tort Immunity Fund | \$1,812,390.87 |
| Life Safety Fund | |
| Cash (+) | \$491,489.42 |
| Sub-total : Life Safety Fund | \$491,489.42 |
| Total : ASSETS | \$142,035,639.53 |

LIABILITIES

| | |
|-------------------------------|----------------|
| Educational Fund | |
| Payroll Withholdings (+) | \$1,792,755.80 |
| Other Liabilities (+) | \$36,672.70 |
| Sub-total : Educational Fund | \$1,829,428.50 |
| Operations & Maintenance Fund | |

Balance Sheet

CUSD No. 5, McLean and Woodford Counties, Illinois

Unit 5 Treasurer's Report As of 10/31/2023

Fiscal Year: 2023-2024

| | |
|---|-----------------------|
| Payroll Withholdings (+) | \$28,813.98 |
| Sub-total : Operations & Maintenance Fund | \$28,813.98 |
| Transportation Fund | |
| Payroll Withholdings (+) | \$533.69 |
| Sub-total : Transportation Fund | \$533.69 |
| Social Security Fund | |
| Payroll Withholdings (+) | (\$163.12) |
| Sub-total : Social Security Fund | (\$163.12) |
| Municiple Retirement Fund | |
| Payroll Withholdings (+) | \$135,689.92 |
| Sub-total : Municiple Retirement Fund | \$135,689.92 |
| Tort Immunity Fund | |
| Payroll Withholdings (+) | \$3,528.72 |
| Sub-total : Tort Immunity Fund | \$3,528.72 |
| Total : LIABILITIES | \$1,997,831.69 |
| FUND BALANCE | |
| Educational Fund | |
| Fund Balance (+) | \$18,288,558.15 |
| Sub-total : Educational Fund | \$18,288,558.15 |
| Operations & Maintenance Fund | |
| Fund Balance (+) | \$1,331,198.69 |
| Sub-total : Operations & Maintenance Fund | \$1,331,198.69 |
| Debt Service Fund | |
| Fund Balance (+) | \$18,593,885.89 |
| Sub-total : Debt Service Fund | \$18,593,885.89 |
| Transportation Fund | |
| Fund Balance (+) | \$1,525,971.40 |
| Sub-total : Transportation Fund | \$1,525,971.40 |
| Social Security Fund | |
| Fund Balance (+) | \$1,339,217.52 |
| Sub-total : Social Security Fund | \$1,339,217.52 |
| Municiple Retirement Fund | |
| Fund Balance (+) | \$1,452,347.51 |
| Sub-total : Municiple Retirement Fund | \$1,452,347.51 |
| Working Cash Fund | |
| Fund Balance (+) | \$63,416,170.15 |
| Sub-total : Working Cash Fund | \$63,416,170.15 |

CUSD No. 5, McLean and Woodford Counties, Illinois

Unit 5 Treasurer's Report As of 10/31/2023

Fiscal Year: 2023-2024

| | | |
|---|--|-------------------------|
| Tort Immunity Fund | | |
| Fund Balance (+) | | \$731,430.37 |
| Sub-total : Tort Immunity Fund | | <u>\$731,430.37</u> |
| Life Safety Fund | | |
| Fund Balance (+) | | \$560,181.76 |
| Sub-total : Life Safety Fund | | <u>\$560,181.76</u> |
| NET CHANGE IN FUND BALANCE | | |
| NET CHANGE IN FUND BALANCE | | \$32,798,846.40 |
| (+) | | |
| Sub-total : NET CHANGE IN FUND BALANCE | | <u>\$32,798,846.40</u> |
| Total : FUND BALANCE | | <u>\$140,037,807.84</u> |
| Total LIABILITIES + FUND BALANCE | | \$142,035,639.53 |

End of Report

CUSD No. 5, McLean and Woodford Counties, Illinois

Unit 5 Treasurer's Report For the Period 10/01/2023 through 10/31/2023

Fiscal Year: 2023-2024

| | <u>10/01/2023 - 10/31/2023</u> | <u>Year To Date</u> | <u>Budget</u> | <u>Budget Balance</u> | |
|---|--------------------------------|------------------------|-------------------------|-------------------------|--------------|
| REVENUE COLLECTED | | | | | |
| Educational Fund | | | | | |
| Local Sources (+) | \$1,613,039.61 | \$35,886,796.00 | \$81,342,926.00 | \$45,456,130.00 | 44.1% |
| State Sources (+) | \$2,643,848.18 | \$7,873,567.05 | \$26,758,463.72 | \$18,884,896.67 | 29.4% |
| Federal Sources (+) | \$775,075.99 | \$5,623,727.57 | \$15,326,588.00 | \$9,702,860.43 | 36.7% |
| Sub-total : Educational Fund | \$5,031,963.78 | \$49,384,090.62 | \$123,427,977.72 | \$74,043,887.10 | 40.0% |
| Operations & Maintenance Fund | | | | | |
| Local Sources (+) | \$51,444.71 | \$5,966,632.61 | \$13,456,327.00 | \$7,489,694.39 | 44.3% |
| State Sources (+) | \$0.00 | \$0.00 | \$50,000.00 | \$50,000.00 | 0.0% |
| Sub-total : Operations & Maintenance Fund | \$51,444.71 | \$5,966,632.61 | \$13,506,327.00 | \$7,539,694.39 | 44.2% |
| Debt Service Fund | | | | | |
| Local Sources (+) | \$108,737.89 | \$16,694,311.03 | \$36,586,134.00 | \$19,891,822.97 | 45.6% |
| Sub-total : Debt Service Fund | \$108,737.89 | \$16,694,311.03 | \$36,586,134.00 | \$19,891,822.97 | 45.6% |
| Transportation Fund | | | | | |
| Local Sources (+) | \$13,521.26 | \$2,258,486.54 | \$5,165,618.00 | \$2,907,131.46 | 43.7% |
| State Sources (+) | \$1,650,406.90 | \$3,044,740.45 | \$5,933,066.55 | \$2,888,326.10 | 51.3% |
| Federal Sources (+) | \$0.00 | \$0.00 | \$400,000.00 | \$400,000.00 | 0.0% |
| Sub-total : Transportation Fund | \$1,663,928.16 | \$5,303,226.99 | \$11,498,684.55 | \$6,195,457.56 | 46.1% |
| Social Security Fund | | | | | |
| Local Sources (+) | \$79,248.44 | \$1,314,821.93 | \$2,885,396.00 | \$1,570,574.07 | 45.6% |
| Sub-total : Social Security Fund | \$79,248.44 | \$1,314,821.93 | \$2,885,396.00 | \$1,570,574.07 | 45.6% |
| Municiple Retirement Fund | | | | | |
| Local Sources (+) | \$6,725.76 | \$1,028,459.80 | \$2,237,703.00 | \$1,209,243.20 | 46.0% |
| Sub-total : Municiple Retirement Fund | \$6,725.76 | \$1,028,459.80 | \$2,237,703.00 | \$1,209,243.20 | 46.0% |
| Working Cash Fund | | | | | |
| Local Sources (+) | \$73,530.05 | \$948,295.47 | \$2,136,404.00 | \$1,188,108.53 | 44.4% |
| Sub-total : Working Cash Fund | \$73,530.05 | \$948,295.47 | \$2,136,404.00 | \$1,188,108.53 | 44.4% |
| Tort Immunity Fund | | | | | |
| Local Sources (+) | \$7,990.02 | \$2,751,687.03 | \$6,179,383.00 | \$3,427,695.97 | 44.5% |
| Sub-total : Tort Immunity Fund | \$7,990.02 | \$2,751,687.03 | \$6,179,383.00 | \$3,427,695.97 | 44.5% |
| Life Safety Fund | | | | | |
| Local Sources (+) | \$1,764.68 | \$561,991.64 | \$1,291,404.00 | \$729,412.36 | 43.5% |
| Sub-total : Life Safety Fund | \$1,764.68 | \$561,991.64 | \$1,291,404.00 | \$729,412.36 | 43.5% |
| Total : REVENUE COLLECTED | \$7,025,333.49 | \$83,953,517.12 | \$199,749,413.27 | \$115,795,896.15 | 42.0% |
| EXPENDITURES PAID | | | | | |
| Educational Fund | | | | | |
| Salaries (-) | \$8,015,193.42 | \$30,704,786.22 | \$98,595,193.87 | \$67,890,407.65 | 31.1% |
| Employee Benefits (-) | \$1,569,064.37 | \$4,125,774.73 | \$18,114,633.00 | \$13,988,858.27 | 22.8% |
| Purchased Services (-) | \$151,972.33 | \$802,662.22 | \$3,500,596.00 | \$2,697,933.78 | 22.9% |
| Supplies and Materials (-) | \$610,884.43 | \$2,410,635.84 | \$8,748,501.13 | \$6,337,865.29 | 27.6% |
| Capital Outlay (-) | \$24,971.00 | \$273,551.00 | \$122,579.00 | (\$150,972.00) | 223.2% |

Operating Statement with Budget

CUSD No. 5, McLean and Woodford Counties, Illinois

Unit 5 Treasurer's Report For the Period 10/01/2023 through 10/31/2023

Fiscal Year: 2023-2024

| | <u>10/01/2023 - 10/31/2023</u> | <u>Year To Date</u> | <u>Budget</u> | <u>Budget Balance</u> | |
|---|--------------------------------|---------------------|--------------------|-----------------------|-------|
| Other Objects (-) | \$717,249.95 | \$1,142,776.35 | \$4,912,807.00 | \$3,770,030.65 | 23.3% |
| Non-Capitalized Equipment (-) | \$13,517.22 | \$43,408.70 | \$156,928.00 | \$113,519.30 | 27.7% |
| Sub-total : Educational Fund | (\$11,102,852.72) | (\$39,503,595.06) | (\$134,151,238.00) | (\$94,647,642.94) | 29.4% |
| Operations & Maintenance Fund | | | | | |
| Salaries (-) | \$537,031.99 | \$2,231,259.95 | \$6,692,022.15 | \$4,460,762.20 | 33.3% |
| Employee Benefits (-) | \$118,996.56 | \$534,720.75 | \$1,103,844.00 | \$569,123.25 | 48.4% |
| Purchased Services (-) | \$149,055.99 | \$579,111.61 | \$1,430,895.00 | \$851,783.39 | 40.5% |
| Supplies and Materials (-) | \$226,967.78 | \$1,208,799.64 | \$3,630,302.00 | \$2,421,502.36 | 33.3% |
| Capital Outlay (-) | \$99,776.42 | \$418,037.75 | \$637,798.00 | \$219,760.25 | 65.5% |
| Other Objects (-) | \$470.00 | \$580.00 | \$2,454.00 | \$1,874.00 | 23.6% |
| Non-Capitalized Equipment (-) | \$0.00 | \$0.00 | \$1,775.00 | \$1,775.00 | 0.0% |
| Sub-total : Operations & Maintenance Fund | (\$1,132,298.74) | (\$4,972,509.70) | (\$13,499,090.15) | (\$8,526,580.45) | 36.8% |
| Debt Service Fund | | | | | |
| Other Objects (-) | \$53,554.75 | \$1,203,555.46 | \$37,218,547.47 | \$36,014,992.01 | 3.2% |
| Sub-total : Debt Service Fund | (\$53,554.75) | (\$1,203,555.46) | (\$37,218,547.47) | (\$36,014,992.01) | 3.2% |
| Transportation Fund | | | | | |
| Salaries (-) | \$19,389.63 | \$66,000.25 | \$234,718.72 | \$168,718.47 | 28.1% |
| Employee Benefits (-) | \$4,391.01 | \$11,034.03 | \$57,919.00 | \$46,884.97 | 19.1% |
| Purchased Services (-) | \$1,413.31 | \$1,305,057.72 | \$13,008,685.00 | \$11,703,627.28 | 10.0% |
| Supplies and Materials (-) | \$101,743.26 | \$282,290.02 | \$1,669,002.00 | \$1,386,711.98 | 16.9% |
| Capital Outlay (-) | \$0.00 | \$191,073.93 | \$2,777,574.47 | \$2,586,500.54 | 6.9% |
| Other Objects (-) | \$4.00 | \$46,228.00 | \$48,224.00 | \$1,996.00 | 95.9% |
| Non-Capitalized Equipment (-) | \$0.00 | \$5,472.91 | \$23,380.00 | \$17,907.09 | 23.4% |
| Sub-total : Transportation Fund | (\$126,941.21) | (\$1,907,156.86) | (\$17,819,503.19) | (\$15,912,346.33) | 10.7% |
| Social Security Fund | | | | | |
| Employee Benefits (-) | \$248,508.86 | \$968,131.10 | \$2,902,286.00 | \$1,934,154.90 | 33.4% |
| Sub-total : Social Security Fund | (\$248,508.86) | (\$968,131.10) | (\$2,902,286.00) | (\$1,934,154.90) | 33.4% |
| Municiple Retirement Fund | | | | | |
| Employee Benefits (-) | \$144,974.12 | \$555,709.78 | \$1,863,998.00 | \$1,308,288.22 | 29.8% |
| Sub-total : Municiple Retirement Fund | (\$144,974.12) | (\$555,709.78) | (\$1,863,998.00) | (\$1,308,288.22) | 29.8% |
| Tort Immunity Fund | | | | | |
| Salaries (-) | \$209,999.86 | \$845,184.31 | \$2,584,048.00 | \$1,738,863.69 | 32.7% |
| Employee Benefits (-) | \$36,767.42 | \$287,840.05 | \$1,047,185.00 | \$759,344.95 | 27.5% |
| Purchased Services (-) | \$93,653.61 | \$338,671.40 | \$2,424,054.00 | \$2,085,382.60 | 14.0% |
| Supplies and Materials (-) | \$1,302.52 | \$27,390.35 | \$40,769.00 | \$13,378.65 | 67.2% |
| Capital Outlay (-) | \$0.00 | \$35,900.00 | \$84,324.00 | \$48,424.00 | 42.6% |
| Other Objects (-) | \$0.00 | \$28,664.00 | \$100,458.00 | \$71,794.00 | 28.5% |
| Non-Capitalized Equipment (-) | \$24,904.95 | \$114,528.95 | \$150,000.00 | \$35,471.05 | 76.4% |
| Sub-total : Tort Immunity Fund | (\$366,628.36) | (\$1,678,179.06) | (\$6,430,838.00) | (\$4,752,658.94) | 26.1% |
| Life Safety Fund | | | | | |
| Purchased Services (-) | \$0.00 | \$108,935.90 | \$280,000.00 | \$171,064.10 | 38.9% |
| Capital Outlay (-) | \$136,735.70 | \$521,748.08 | \$1,350,000.00 | \$828,251.92 | 38.6% |

Operating Statement with Budget

CUSD No. 5, McLean and Woodford Counties, Illinois

Unit 5 Treasurer's Report For the Period 10/01/2023 through 10/31/2023

Fiscal Year: 2023-2024

| | <u>10/01/2023 - 10/31/2023</u> | <u>Year To Date</u> | <u>Budget</u> | <u>Budget Balance</u> | |
|---|--------------------------------|--------------------------|---------------------------|---------------------------|---------------|
| Sub-total : Life Safety Fund | (\$136,735.70) | (\$630,683.98) | (\$1,630,000.00) | (\$999,316.02) | 38.7% |
| Total : EXPENDITURES PAID | (\$13,312,494.46) | (\$51,419,521.00) | (\$215,515,500.81) | (\$164,095,979.81) | 23.9% |
| OTHER FINANCING SOURCES (USES) | | | | | |
| Educational Fund | | | | | |
| Transfers In (+) | \$0.00 | \$0.00 | \$11,200,000.00 | \$11,200,000.00 | 0.0% |
| Transfers Out (-) | \$6,952.60 | \$393,444.56 | \$558,007.11 | \$164,562.55 | 70.5% |
| Sub-total : Educational Fund | (\$6,952.60) | (\$393,444.56) | \$10,641,992.89 | \$11,035,437.45 | 3.7% |
| Operations & Maintenance Fund | | | | | |
| Capital Lease Proceeds (+) | \$0.00 | \$132,798.00 | \$132,798.00 | \$0.00 | 100.0% |
| Transfers Out (-) | \$46,602.15 | \$46,602.15 | \$122,122.86 | \$75,520.71 | 38.2% |
| Sub-total : Operations & Maintenance Fund | (\$46,602.15) | \$86,195.85 | \$10,675.14 | (\$75,520.71) | 807.4% |
| Debt Service Fund | | | | | |
| Transfers In (+) | \$53,554.75 | \$440,046.71 | \$680,129.97 | \$240,083.26 | 64.7% |
| Sub-total : Debt Service Fund | \$53,554.75 | \$440,046.71 | \$680,129.97 | \$240,083.26 | 64.7% |
| Transportation Fund | | | | | |
| Capital Lease Proceeds (+) | \$0.00 | \$128,128.47 | \$128,128.47 | \$0.00 | 100.0% |
| Transfers In (+) | \$0.00 | \$0.00 | \$5,149,446.00 | \$5,149,446.00 | 0.0% |
| Sub-total : Transportation Fund | \$0.00 | \$128,128.47 | \$5,277,574.47 | \$5,149,446.00 | 2.4% |
| Working Cash Fund | | | | | |
| Transfers Out (-) | \$0.00 | \$0.00 | \$16,349,446.00 | \$16,349,446.00 | 0.0% |
| Sub-total : Working Cash Fund | \$0.00 | \$0.00 | (\$16,349,446.00) | (\$16,349,446.00) | 0.0% |
| Tort Immunity Fund | | | | | |
| Proceeds From Capital Asset Disposal (+) | \$0.00 | \$3,923.81 | \$0.00 | (\$3,923.81) | 0.0% |
| Sub-total : Tort Immunity Fund | \$0.00 | \$3,923.81 | \$0.00 | (\$3,923.81) | 0.0% |
| Total : OTHER FINANCING SOURCES (USES) | \$0.00 | \$264,850.28 | \$260,926.47 | (\$3,923.81) | 101.5% |
| NET CHANGE IN FUND BALANCE | (\$6,287,160.97) | \$32,798,846.40 | (\$15,505,161.07) | (\$48,304,007.47) | 211.5% |

End of Report

CUSD No. 5, McLean and Woodford Counties, Illinois

Unit 5 Self-Funded Insurance As of 10/31/2023

Fiscal Year: 2023-2024

ASSETS

Current Assets

Cash In Bank (+) \$540,956.85

Accounts Receivable (+) \$8,077.50

Sub-total : Current Assets \$549,034.35

Total : ASSETS

\$549,034.35

FUND BALANCE

Fund Balance

Fund Balance (+) \$2,886,512.59

Sub-total : Fund Balance \$2,886,512.59

NET CHANGE IN FUND BALANCE

NET CHANGE IN FUND BALANCE (+) (\$2,337,478.24)

Sub-total : NET CHANGE IN FUND BALANCE (\$2,337,478.24)

Total : FUND BALANCE

\$549,034.35

Total LIABILITIES + FUND BALANCE

\$549,034.35

End of Report

CUSD No. 5, McLean and Woodford Counties, Illinois

Unit 5 Self-Funded Insurance For the Period 10/01/2023 through 10/31/2023

Fiscal Year: 2023-2024

| | 10/01/2023 - 10/31/2023 | Year To Date |
|--|-------------------------|-------------------------|
| REVENUE COLLECTED | | |
| Revenue From Payroll | | |
| Board Contributions (+) | \$602,080.00 | \$4,057,922.00 |
| Employee Contributions (+) | \$119,596.76 | \$868,914.91 |
| Sub-total : Revenue From Payroll | <u>\$721,676.76</u> | <u>\$4,926,836.91</u> |
| Revenue From Other Sources | | |
| Retiree Contributions (+) | (\$8,344.50) | \$114,029.77 |
| Cobra Contributions (+) | \$6,500.00 | \$16,931.69 |
| Interest & Dividends (+) | \$2,641.69 | \$20,341.71 |
| Sub-total : Revenue From Other Sources | <u>\$797.19</u> | <u>\$151,303.17</u> |
| Total : REVENUE COLLECTED | <u>\$722,473.95</u> | <u>\$5,078,140.08</u> |
| EXPENDITURES PAID | | |
| Operating Expenditures | | |
| Heath Ins Claims (-) | \$1,935,408.41 | \$6,882,747.57 |
| HSA Contributions (-) | \$12,016.98 | \$32,538.60 |
| Health Ins Admin Fees (-) | \$91,455.75 | \$381,829.37 |
| Other Fees & Expense (-) | \$0.00 | \$118,502.78 |
| Sub-total : Operating Expenditures | <u>(\$2,038,881.14)</u> | <u>(\$7,415,618.32)</u> |
| Total : EXPENDITURES PAID | <u>(\$2,038,881.14)</u> | <u>(\$7,415,618.32)</u> |
| NET CHANGE IN FUND BALANCE | <u>(\$1,316,407.19)</u> | <u>(\$2,337,478.24)</u> |

End of Report

District Legal Services

The Board uses both the in-house Attorney for the District and outside attorneys and law firms to provide legal services for the District. The Attorney for the District and outside attorneys represent the Board in its capacity as the governing body for the District. No attorney for the District shall represent another client if the representation involves a concurrent conflict of interest, unless permitted by the Ill. Rules of Professional Conduct adopted by the Ill. Supreme Court.

Outside attorneys and law firms serve on a retainer or other fee arrangement as determined in advance. Outside attorneys and law firms will provide services as described in the agreement for legal services. The District will only pay for legal services that are provided in accordance with the agreement for legal services or are otherwise authorized by this policy or a majority of the Board.

The Superintendent, his or her designee, and Board President are authorized to confer with and/or seek the legal advice of the Attorney for the District and/or outside attorneys and law firms. The Board may authorize a specific member to confer with legal counsel on its behalf.

The Superintendent may authorize the Attorney for the District and/or outside attorneys and law firms to represent the District in any legal matter until the Board has an opportunity to consider the matter.

The Board retains the right to consult or employ other attorneys and to terminate the service of any attorney.

LEGAL REF.: Rule 1.7 (Conflict of Interest: Current Clients) and Rule 1.13 (Organization as Client) of the Ill. Rules of Professional Conduct adopted by the Ill. Supreme Court.

CROSS REF.: 4.60 (Purchases and Contracts)

**Procurement of Architectural Engineering and
Land Surveying Services**

The School Board selects architects, engineers, and land surveyors to provide professional services to the District on the basis of demonstrated competence and qualifications, and in accordance with State law.

LEGAL REF.: 40 U.S.C. §1101 et seq.
50 ILCS 510/, Local Government Professional Services Selection Act.
50 ILCS 510/4-6.
105 ILCS 5/10-20.21.
Shively v. Belleville Twp. High Sch. Dist. 201, 329 Ill. App. 3d 1156 (5th Dist. 2002), *appeal denied*.

Adopted: August 9, 1995
Reviewed: October 2023
Amended: November 15, 2023

Types of Board Meetings

General

For all meetings of the School Board and its committees, the Superintendent or designee shall satisfy all notice and posting requirements contained herein as well as in the Open Meetings Act. This shall include mailing meeting notifications to news media that have officially requested them and to others as approved by the Board. Unless otherwise specified, all meetings are held at Normal Community West High School. Board Policy 2.220, *School Board Meeting Procedure*, governs meeting quorum requirements.

The Superintendent is designated on behalf of the Board and each Board committee to receive the training on compliance with the Open Meetings Act that is required by Section 1.05(a) of that Act. The Superintendent may identify other employees to receive the training. In addition, each Board member must complete a course of training on the Open Meetings Act as required by Section 1.05(b) or (c) of that Act.

Regular Meetings

The Board announces the time and place for its regular meetings at the beginning of each fiscal year. The Superintendent or designee shall prepare and make available the calendar of regular Board meetings. The regular meeting calendar may be changed with 10 days' notice in accordance with State law.

A meeting agenda shall be posted at the District's main office and Normal Community West High School, or other location where the meeting is to be held, at least 48 hours before the meeting.

Closed Meetings

The Board and Board committees may meet in a closed meeting to consider the following subjects:

1. The appointment, employment, compensation, discipline, performance, or dismissal of specific employees, specific individuals who serve as independent contractors in a park, recreational, or educational setting or specific volunteers of the public body or legal counsel for the public body, including hearing testimony on a complaint lodged against an employee, a specific individual who serves as an independent contractor in a park, recreational, or educational setting, or a volunteer of the public body or against legal counsel for the public body to determine its validity. However, a meeting to consider an increase in compensation to a specific employee of a public body that is subject to the Local Government Wage Increase Transparency Act may not be closed and shall be open to the public and posted and held in accordance with the Open Meetings Act. 5 ILCS 120/2(c)(1) amended by P.A. 101-459.
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. 5 ILCS 120/2(c)(2).
3. The selection of a person to fill a public office, as defined in the Open Meetings Act, including a vacancy in a public office, when the public body is given power to appoint under law or ordinance, or the discipline, performance or removal of the occupant of a public office, when the public body is given power to remove the occupant under law or ordinance. 5 ILCS 120/2(c)(3).

4. Evidence or testimony presented in open hearing, or in closed hearing where specifically authorized by law, to a quasi-adjudicative body, as defined in the Open Meetings Act, provided that the body prepares and makes available for public inspection a written decision setting forth its determinative reasoning. 5 ILCS 120/2(c)(4).
5. The purchase or lease of real property for the use of the public body, including meetings held for the purpose of discussing whether a particular parcel should be acquired. 5 ILCS 120/2(c)(5).
6. The setting of a price for sale or lease of property owned by the public body. 5 ILCS 120/2(c)(6).
7. The sale or purchase of securities, investments, or investment contracts. 5 ILCS 120/2(c)(7).
8. Security procedures, school building safety and security, and the use of personnel and equipment to respond to an actual, a threatened, or a reasonably potential danger to the safety of employees, students, staff, the public, or public property. 5 ILCS 120/2(c)(8).
9. Student disciplinary cases. 5 ILCS 120/2(c)(9).
10. The placement of individual students in special education programs and other matters relating to individual students. 5 ILCS 120/2(c)(10).
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. 5 ILCS 120/2(c)(11).
12. The establishment of reserves or settlement of claims as provided in the Local Governmental and Governmental Employees Tort Immunity Act, if otherwise the disposition of a claim or potential claim might be prejudiced, or the review or discussion of claims, loss or risk management information, records, data, advice or communications from or with respect to any insurer of the public body or any intergovernmental risk management association or self insurance pool of which the public body is a member. 5 ILCS 120/2(c)(12).
13. Self-evaluation, practices and procedures, or professional ethics, when meeting with a representative of a statewide association of which the public body is a member. 5 ILCS 120/2(c)(16).
14. Discussion of minutes of meetings lawfully closed under the Open Meetings Act, whether for purposes of approval by the body of the minutes or semi-annual review of the minutes as mandated by Section 2.06. 5 ILCS 120/2(c)(21).
15. Meetings between internal or external auditors and governmental audit committees, finance committees, and their equivalents, when the discussion involves internal control weaknesses, identification of potential fraud risk areas, known or suspected frauds, and fraud interviews conducted in accordance with generally accepted auditing standards of the United States of America. 5 ILCS 120/2(c)(29).

The Board may hold a closed meeting, or close a portion of a meeting, by a majority vote of a quorum, taken at an open meeting. The vote of each Board member present, and the reason for the closed meeting, will be publicly disclosed at the time of the meeting and clearly stated in the motion and the meeting minutes.

A single motion calling for a series of closed meetings may be adopted when such meetings will involve the same particular matters and are scheduled to be held within three months of the vote.

No final Board action will be taken at a closed meeting.

Reconvened or Rescheduled Meetings

A meeting may be rescheduled or reconvened. Public notice of a rescheduled or reconvened meeting shall be given in the same manner as that for a special meeting, except that no public notice is required when the original meeting is open to the public and: (1) is to be reconvened within 24 hours; or (2) an announcement of the time and place of the reconvened meeting was made at the original meeting and there is no change in the agenda.

Special Meetings

Special meetings may be called by the Board President or by any three members of the Board by giving notice thereof, in writing, stating the time, place, and purpose of the meeting to remaining Board members by mail at least 48 hours before the meeting, or by personal service at least 24 hours before the meeting.

Public notice of a special meeting is given by posting a notice at the District's main office at least 48 hours before the meeting and by notifying the news media that have filed a written request for notice. A meeting agenda shall accompany the notice.

All matters discussed by the Board at any special meeting must be related to a subject on the meeting agenda.

Emergency Meetings

Public notice of emergency meetings shall be given as soon as practical, but in any event, before the meeting to news media that have filed a written request for notice.

Posting on the District Website

In addition to the other notices specified in this policy, the Superintendent or designee shall post the following on the District website:

- 1) the annual schedule of regular meetings, which shall remain posted until the Board approves a new schedule of regular meetings;
- 2) a public notice of all Board meetings; and
- 3) the agenda for each meeting which shall remain posted until the meeting is concluded.

LEGAL REF.: 5 ILCS 120/, Open Meeting Act.
5 ILCS 140/, Freedom of Information Act.
105 ILCS 5/10-6 and 5/10-16.

CROSS REF.: 2.110 (Qualifications, Term, and Duties of Board Officers), 2.120 (Board Member Development), 2.210 (Organizational School Board Meetings), 2.220 (School Board Meeting Procedure), 2.230 (Public Comments at Board Meetings and Petitions to the Board), 6.235 (Access to Electronic Networks)

Administrative Procedure – Federal and State Award Procurement Procedures

In addition to the State legal requirements for purchases and contracts set forth in Board policy 4.60, *Purchases and Contracts*, and Administrative Procedure 4.60-AP1, *Purchases*, the following procedures apply to District procurement under federal awards and State awards governed by the Grant Accountability and Transparency Act (GATA). The District maintains oversight to ensure that contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders.

Consult the Attorney for the District regarding the legal requirements presented by this administrative procedure as well as before a contract is presented to the Board.

Code of Conduct

Board policies 2.100, *Board Member Conflict of Interest*, and 5.120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*, contain standards of conduct covering conflicts of interest and governing the actions of board members and employees engaged in the selection, award, and administration of contracts.

General Procurement Standards

- A. The District shall avoid acquisition of unnecessary or duplicative items. Consideration will be given to consolidating or breaking out procurements to obtain a more economical purchase. Where appropriate, an analysis will be made of lease versus purchase alternatives, and any other appropriate analysis to determine the most economical approach. **Note:** A conflict between this regulation's requirements and the Illinois Criminal Code of 2012 may exist. See 720 ILCS 5/33E-2(i-5) and 5/33E-18 (prohibits bid stringing; violation is a Class 4 felony) and 720 ILCS 5/33E-3 (prohibits bid rigging, a Class 3 felony).
- B. To foster greater economy and efficiency, the District may enter into state and local intergovernmental agreements or inter-entity agreements where appropriate for procurement or use of common or shared goods and services.
- C. The District may use federal excess and surplus property in lieu of purchasing new equipment and property whenever such use is feasible and reduces project costs.
- D. The District may use value engineering clauses in contracts for construction projects of sufficient size to offer reasonable opportunities for cost reductions. Value engineering is a systematic and creative analysis of each contract item or task to ensure that its essential function is provided at the overall lower cost. **Note:** A conflict between this regulation's requirements and the Illinois Criminal Code of 2012 may exist. See 720 ILCS 5/33E-2(i-5) and 5/33E-18 (defines and prohibits bid stringing, a Class 4 felony).
- E. The District shall only award contracts to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources. **Note:** State law requires award to the "lowest responsible bidder."
- F. The District shall maintain records sufficient to detail the history of procurement. These records will include, but are not necessarily limited to the following: rationale for the method of procurement, selection of contract type, contractor selection or rejection, and the basis for the contract price.

- G. The District may use a time and materials type contract only after a determination that no other contract is suitable and if the contract includes a ceiling price that the contractor exceeds at its own risk. **Note:** The Illinois Criminal Code of 2012 (720 ILCS 5/33E-9) requires approval of the Board or designee when a contract cost increases or decreases by \$10,000, *a/k/a change orders*. If a change order will exceed the original contract price by 10%, it must be rebid.
- H. The District shall be responsible, in accordance with good administrative practice and sound business judgment, for the settlement of all contractual and administrative issues arising out of procurements.

Competition

- A. All procurement transactions for the acquisition of property or services required under an award shall be conducted in a manner providing full and open competition consistent with the standards of State law (105 ILCS 5/10-20.21) Board Policy 4.60, *Purchases and Contracts*, and this section. To ensure objective contractor performance and eliminate unfair competitive advantage, contractors that develop or draft specifications, requirements, statements of work, or invitations for bids or requests for proposals must be excluded from competing for such procurements. Situations considered to be restrictive of competition include, but are not limited to:
 - 1. Placing unreasonable requirements on firms in order for them to qualify to do business;
 - 2. Requiring unnecessary experience and excessive bonding;
 - 3. Noncompetitive pricing practices between firms or between affiliated companies;
 - 4. Noncompetitive contracts to consultants that are on retainer contracts;
 - 5. Organizational conflicts of interest;
 - 6. Specifying only a “brand name” product instead of allowing “an equal” product to be offered and describing the performance or other relevant requirements of the procurement; and
 - 7. Any arbitrary action in the procurement process.
- B. The District shall conduct procurements in a manner that prohibits the use of statutorily or administratively imposed state, local, or tribal geographical preferences in the evaluation of bids or proposals, except in those cases where applicable federal statutes expressly mandate or encourage geographic preference. **Note:** State law may also encourage or discourage these preferences. Discuss these with the Attorney for the District. See also Doyle Plumbing & Heating Co. v. Bd. of Educ., Quincy Pub. Sch. Dist. No. 172, 291 Ill. App. 3d 221 (4th Dist. 1997); Cardinal Glass Co. v. Bd. of Educ. of Mendota Comm. Consol. Sch. Dist. 289, 113 Ill. App. 3d 442 (3rd Dist. 1983). Nothing in this section preempts State licensing laws. When contracting for architectural and engineering (A/E) services, geographic location may be a selection criterion provided its application leaves an appropriate number of qualified firms, given the nature and size of the project, to compete for the contract. **Note:** The Board must also follow the Local Government and Professional Services Selection Act (50 ILCS 510/).

C. Procurement Transactions. All solicitations will:

1. Incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured.
 - a. Such description must not, in competitive procurements, contain features which unduly restrict competition.
 - b. The description may include a statement of the qualitative nature of the material, product or service to be procured and, when necessary, must set forth those minimum essential characteristics and standards to which it must conform if it is to satisfy its intended use.
 - c. Detailed product specifications should be avoided if at all possible.
 - d. When it is impractical or uneconomical to make a clear and accurate description of the technical requirements, a “brand name or equivalent” description may be used as a means to define the performance or other salient requirements of procurement. The specific features of the named brand which must be met by offers must be clearly stated.
 2. Identify all requirements which offerors must fulfill and all other factors to be used in evaluating bids and proposals.
- D. The District shall ensure that all prequalified lists of persons, firms, or products which are used in acquiring goods and services are current and include enough qualified sources to ensure maximum open and free competition. **Note:** State laws may conflict with this provision. See 105 ILCS 5/10-20.21 and 50 ILCS 510/.
- E. The District shall not preclude potential bidders from qualifying during the solicitation period.
- F. Noncompetitive procurements can only be awarded in accordance with the requirements detailed in paragraph E of the **Methods of Procurement** subhead below.

Methods of Procurement

The District shall use one of the following methods of procurement:

- A. Micro-purchases. Procurement by micro-purchase is the acquisition of supplies or services, the aggregate dollar amount of which does not exceed the micro-purchase threshold of \$10,000, as may be amended from time to time. To the extent practicable, the District shall distribute micro-purchases equitably among qualified suppliers. Micro-purchases may be awarded without soliciting competitive quotations if the Board considers the price to be reasonable based on research, experience, purchase history, or other information and documents it maintains. **Note:** See 105 ILCS 5/10-20.21 and *Board policy 4.60, Purchases and Contracts*.
- B. Small purchase procedures. Small purchase procedures may be used for the acquisition of property or services, the aggregate dollar amount of which is higher than the micro-purchase threshold but does not exceed the Simplified Acquisition Threshold of \$250,000, as may be amended from time to time. If small purchase procedures are used, price or rate quotations must be obtained from an adequate number of qualified sources, as determined appropriate by the District.

- C. Sealed bids. Bids are publicly solicited and a firm fixed price contract (lump sum or unit price) is awarded to the responsible bidder whose bid, conforming with all the material terms and conditions of the invitation for bids, is the lowest in price. **Note:** 105 ILCS 5/10-20.21 requires “lowest responsible bidder.” The sealed bid method is the preferred method for procuring construction, if the conditions in 2 C.F.R. §200.320(b)(1)(i) apply. If sealed bids are used, the requirements in 2 C.F.R. §200.320(b)(1)(ii) apply. **Note:** 105 ILCS 5/10-20.21 requires sealed bids.
- D. Proposals. The use of proposals is a procurement method in which either a fixed price or cost-reimbursement type contract is awarded. It is generally used when conditions are not appropriate for the use of sealed bids. Proposals must be solicited from an adequate number of qualified offerors. If this method is used, the requirements in 2 C.F.R. §200.320(b)(2) apply. **Note:** 105 ILCS 5/10-20.21 requires sealed bids.
- E. Noncompetitive procurement. Noncompetitive procurement may be used only when one or more of the circumstances in §200.320(c) apply: (1) the cost does not exceed the micro-purchase threshold; (2) the item is available only from a single source; (3) public exigency or emergency will not permit a delay resulting from publicizing a competitive solicitation; (4) the awarding agency or pass-through entity expressly authorizes a noncompetitive procurement in response to a written request from the District; or (5) after solicitation of a number of sources, the District determines competition is inadequate. **Note:** 50 ILCS 510/ may conflict with this regulation.

Procurement of Recovered Materials

When the District procures items designated by the Environmental Protection Agency (EPA) as capable of being produced with recovered materials, and the purchase of the items exceeds \$10,000 or the quantity of the items (or functionally equivalent items) purchased in the preceding fiscal year exceeded \$10,000, the District shall:

- A. Ensure the items contain the highest percentage of recovered materials practicable, consistent with maintaining a satisfactory level of competition. The decision not to procure such items must be based on a determination that the items: (1) are not reasonably available within a reasonable period of time, (2) fail to meet the performance standards in the applicable specifications, or (3) are only available at an unreasonable price.
- B. Procure solid waste management services in a manner that maximizes energy and resource recovery.
- C. Establish an affirmative procurement program for procurement of recovered materials identified in EPA guidelines. The program must contain the following elements:
 - 1. Preference program for purchasing the designated items;
 - 2. Promotion program;
 - 3. Procedures for obtaining estimates and certifications of recovered materials content and for verifying the estimates and certifications; and
 - 4. Annual review and monitoring of the effectiveness of the program.

Contracting with Small and Minority Businesses, Women's Business Enterprises, and Labor Surplus Area Firms

The District shall take all necessary affirmative steps to assure that minority businesses, women's business enterprises, and labor surplus area firms are used when possible. Affirmative steps shall include:

- A. Placing qualified small and minority businesses and women's business enterprises on solicitation lists;
- B. Assuring that small and minority businesses, and women's business enterprises are solicited whenever they are potential sources;
- C. Dividing total requirements, when economically feasible, into smaller tasks or quantities to permit maximum participation by small and minority businesses, and women's business enterprises;
- D. Establishing delivery schedules, where the requirement permits, which encourage participation by small and minority businesses, and women's business enterprises;
- E. Using the services and assistance, as appropriate, of such organizations as the Small Business Administration and the Minority Business Development Agency of the Department of Commerce; and
- F. Requiring the prime contractor, if subcontracts are to be let, to take the affirmative steps listed in paragraphs (A) through (E) of this section.

Contract Cost and Price

- A. The District shall perform a cost or price analysis in connection with every procurement action in excess of the Simplified Acquisition Threshold including contract modifications. The method and degree of analysis is dependent on the facts surrounding the particular procurement situation, but as a starting point, the non-federal entity must make independent estimates before receiving bids or proposals.
- B. The District shall negotiate profit as a separate element of the price for each contract in which there is no price competition and in all cases where cost analysis is performed. To establish a fair and reasonable profit, consideration must be given to the complexity of the work to be performed, the risk borne by the contractor, the contractor's investment, the amount of subcontracting, the quality of its record of past performance, and industry profit rates in the surrounding geographical area for similar work.
- C. Costs or prices based on estimated costs for contracts under the federal award are allowable only to the extent that costs incurred or cost estimates included in negotiated prices would be allowable for the District under Subpart E, Cost Principles, of 2 C.F.R. Part 200.
- D. The cost plus a percentage of cost and percentage of construction cost methods of contracting shall not be used.

Federal Awarding Agency or Pass-Through Entity Review

The District shall make available, upon request of the federal awarding agency or pass-through entity (ISBE):

- A. Technical specifications on proposed procurements where the federal awarding agency or pass-through entity believes such review is needed to ensure that the item or service specified is the one being proposed for acquisition; and
- B. Procurement documents (such as requests for proposals or invitations for bids, or independent cost estimates) for pre-procurement review when one or more of the circumstances in §200.325(b) apply.

Bonding Requirements

- A. For construction or facility improvement contracts or sub contracts exceeding the Simplified Acquisition Threshold, the federal awarding agency or pass-through entity may accept the bonding policy and requirements of the District provided that the federal awarding agency or pass-through entity has made a determination that the federal interest is adequately protected.
- B. If such a determination has not been made, the minimum requirements shall be as follows:
 1. A bid guarantee from each bidder equivalent to five percent of the bid price. The *bid guarantee* must consist of a firm commitment such as a bid bond, certified check, or other negotiable instrument accompanying a bid as assurance that the bidder will, upon acceptance of the bid, execute such contractual documents as may be required within the time specified.
 2. A performance bond on the part of the contractor for 100 percent of the contract price. A *performance bond* is one executed in connection with a contract to secure fulfillment of all the contractor's requirements under such contract.
 3. A payment bond on the part of the contractor for 100 percent of the contract price. A *payment bond* is one executed in connection with a contract to assure payment as required by law of all persons supplying labor and material in the execution of the work provided for in the contract.

Contract Provisions

The District's contracts shall contain the applicable provisions described in Appendix II to 2 C.F.R. Part 200, *Contract Provisions for non-Federal Entity Contracts Under Federal Awards*.

Exhibit – Internal Procedures for Procurement Transactions

| Actor | Action |
|---|---|
| Staff Member | Identifies a procurement need and makes a written request to the appropriate department head and/or Building Principal. |
| Building Principal, appropriate department head or designee | Evaluates staff member’s request by conducting a needs analysis, determining a funding source, and determining if request should be sent to the Chief Financial Officer (CFO) and/or designee for further analysis. Note: The Principal’s procurement role likely varies based upon each district and type of expense. |
| CFO or designee | Upon request of the Building Principal, conducts further analysis of staff member’s request in order to verify information and determine if funds are available. Provides Building Principal with results of further analysis. |
| Building Principal, appropriate department head or designee | Provides Superintendent and/or designee with staff member’s written procurement request, his/her analysis of the staff member’s request, and, if applicable, any further analysis conducted by the CFO and/or designee. |
| Superintendent or designee | Reviews staff member’s request and analyses of same; evaluates educational value of procurement requested. Superintendent and/or designee may then: <ul style="list-style-type: none"> • Approve procurement request if below amount set by the Board and/or State law (105 ILCS 5/10-20.21); • Deny procurement request; or • If procurement request amount exceeds the Superintendent’s authority, seeks Board permission for procurement. See Board policy 4.60, <i>Purchases and Contracts</i>, for the amount designated by the Board. When presenting a contract or purchase for Board approval, the Superintendent and/or designee shall ensure it complies with applicable State and federal law, consulting the Attorney for the District as needed. See Board Policies 4.60, <i>Purchases and Contracts</i> and 7.345, <i>Use of Educational Technologies; Student Data Privacy and Security</i> . |
| School Board | Considers any procurement requests submitted by the Superintendent and/or designee. Considers any contract requests submitted by the Superintendent and/or designee. |
| Superintendent and/or designee | Identifies appropriate method of procurement and ensures appropriate method is followed. |

Administrative Procedure / General Personnel - Coordination with Children's Advocacy Center

Children's Advocacy Centers (CACs) are child-focused, trauma-informed, facility-based programs that provide a multi-disciplinary, comprehensive response to child abuse. Illinois CACs are organized and operate under the Children's Advocacy Center Act. 55 ILCS 80/. CACs are accredited based on standards set by the National Children's Alliance. 55 ILCS 80/2.5. See www.nationalchildrensalliance.org/.

The District must coordinate with the McLean County CAC to implement the **Alleged Incidents of Sexual Abuse; Investigations** subhead of Board Policy 5.90, *Abused and Neglected Child Reporting*. 105 ILCS 5/22-85. For a map of accredited CACs, see www.childrensadvocacycentersofillinois.org/about/map. Use this procedure to coordinate with the McLean County CAC.

Glossary of Terms

Alleged incident of sexual abuse - An incident of sexual abuse of a child (as defined in the Ill. Criminal Code of 2012, 720 ILCS 5/11-9.1A) that is alleged to have been perpetrated by school personnel, including a school vendor or volunteer, that occurred: (1) on school grounds or during a school activity; or (2) outside of school grounds or not during a school activity. 105 ILCS 5/22-85(b).

Alleged victim - A student who is alleged to be the victim of an alleged incident of sexual abuse.

Appropriate law enforcement agency - A law enforcement agency whose employees have been involved, in some capacity, with an investigation of a particular alleged incident of sexual abuse. 105 ILCS 5/22-85(b).

Child advocate - May be a school social worker, a school or equally-qualified psychologist, or a person in a position the Ill. State Board of Education (ISBE) has identified as an appropriate advocate for a student during a school's investigation into an alleged incident of sexual abuse. 105 ILCS 5/22-85(i).

Forensic interview - An interview between a trained forensic interviewer, as defined by National Children's Alliance standards, and a child in which the interviewer obtains information from children in an unbiased and fact-finding manner that is developmentally appropriate and culturally sensitive to support accurate and fair decision making by the multidisciplinary team in the criminal justice and child protection systems. 55 ILCS 80/2.5.

School personnel - School employees, vendors, and volunteers.

Sexual Abuse and Sexual Assault - See Ill. Criminal Code of 2012 definitions at:

- 720 ILCS 5/11-9.1A. Permitting sexual abuse of a child.
- 720 ILCS 5/11-1.20. Criminal sexual assault.
- 720 ILCS 5/11-1.30. Aggravated criminal sexual assault.
- 720 ILCS 5/11-1.40. Predatory criminal sexual assault of a child.
- 720 ILCS 5/11-1.50. Criminal sexual abuse.
- 720 ILCS 5/11-1.60. Aggravated criminal sexual abuse.

Coordination with CAC

| Actor | Action |
|----------------------------|--|
| ISBE | Identifies persons in positions who may be appropriate child advocates for students during a school's investigation into an alleged incident of sexual abuse. As of March 2023, ISBE has not identified any persons. |
| Superintendent or designee | <p>Establishes a CAC Coordination Committee (Committee) to operate as a Superintendent committee. See 2.150-AP, <i>Superintendent Committees</i>. Consider including:</p> <ul style="list-style-type: none"> District Nondiscrimination Coordinator (see 2.260, <i>Uniform Grievance Procedure</i>; and 2.265, <i>Title IX Sexual Harassment Grievance Procedure</i>) District Director of Safety and Security (see 4.170-AP1, <i>Comprehensive Safety and Security Program, Part C, Director of Safety and Security and Safety Team; Responsibilities</i>) District-level administrators Building Principals (Building Principals are mandatory for successful implementation of the Alleged Incidents of Sexual Abuse; Investigations subhead of Board Policy 5.90, <i>Abused and Neglected Child Reporting</i>) School personnel Employees from the McLean County CAC <p>Chairs and convenes Committee meetings for the purpose of implementing the Alleged Incidents of Sexual Abuse; Investigations subhead of Board Policy 5.90, <i>Abused and Neglected Child Reporting</i>.</p> <p>Informs the School Board of the Committee's progress and needs by adding information items to the Board's agendas as needed.</p> <p>Ensures that at least every two years, school personnel are trained to understand, provide information and referrals to, and address issues pertaining to students who are parents, expectant parents, or victims of domestic or sexual violence. Note: 105 ILCS 5/10-22.39(d) requires this training to be conducted by persons with expertise in domestic and sexual violence and the needs of expectant and parenting students and must include training concerning each of the following:</p> <ol style="list-style-type: none"> 1. Communicating with and listening to student victims of domestic or sexual violence and expectant and parenting students. 2. Connecting student victims of domestic or sexual violence and expectant and parenting students to appropriate in-school services and other agencies, programs, and services as needed. 3. Implementing the school district's policies, procedures, and protocols with regard to such students, including confidentiality. |

| Actor | Action |
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| School Personnel | <p>Upon suspecting or receiving knowledge of an alleged incident of sexual abuse, shall perform each of the following (105 ILCS 5/22-85(c)):</p> <ol style="list-style-type: none"> 1. Immediately report to the Ill. Dept. of Children and Family Services (DCFS) on its Child Abuse Hotline 1-800-25-ABUSE (1-800-252-2873 (within Illinois); 1-217-524-2606 (outside Illinois); or 1-800-358-5117 (TTY). 2. Follow directions given by DCFS concerning filing a written report within 48 hours with the nearest DCFS field office. 25 ILCS 5/7. The written report shall include, if known, each of the following: <ul style="list-style-type: none"> The name and address of the child, his or her parents/guardians, or other persons having custody; The child's age; The child's condition, including any evidence of previous injuries or disabilities; and Any other information that the reporter believes may be helpful to DCFS for its investigation. 3. Promptly notify the Superintendent or Building Principal that a report has been made. |
| Superintendent or Building Principal | <p>Immediately coordinates any necessary notifications to the student's parents/guardians with DCFS, the applicable school resource officer (SRO), and/or local law enforcement which includes the local State's Attorney's Office.</p> <p>Notifies the District's Nondiscrimination Coordinator of the reported alleged incident of sexual abuse.</p> |
| DCFS and/or Appropriate Law Enforcement Agency | <p>Determines whether to accept a reported alleged incident of sexual abuse for investigation. If a reported alleged incident is accepted, refers the matter to the McLean County CAC. 105 ILCS 5/22-85(d).</p> <p>Note: If neither DCFS nor law enforcement investigate the alleged incident of sexual abuse, the District can move forward with its own investigation without CAC involvement.</p> |
| CAC | <p>Coordinates the investigation of the alleged incident of sexual abuse in accordance with its existing multidisciplinary team protocol and National Children's Alliance accreditation standards. 105 ILCS 5/22-85(e)(1).</p> <p>Facilitates communication between the DCFS/law enforcement multidisciplinary team investigating the alleged incident of sexual abuse and the District's Nondiscrimination Coordinator. At a minimum:</p> <ol style="list-style-type: none"> 1. Ensures that all applicable parties have each other's contact information; and 2. Shares the CAC's protocol regarding the process of approving the viewing of a forensic interview by school personnel, and a contact |

| Actor | Action |
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| | person for questions regarding the protocol. 105 ILCS 5/22-85(e)(2). |
| Nondiscrimination Coordinator | <p>Upon being notified of the reported alleged incident of sexual abuse by the Superintendent or Building Principal, shall:</p> <p>Open and conduct the District's investigation into the alleged incident of sexual abuse in accordance with Board Policy 7.20, <i>Harassment of Students Prohibited</i>.</p> <p>Schedule regular follow-up calls to the CAC to inquire whether DCFS/law enforcement has opened an investigation into the alleged incident of sexual abuse.</p> <p>If DCFS/law enforcement investigation is not opened, stops using this procedure and continues the District's investigation in accordance with Board Policy 7.20, <i>Harassment of Students Prohibited</i>.</p> <p>If DCFS/law enforcement investigation is opened, continues with the following steps.</p> <p>Notes the date DCFS/law enforcement opened its investigation and sets a reminder for 15 calendar days after it.</p> <p>Note: This time period is important because the CAC has 15 calendar days to conduct a forensic interview of the alleged victim. During this time, the District cannot interview the alleged victim regarding the alleged incident.</p> <p>While the child abuse and/or criminal investigations related to the alleged incident of sexual abuse are being conducted by DCFS/law enforcement, the Nondiscrimination Coordinator:</p> <p>Continues the District's investigation, which may include interviewing the alleged witnesses and/or the alleged perpetrator.</p> <p>May request information from the alleged victim or his or her parent/guardian to ensure his or her safety and well-being at school during the investigations. 105 ILCS 5/22-85(f).</p> <p>Refrains from interviewing the alleged victim until after the CAC completes its forensic interview. 105 ILCS 5/22-85(f).</p> <p>Upon request, must inform DCFS/law enforcement investigators of any evidence it has gathered, as permitted by federal or State law. 105 ILCS 5/22-85(f).</p> <p>Note: Evidence gathered by the Nondiscrimination Coordinator during the District's investigation may be confidential under the Illinois School Student Records Act (105 ILCS 10/) and the Family Rights and Educational Privacy Act (20 U.S.C. §1232g). Consult the Attorney for the District regarding what disclosures, if any, are allowed in response to a request from</p> |

| Actor | Action |
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| | <p>DCFS and/or law enforcement and conditions that must be met prior to disclosure.</p> <p>Schedule regular follow-up calls with the CAC to inquire about the status of the forensic interview of the alleged victim.</p> |
| CAC | <p>Informs the Nondiscrimination Coordinator that:</p> <ol style="list-style-type: none"> 1. The forensic interview of the alleged victim is complete, and the electronic recording of the forensic interview may be viewed; or 2. The CAC determined a forensic interview will not be conducted. 105 ILCS 5/22-85(g), (h). |
| Nondiscrimination Coordinator | <p>If the electronic recording of the forensic interview of the alleged victim is available for viewing:</p> <ol style="list-style-type: none"> 1. Verifies the CAC has obtained informed consent from an alleged victim over the age of 13 or the alleged victim’s parent/guardian for school personnel to view the forensic interview (105 ILCS 5/22-85(h); and <p>Note: Each CAC may have its own consent form. Contact your local CAC to confirm that it will obtain written consent from the alleged victim over the age of 13 or the alleged victim’s parent/guardian (if under the age of 13).</p> <ol style="list-style-type: none"> 2. Views the electronic recording of the forensic interview. <p>If the CAC has not performed a forensic interview of the alleged victim within 15 calendar days after DCFS/law enforcement opens an investigation, notifies the CAC that the District intends to interview the alleged victim.</p> |
| CAC | <p>After receiving notification that the District intends to interview the alleged victim, has 10 additional calendar days to conduct a forensic interview. 105 ILCS 5/22-85(g).</p> |
| Nondiscrimination Coordinator | <p>If the CAC does not conduct a forensic interview of the alleged victim within the 10 additional calendar days, proceeds with the District’s interview of the alleged victim. <u>Id.</u></p> <p>If the alleged victim is under 18 years old, makes a child advocate available to the alleged victim and allows the child advocate to be present during the interview. A child advocate may be a school social worker, a school or equally qualified psychologist, or a person in a position that ISBE has identified as an appropriate advocate for a student during a school’s investigation into an alleged incident of sexual abuse. 105 ILCS 5/22-85(i).</p> <p>Schedules regular follow-up calls to DCFS/law enforcement to inquire if the investigation of an incident has been suspended and/or is complete, including the outcome of the investigation. 105 ILCS 5/22-85(j), (k).</p> |

Administrative Procedure - Parent/Guardian Notification of Sexual Misconduct

When a District employee, contractor, or agent is alleged to have engaged in *sexual misconduct* as defined in 105 ILCS 5/22-85.5(c) with a student, the District must first provide notice to the student and then provide written notice to the student’s parents/guardians.

Following the District’s investigation of the alleged sexual misconduct, additional notice must be provided when the Board takes any action relating to the employment of the alleged perpetrator, including whether employment was terminated or whether the Board accepted the employee’s resignation. Notice of formal Board action must first be provided to the student and then written notice must be provided to the student’s parents/guardians.

The only time student notification is not required before parental notification is when a District employee or agent deems it necessary to address an imminent risk of serious physical injury or death of a student or another person, including the victim. If notification is not given to the student first, then it must be given as soon as practicable and without delay following parental notification.

These parent/guardian notification procedures do not apply if the student’s parent/guardian is the alleged perpetrator of sexual misconduct, and/or if the student is at least 18 years of age or emancipated.

Sexual misconduct - Any act, including but not limited to, any verbal, nonverbal, written, or electronic communication or physical activity, by an employee with direct contact with a student, that is directed toward or with a student to establish a romantic or sexual relationship with the student. Examples include but are not limited to: 1) a sexual or romantic invitation, 2) dating or soliciting a date, 3) engaging in sexualized or romantic dialog, 4) making sexually suggestive comments that are directed toward or with a student, 5) self-disclosure or physical exposure of a sexual, romantic, or erotic nature, 6) a sexual, indecent, romantic, or erotic contact with the student. 105 ILCS 5/22-85.5(c), added by P.A. 102-676.

Notification of Alleged Sexual Misconduct

| Actor | Action |
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| Superintendent or Building Principal | <p>Upon learning that a District employee, contractor, or agent is alleged to have engaged in sexual misconduct with a student:</p> <p>Verifies that the allegation has been reported to the Ill. Dept. of Children and Family Services (DCFS) in accordance with Board Policy 5.90, <i>Abused and Neglected Child Reporting</i>.</p> <p>Immediately coordinates any necessary notifications to the student’s parents/guardians with DCFS, the applicable school resource officer, and/or local law enforcement which includes the local State’s Attorney’s Office.</p> <p>Notifies the District’s Nondiscrimination Coordinator of the reported alleged sexual misconduct. Notifies the District’s Nondiscrimination Coordinator of the reported alleged sexual misconduct.</p> |
| Nondiscrimination Coordinator | <p>Upon being notified of the reported alleged sexual misconduct by the Superintendent or Building Principal, shall:</p> |

Adopted: November 15, 2023
 Reviewed: October 2023
 Amended:

| Actor | Action |
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| | <p>Determine whether the alleged sexual misconduct is also being investigated by the Ill. Dept. of Children and Family Services (DCFS) and/or law enforcement.</p> <p>Open and conduct an investigation into the alleged incident of sexual misconduct in accordance with Board Policy 7.20, <i>Harassment of Students Prohibited</i>.</p> <p>Considering any DCFS and/or law enforcement investigation(s), identify the appropriate time frame for notifying the student and the student’s parents/guardians of the alleged sexual misconduct. 105 ILCS 5/22-85.10(a)(1), added by P.A. 102-702, eff. 7-1-23.</p> <p>Note: Notification must be provided as soon as feasible after the District becomes aware of the alleged sexual misconduct, subject to the requirements of 105 ILCS 5/22-85(f) restricting interviews of a student who is a victim of an alleged incident of sexual abuse. <i>Id.</i> at (a)(4). See 5.90-AP1, <i>Coordination with Children’s Advocacy Center</i>.</p> |
| <p>Nondiscrimination Coordinator, School Counselor, and/or a staff member trained in child development</p> | <p>Notifies the student, in a developmentally appropriate manner, with a staff member present who is trained in child development or is one the student trusts, that a District employee, contractor, or agent is alleged to have engaged in sexual misconduct with the student. Notice will include:</p> <ol style="list-style-type: none"> 1. That notice will be given to the student’s parent(s)/guardian(s) (105 ILCS 5/22-85.10(a)(2)(A), added by P.A. 102-702, eff. 7-1-23); 2. What information will be included in the notice to parent(s)/guardian(s) (<i>Id.</i> at (a)(2)(B)); 3. Any District and community-based counseling options for students affected by grooming behaviors identified by the Student Support Committee (see the Erin’s Law Counseling Options, Assistance, and Intervention subhead of Board Policy 7.250, <i>Student Support Services</i>); 4. If the student is 12 years of age or older, any available counseling services under 105 ILCS 5/3-550 (105 ILCS 5/22-85.10(a)(2)(C), added by P.A. 102-702, eff. 7-1-23); and 5. Beginning 7-1-25, any available resources for the student within the school and community in accordance with 105 ILCS 5/26A, including the name and contact information of the District’s domestic and sexual violence and parenting resource coordinator under 105 ILCS 5/26A-35 (<i>Id.</i> at (a)(2)(C), (D)). |
| <p>Nondiscrimination Coordinator</p> | <p>After the student notification, notifies parent(s)/guardian(s) in writing of:</p> <ol style="list-style-type: none"> 1. The alleged sexual misconduct (<i>Id.</i> at (a)(3)(A)); 2. Any District and community-based counseling options for students affected by grooming behaviors identified by the Student Support |

| Actor | Action |
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| | <p>Committee (see the Erin’s Law Counseling Options, Assistance, and Intervention subhead of policy 7:250, Student Support Services); and</p> <p>3. Beginning 7-1-25, any available resources for the student within the school and community in accordance with 105 ILCS 5/26A, including the name and contact information of the District’s domestic and sexual violence and parenting resource coordinator under 105 ILCS 5/26A-35 ((105 ILCS 5/22-85.10(a)(3)(B), added by P.A. 102-702).</p> |

Notification of Board Action

| Actor | Action |
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| <p>Superintendent and Nondiscrimination Coordinator</p> | <p>As soon as feasible after the Board takes any action relating to the employment of the alleged perpetrator, notifies the student, in a developmentally appropriate manner, of:</p> <ol style="list-style-type: none"> 1. The fact that notice will be given to the student’s parent(s)/guardian(s) (<u>Id.</u> at (b)(2)(A)); 2. Information that will be included in the notice to parents/guardians (<u>Id.</u> at (b)(2)(B)); 3. Any District and community-based counseling options for students affected by grooming behaviors identified by the Student Support Committee (see the Erin’s Law Counseling Options, Assistance, and Intervention subhead of Board Policy 7.250, <i>Student Support Services</i>); 4. If the student is 12 years of age or older, any available counseling services under 405 ILCS 5/3-550 (105 ILCS 5/22-85.10(b)(2)(C), added by P.A. 102-702, eff. 7-1-23); and 5. Beginning 7-1-25, any available resources for the student within the school and community in accordance with 105 ILCS 5/26A, including the name and contact information of the District’s domestic and sexual violence and parenting resource coordinator under 105 ILCS 5/26A-35 (105 ILCS 5/22-85.10(b)(2)(C), (D), added by P.A. 102-702). <p>If the student is no longer enrolled when the Board takes action, written notice may be sent to the last known address in the student’s file. <u>Id.</u> at (b)(5).</p> |
| <p>Superintendent</p> | <p>After the student notification, notifies parent(s)/guardian(s), in writing of:</p> <ol style="list-style-type: none"> 1. The Board’s action (<u>Id.</u> at (b)(3)(A)); |

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| | <ol style="list-style-type: none">2. Whether a report concerning the alleged sexual misconduct was or will be submitted to the State Superintendent of Education and the Regional Superintendent pursuant to 105 ILCS 5/10-21.9 (<u>Id.</u> at (b)(3)(B));3. Any District and community-based counseling options for students affected by grooming behaviors identified by the Student Support Committee (see the Erin’s Law Counseling Options, Assistance, and Intervention subhead of Board Policy 7.250, <i>Student Support Services</i>); and4. Beginning 7-1-25, any available resources for the student within the school and community in accordance with 105 ILCS 5/26A, including the name and contact information of the District’s domestic and sexual violence and parenting resource coordinator under 105 ILCS 5/26A-35 (105 ILCS 5/22-85.10(b)(3)(C), added by P.A. 102-702). <p>If the student is no longer enrolled when the Board takes action, written notice may be sent to the last known address in the student’s file. <u>Id.</u> at (b)(5).</p> |
|--|--|

Exhibit - EHR Letter to Applicant's Current/Former Employer

Use this letter when the District contacts an applicant's current or former employer to complete a sexual misconduct related employment history review. 105 ILCS 5/22-94.

On District Letterhead

Re: Applicant's Sexual Misconduct Related Employment History Review

Attention [*insert name of applicant's current/former employer*]:

You are receiving this letter pursuant to the Illinois School Code (105 ILCS 5/22-94) because your organization has been listed by the applicant as a current employer, a former employer that was a school or school contractor, or a former employer at which the applicant had direct contact with children or students, meaning the possibility of care, supervision, guidance, or control of children or students or routine interaction with children or students.

To help protect children and students from the threat of sexual misconduct, Illinois law requires all Illinois public/non-public elementary and secondary schools to conduct sexual misconduct related employment history reviews on certain applicants for hire. Therefore, we are required to ask, and you are required to complete, the enclosed standardized form, which was developed using a template created by the Ill. State Board of Education (ISBE). Illinois law further requires you to disclose the information requested on the enclosed form within twenty (20) calendar days of your receipt of the form. If you have an office of human resources or central office, such information must be provided by that office. Additionally, if you answer yes to any question, you must provide further information about the matter disclosed as well as all related records. Information received shall not be deemed a public record.

We will use the information we receive from you to evaluate the applicant's fitness to be hired or for continued employment. We may also report the information, as appropriate, to ISBE, a State licensing agency, a law enforcement agency, a child protective services agency, another school or contractor, or a prospective employer.

Under Illinois law, an employer, school, school administrator, or contractor who provides information or records about a current or former employee or applicant pursuant to this request is immune from criminal and civil liability for the disclosure of the information or records, unless the information or records provided were knowingly false. This immunity is in addition to, and not a limitation on, any other immunity provided by law or any absolute or conditional privileges applicable to the disclosure by virtue of the circumstances of the applicant's consent to the disclosure. Additionally, this immunity extends to any circumstances when the employer, school, school administrator, or contractor in good faith shares findings of sexual misconduct with another employer.

Unless the laws of another state prevent the release of the information or records requested, or disclosure is restricted by the terms of a contract entered into before July 1, 2023, and notwithstanding any other provisions of law to the contrary, an employer, school, school administrator, contractor, or applicant must report and disclose all relevant information, records, and documentation that may otherwise be confidential.

Adopted: November 15, 2023
Reviewed: October 2023
Amended:

Please return a copy of your response by email to: *[insert email address]*, or by US mail to:

Thank you for your cooperation,

[Insert title, such as Superintendent or Human Resources Administrator]

Enclosure: *Authorization for Release of Sexual Misconduct-Related Information and Current/Former Employer Response form*

Prevention of and Response to Bullying, Intimidation, and Harassment

Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important District goals.

Bullying on the basis of actual or perceived race, color, religion, sex, national origin, ancestry, physical appearance, socioeconomic status, academic status, pregnancy, parenting status, homelessness, age, marital status, physical or mental disability, military status, sexual orientation, gender-related identity or expression, unfavorable discharge status from military service, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic **is prohibited** in each of the following situations:

1. During any school sponsored education program or activity.
2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school sponsored or school sanctioned events or activities.
3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.
4. Through the transmission of information from a computer that is accessed at a nonschool-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by the District or school if the bullying causes a substantial disruption to the education process or orderly operation of a school. This paragraph (item #4) applies only when a school administrator or teacher receives a report that bullying through this means has occurred; it does not require staff members to monitor any nonschool-related activity, function, or program.

Definitions from Section 27-23.7 of the *School Code* (105 ILCS 5/27-23.7)

Bullying includes *cyber-bullying* and means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing the student or students in reasonable fear of harm to the student's or students' person or property;
2. Causing a substantially detrimental effect on the student's or students' physical or mental health;
3. Substantially interfering with the student's or students' academic performance; or
4. Substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying may take various forms, including without limitation one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive.

Cyber-bullying means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. *Cyber-bullying* includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of *bullying*. *Cyber-bullying* also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of *bullying*.

Restorative measures means a continuum of school-based alternatives to exclusionary discipline, such as suspensions and expulsions, that: (i) are adapted to the particular needs of the school and community, (ii) contribute to maintaining school safety, (iii) protect the integrity of a positive and productive learning climate, (iv) teach students the personal and interpersonal skills they will need to be successful in school and society, (v) serve to build and restore relationships among students, families, schools, and communities, (vi) reduce the likelihood of future disruption by balancing accountability with an understanding of students' behavioral health needs in order to keep students in school, and (vii) increase student accountability if the incident of bullying is based on religion, race, ethnicity, or any other category that is identified in the Ill. Human Rights Act.

School personnel means persons employed by, on contract with, or who volunteer in a school district, including without limitation school and school district administrators, teachers, school social workers, school counselors, school psychologists, school nurses, cafeteria workers, custodians, bus drivers, school resource officers, and security guards.

Bullying Prevention and Response Plan

The Superintendent or designee shall develop and maintain a bullying prevention and response plan that advances the district's goal of providing all students with a safe learning environment free of bullying and harassment. This plan must be consistent with the requirements listed below; each numbered requirement, 1-13, corresponds with the same number in the list of required policy components in 105 ILCS 5/27-23.7(b) 1-13.

1. The District uses the definition of *bullying* as provided in this policy.
2. Bullying is contrary to State law and the policy of this District. However, nothing in the District's bullying prevention and response plan is intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the First Amendment to the U.S. Constitution or under Section 3 of Article I of the Illinois Constitution.
3. Students are encouraged to immediately report bullying. A report may be made orally or in writing to the District Nondiscrimination Coordinator, a Complaint Manager, Building Principal, Associate Building Principal, Assistant Building Principal, or any staff member with whom the student is comfortable speaking. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the District Nondiscrimination Coordinator, a Complaint Manager, or any staff member. The District named officials and all staff members are available for help with a bully or to make a report about bullying. Anonymous reports are also accepted; however, this shall not be construed to permit formal disciplinary action solely on the basis of an anonymous report.

Adopted: February 13, 2008
Reviewed: October 2023
Amended: November 15, 2023

Nondiscrimination Coordinator and Complaint Manager: Name: M. Curt Richardson
Address: 1809 W. Hovey Ave., Normal, IL 61761
Email: richardmc@unit5.org
Telephone: (309) 557-4082

Complaint Managers: Name: Monica Wilks
Address: 1809 W. Hovey Ave., Normal, IL 61761
Email: wilksm@unit5.org
Telephone: (309) 557-4041

Name: Dr. Kristal Shelvin
Address: 1809 W. Hovey Ave., Normal, IL 61761
Email: shelvik@unit5.org
Telephone: (309) 557-4035

4. Consistent with federal and State laws and rules governing student privacy rights, the Superintendent or designee shall inform the parents/guardians of all students involved in an alleged incident of bullying within 24 hours after the school's administration is made aware of the student's involvement in the incident and discuss, as appropriate, the availability of social work services, counseling, school psychological services, other interventions, and restorative measures. The school shall make diligent efforts to notify a parent or legal guardian, utilizing all contact information the school has available or that can be reasonable obtained by the school within the 24-hour period.
5. The Superintendent or designee shall promptly investigate and address reports of bullying, by, among other things:
 - a. Making all reasonable efforts to complete the investigation within 10 school days after the date the report of a bullying incident was received and taking into consideration additional relevant information received during the course of the investigation about the reported bullying incident.
 - b. Involving appropriate school support personnel and other staff persons with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process.
 - c. Notifying the Building Principal or school administrator or designee of the reported incident of bullying as soon as possible after the report is received.
 - d. Consistent with federal and State laws and rules governing student privacy rights, providing parents/guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the Building Principal or school administrator or designee to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying.

The Superintendent or designee shall investigate whether a reported incident of bullying is within the permissible scope of the District's jurisdiction and shall require that the District provide the victim with information regarding services that are available within the District and community, such as counseling, support services, and other programs.

6. The Superintendent or designee shall use interventions to address bullying, that may include, but are not limited to, school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and community-based services.

7. A reprisal or retaliation against any person who reports an act of bullying **is prohibited**. Any person's act of reprisal or retaliation will be subject to disciplinary action, up to and including discharge with regard to employees, or suspension and/or expulsion with regard to students.
8. A student will not be punished for reporting bullying or supplying information, even if the District's investigation concludes that no bullying occurred. However, a person who is found to have falsely accused another of bullying, as a means of retaliation, as a means of bullying, or provided false information will be treated as either: (a) *bullying*, (b) student discipline up to and including suspension and/or expulsion, and/or (c) both (a) and (b) for purposes of determining any consequences or other appropriate remedial actions.
9. The District's bullying prevention and response plan must be based on the engagement of a range of school stakeholders, including students and parents/guardians.
10. The Superintendent or designee shall post this policy on the District's publicly accessible Internet website, if any, and include it in the student handbook, and, where applicable, post it where other policies, rules, and standards of conduct are currently posted. The policy must also be distributed annually to parents/guardians, students, and school personnel (including new employees when hired), and must also be provided periodically throughout the school year to students and faculty.
11. Pursuant to State law and policy 2.240, *Board Policy Development*, the Board monitors this policy every two years by conducting a review and re-evaluation of this policy to make any necessary and appropriate revisions. The Superintendent or designee shall assist the Board with its re-evaluation and assessment of this policy's outcomes and effectiveness. Updates to this policy will reflect any necessary and appropriate revisions. This process shall include, without limitation:
 - a. The frequency of victimization;
 - b. Student, staff, and family observations of safety at a school;
 - c. Identification or areas of a school where bullying occurs;
 - d. The types of bullying utilized; and
 - e. Bystander intervention or participation.

The evaluation process may use relevant data and information that the District already collects for other purposes. Acceptable documentation to satisfy the re-evaluated policy submission include one of the following:

- 1) An updated version of the policy with the amendment/modification date included in the reference portion of the policy;
- 2) If no revisions are deemed necessary, a copy of Board minutes indicating that the policy was re-evaluated and no changes were deemed to be necessary; or
- 3) A signed statement from the Board President indicating that the Board re-evaluated the policy and no changes to it were necessary.

The Superintendent or designee must post the information developed as a result of the policy re-evaluation on the District's website, or if a website is not available, the information must be provided to school administrators, Board members, school personnel, parents/guardians, and students. Reviews and re-evaluations in years they are due must be submitted to ISBE by September 30.

12. The Superintendent or designee shall fully implement the Board policies, including without limitation, the following:

- a. 2.260, *Uniform Grievance Procedure*. A student may use this policy to complain about bullying.
 - b. 2:265, *Title IX Sexual Harassment Grievance Procedure*. Any person may use this policy to complain about sexual harassment in violation of Title IX of the Education Amendments of 1972.
 - c. 6.60, *Curriculum Content*. Bullying prevention and character instruction is provided in all grades in accordance with State law.
 - d. 6.65, *Student Social and Emotional Development*. Student social and emotional development is incorporated in the District's educational program as required by State law.
 - e. 6.235, *Access to Electronic Networks*. This policy states that the use of the District's electronic networks is limited to: (1) support of education and/or research, or (2) a legitimate business use.
 - f. 7.20, *Harassment of Students Prohibited*. This policy prohibits *any* person from harassing, intimidating, or bullying a student based on an actual or perceived characteristic (the list of characteristics in 7.20 is the same as the list in this policy).
 - g. 7.185, *Teen Dating Violence Prohibited*. This policy prohibits teen dating violence on school property, at school sponsored activities, and in vehicles used for school-provided transportation.
 - h. 7.190, *Student Behavior*. This policy prohibits, and provides consequences for, hazing, bullying, or other aggressive behaviors, or urging other students to engage in such conduct.
 - i. 7.310, *Restrictions on Publications; Elementary and Junior High Schools*. This policy prohibits students from, and provides consequences for: (i) accessing and/or distributing at school any written, printed, or electronic material, including material from the Internet, that will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities, and (ii) creating and/or distributing written, printed, or electronic material, including photographs and Internet material and blogs, that causes substantial disruption to school operations or interferes with the rights of other students or staff members.
13. The Superintendent or designee will report all individual instances of bullying, as well as all threats, suggestions, or instances of self-harm determined to be the result of bullying, to the parents or legal guardians of those involved under the guidelines provided in paragraph (4) of this definition.

LEGAL REF.: 105 ILCS 5/10-20.14, 5/10-22.6(b-20), 5/24-24, and 5/27-23.7.
405 ILS 49/, Children's Mental Health Act.
775 ILCS 5/1-103, Ill. Human Rights Act.
23 Ill. Admin. Code §§1.240, 1.280, and 1.295.

CROSS REF.: 2.240 (Board Policy Development), 2.260 (Uniform Grievance Procedure), 2.265 (Title IX Sexual Harassment Grievance Procedure), 4.170 (Safety), 5.230 (Maintaining Student Discipline), 6.60 (Curriculum Content), 6.65 (Student Social and Emotional Development), 6.235 (Access to Electronic Networks), 7.20 (Harassment of Students Prohibited), 7.185 (Teen Dating Violence Prohibited), 7.190 (Student Behavior), 7.220 (Bus Conduct), 7.230 (Misconduct by Students with Disabilities), 7.240 (Conduct Code for Participants in Co-Curricular Activities),

Adopted: February 13, 2008
Reviewed: October 2023
Amended: November 15, 2023

7.285 (Anaphylaxis Prevention, Response, and Management Program), 7.310 (Restrictions on Publications; Elementary and Junior High Schools), 7.315 (Restrictions on Publications; High Schools)

Student Handbook – Hazing Prohibited

Soliciting, encouraging, aiding, or engaging in hazing, no matter when or where it occurs, is prohibited. *Hazing* means any intentional, knowing, or reckless act directed to or required of a student for the purpose of being initiated into, affiliating with, holding office in, or maintaining membership in any group, organization, club, or athletic team whose members are or include other students.

Students engaging in hazing will be subject to one or more of the following disciplinary actions:

1. Removal from the extracurricular activities;
2. Conference with parents/guardians; and/or
3. Referral to appropriate law enforcement agency.

Students engaging in hazing that endangers the mental or physical health or safety of another person may also be subject to:

1. Suspension for up to 10 days; and/or
2. Expulsion for the remainder of the school term.

Exhibit – Memo to Parents/Guardians Regarding Teen Dating Violence

On District or School Letterhead

Date

Re: Teen Dating Violence

Dear Parents/Guardians:

At our school, teen dating violence is unacceptable. We are committed to providing our students with a school environment where they can learn free from worries about school violence. The purpose of this letter is to inform you of Board Policy 7.185, *Teen Dating Violence Prohibited*, which is a component of the District's anti-bullying program.

Research has shown that teen dating violence can form lifelong, unhealthy habits during young adults' formative years. Educating parents/guardians, students, and staff about teen dating violence can help us identify incidents of teen dating violence at school or school-related activities. The Board's policy states that *teen dating violence* occurs whenever a student uses or threatens to use physical, mental, or emotional abuse to control an individual in the dating relationship; or uses or threatens to use sexual violence in the dating relationship.

Students in grades 7 through 12 will receive age-appropriate instruction on teen dating violence including its warning signs and prevention. School staff will also receive training on handling the signs and incidents of teen dating violence. I have asked our school staff members to respond immediately and with compassion to a student who reports teen dating violence. After evaluating the situation to determine if an immediate referral to my office is needed, a staff member will give the student our form for reporting bullying, 7.180-AP1, E5, *Report Form for Bullying*.

Finally, I have requested staff members to intervene immediately to stop incidents of teen dating violence occurring at school. They will proceed under our District's procedures for responding to incidences of bullying and school violence.

Below are some warning signs that your child may be involved in teen dating violence:

- Name-calling and *put-downs*. Does one individual in the relationship call the other person names? Do they use insults to put the other person down?
- Extreme Jealousy. Does one individual in the relationship act overly jealous when the other talks to peers? Does one individual accuse the other of flirting even when it's innocent conversation?
- Making Excuses. Does one individual in the relationship make excuses for the other? Do they have to apologize for the other person's behavior?
- Canceling or changing plans. Does one individual cancel plans often, and at the last minute? Do the reasons make sense or sound untrue?
- Monitoring. Does one individual call, text message, or check up on the other constantly? Do they demand to know the other person's plans or with whom the other person was with?

Adopted: April 23, 2014
Reviewed: October 2023
Amended: November 15, 2023

- Uncontrolled Anger. Have you seen one individual lose their temper? Does the individual throw things – or break things – when angry? Does one individual in the relationship worry a lot about upsetting the other?
- Isolation. Has one individual in the relationship given up spending time with friends? Has that individual stopped doing activities that used to be important?
- Dramatic Changes. Have either of the individuals in the relationship had appearance changes? Have they lost or gained weight? Have their grades dropped? Do they seem depressed?
- Injuries. Does one individual in the relationship have unexplained injuries, or do they give explanations that don't make sense?
- Quick Progression. Did the relationship get serious very quickly?

These signs do not necessarily mean that your child is involved in teen dating violence, but, if present, talk to your child about teen dating violence.

For more information about this issue, please see the Centers for Disease Control and Prevention's educational materials at: www.cdc.gov/injury/features/dating-violence/index.html

Please let me know if you have any questions or concerns.

Sincerely,

Building Principal

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

(Section 17-2.11 of the School Code)

| | |
|---------------------------|--------|
| GLENN ELEM SCHOOL | McLean |
| School Building | County |
| McLean County USD 5, 0050 | |
| District Name and Number | |
| Amendment Number 20 | |

| | |
|---------------------------------------|-------------|
| Total Previously Approved | |
| Approved to raise with this Amendment | \$10,701.00 |
| Total Approved to Date | \$10,701.00 |
| 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 \$10,701.00 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

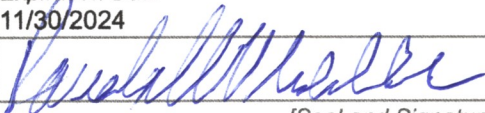
This is to certify that:

The GLENN ELEM SCHOOL school, located at 306 Glenn Ave Normal, Illinois, and under the management and control of the Board of Education of School District # 0050, McLean County, was surveyed by me on 9/4/2023.

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 \$ 10,701.00.

| | |
|---|--|
| Name of Architect/Engineer Randall Middleton | Name of Firm MIDDLETON ASSOCIATES INC. |
| Phone Number (309) 452-1271 | Fax Number (309) 454-8049. |
| License Number 001-007938 | Expiration Date 11/30/2024 |
| Email Address rand@miltonassociates.net |  [Seal and Signature] |



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. If Fire Prevention and Safety funds are to be used, the district certifies that it has levied the maximum authorized rate for its operations and maintenance fund for the most recent year for which tax rates are available.
- d. 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.
- e. Plans and specifications for the work will be submitted to the Regional Superintendent for review and approval.
- f. 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).

VIOLATION AND RECOMMENDATION SCHEDULE

(23 IL Adm. Code 180, Sections 180.320)

| | | | | | | | | |
|--------------------------------------|--------------------------|------------------|---|--|--|---|--|--|
| 1. COUNTY CODE 064, McLean | | | 2. DISTRICT CODE/NAME 0050, McLean County USD 5 | | | 3. FACILITY CODE/NAME GLENN ELEM 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 | Main Entrance | c. | 105 ILCS 5/17-2.17(b) | A differently abled student attends this school. An entrance compatible with special needs is desirable. | Install equipment to facilitate building access to all students. | | | |

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 GLENN ELEM 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 | c. | Present entrance with card reader will need to be rebuilt. Remove existing structure shoqwn in attached photo. Cut concrete 12"W X 60"L, install new post with card reader and push pad. Install conduit in cut slab to door jamb and install new EL-99 Door Head and closer. Existing door should be adaptable. | Unit system | 1 | 2 | \$9,225.00 | | | 11/7/2023 | F |

| | | | | |
|--|-----------------------------|-------------|-----------------------------|-------------|
| | Original Subtotal | \$9,225.00 | Adjusted Subtotal | \$9,225.00 |
| | Original 10.00% Contingency | \$922.50 | Adjusted 10.00% Contingency | \$922.50 |
| | Original 6.00% A/E Fees | \$553.50 | Adjusted 6.00% A/E Fees | \$553.50 |
| | Original Grand Total | \$10,701.00 | Adjusted Grand Total | \$10,701.00 |

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)



November 15, 2023

To: Board of Education

From: Joe Adelman, Executive Director of Operations
Tom Rockwell, Manager Special Maintenance HVAC & Operations

CC: Dr. Kristen Weikle, Superintendent
Martin Hickman, CFO

Re: Fan Coil Control Upgrade at Northpoint Elementary School

We seek Board approval to procure funds through OMNIA Partners Cooperative Purchase Agreement in the amount of \$150,000.00 for the implementation of Fan Coil Control Upgrade. We want to proceed with the proposal from Alpha Controls & Services. Using the OMNIA Agreement we will avoid a ten percent markup from an architect for bid administration; this pre-bid procurement process would save the district close to \$15,000.00.

The District will be replacing the original controllers which were installed in 1999 and have now outlived their life expectancy by close to a decade. By upgrading these controls we can expect another 15 years of useful life. As good stewards of the building, these modernizations allow for a more targeted approach to monitoring aging mechanical equipment.

New controls will help stabilize environmental conditions to reduce humidity in the cooling season, improving the indoor air quality for occupants. Improved efficiency will be achieved by replacing the original unit controls and room sensors installed in 1999.

Upgrading these controls will improve the comfort and productivity of occupants in the addition section and reduce maintenance cost in troubleshooting issues with the aging equipment. Newer controls will also carry the latest in high efficiency programming and cybersecurity features.

The project will be paid for with life safety funds under Northpoint Elementary School amendment #14.

PROPOSAL



Proposed By

Dan Newkirk

Director, Energy Engineering

M: 815-200-5495

E: dann@alphaacs.com

2110 Clearlake Blvd Suite 101

Champaign, IL

61822

Proposal for Temperature Controls

Unit 5 Northpoint Fan Coils

Proposal #: ACS23-4904

Proposal Date: October 18, 2023

Addendums Acknowledged:

Building Addition with 2 Pipe Fan Coil Units

Fan coil unit controls (Qty 38)

- Schneider Electric unitary BACnet controller (Typical of 38)
- Provide power & IP communication cable per electrical specifications (Typical of 38)
- Thermostat with push button user interface (Typical of 38)
- Control points for EC Motor (Typical of 38)
- Single point temperature sensor (Typical of 38)
- Spring return 24v damper actuator (Typical of 38)
- Provide hot water control valve for installation by others (Typical of 38)

Low voltage installation by Alpha Controls & Services per request from Tommy Rockwell on 9-14-23

This DOES NOT include the dedicated outside air units, hot water system, or kitchen MAU

Special billing instructions apply

PROPOSAL



General Scope

- Engineered control drawings.
- Startup, checkout, Owner training, commissioning, and 1-year warranty.
- Provide graphics, trends, and alarms for a browser based control system that provides remote access to the building system including the following:
 - Text alarms, historical trend data and click and drag scheduling of equipment for week days, holidays, and special events.
 - NOTE: Owner to maintain IT system to support browser based graphics.

Exclusions

- Fire and/or fire/smoke dampers, life safety products and/or electrical or sheet metal installation labor
- Access doors, patching and/or painting
- Overtime and/or Shift/Premium Time
- Bonding and Permits
- Federal, State and Local Taxes
- Smoke detectors and/or modifications to fire alarm system
- Providing and/or installation of gauges, thermometers, thermo-wells, balancing valves, thermowells, pressure taps & hand valves
- VFD's, starters, and power wiring by others
- Installation of control valves
- Draining, cleaning, and/or flushing piping systems.
- Emergency Power
- **Mechanical labor**

Total Proposal:\$150,000

The standard terms and conditions of sale are attached and are a part hereof:

Proposed By

Name Dan Newkirk
Title Director, Energy Engineering
Company Alpha Controls & Services, LLC.
Date 10/18/2023

Accepted By

Name _____
Title _____
Company _____
Date _____

PROPOSAL



All goods, services, and Firmware furnished by Alpha Controls & Services ("Supplier") are governed by these standard terms and conditions, and every agreement or other undertaking by Supplier is expressly conditioned on assent hereto by the buyer, and any end user with whom Supplier undertakes to deal, of Supplier's goods, services, and Firmware ("Customer"). These standard terms and conditions supersede all inconsistent printed terms submitted by Customer prior to Supplier's order acknowledgment. They may be varied only by a typed or legibly handwritten notation on the face of Supplier's quotation or order acknowledgment, Customer's purchase order form, or similar documents. Product and sales policy sheets and the like published from time to time by Supplier shall supplement but not supersede these standard terms and conditions. SUPPLIER IS NOT BOUND TO FURNISH ITS GOODS, SERVICES OR FIRMWARE EXCEPT IN ACCORDANCE WITH THE TERMS OF ITS ORDER ACKNOWLEDGMENT, FIRM QUOTATION, OR OTHER SIMILAR DOCUMENT ISSUED OVER THE SIGNATURE OF AN AUTHORIZED EMPLOYEE OF SUPPLIER. SUPPLIER'S REPRESENTATIVES, DISTRIBUTORS, DEALERS AND OTHER NON-EMPLOYEES HAVE NO AUTHORITY TO BIND SUPPLIER.

1. **Firmware.** The terms "goods" as used herein shall include Firmware which shall mean the set of instructions, consisting of symbolic language, processes, logic, routines, and programmed information in the form of firm or soft media relating to any of the goods and all revisions and modifications thereof.
2. **Price/Delivery Terms.** Unless otherwise provided on Supplier's order acknowledgment, price and delivery terms are FOB Supplier's plant and do not include sales, use, or other taxes. Supplier may, at its option, make partial shipments and invoice for same.
3. **Payment/Credit/Security.** Payment terms for buyers with a credit standing deemed adequate by Supplier are net 30 days from date of invoice. Supplier shall be entitled to charge interest thereafter at a rate permitted by law, but in no event to exceed 1½% per month. Whenever Supplier in good faith deems itself insecure, Supplier may cancel any outstanding contracts with Customer, revoke its extension of credit to Customer, reduce any unpaid debt by enforcing its security interest, created hereby, in all goods (and proceeds therefrom) furnished by Supplier to Customer, and take any other steps necessary or desirable to secure Supplier with respect to Customer's payment for goods and services furnished or to be furnished by Supplier.

In the event Customer for any reason withholds payment of any amount due Supplier, Supplier may declare itself insecure and suspend further shipment to Customer until Customer places the withheld amount in escrow and gives adequate security for further shipment or until Customer satisfies Supplier that Customer was entitled to withhold such amount. Supplier shall be entitled to recover from Customer all costs, including reasonable attorney's fees, incurred by Supplier in connection with the collection of any amount due Supplier.

4. Cancellation by Customer.

(a). Except as provided in sub-paragraph (b) below, Customer's wrongful non-acceptance or repudiation of a contract to purchase Supplier's goods or services shall entitle Supplier to recover the price or, where an action for the price is not permitted by law, damages, as provided by law, including Supplier's lost profits. In this connection all goods purchased and all services furnished by Supplier in complete or partial fulfillment of a special order from Customer shall be deemed identified to the contract between Supplier and Customer.

(b). Customer's wrongful non-acceptance or repudiation of a contract to purchase from Supplier goods which Supplier generally carries in inventory as stock items (or which are otherwise readily resalable by Supplier at a reasonable price) shall entitle Supplier to recover damages, as provided by law, including Supplier's lost profits.

5. **Warranty.** Supplier warrants that all new and unused goods furnished by Supplier are free from defect in workmanship and material as of the time and place of delivery by Supplier. Except for goods and services furnished by Supplier through its employees arising out of orders solicited by Supplier's Representatives and duly accepted by Supplier, Supplier does not warrant, and shall not be liable for, the quality of any goods or services furnished or to be furnished by representatives, distributors, dealers or other non-employees of Supplier.

As a matter of general warranty policy, Supplier honors an original buyer's warranty claim in the event of failure, within 12 months from the day of delivery by Supplier to the site for Alpha Controls & Services equipment and for Building Management Systems goods, which have been installed and operated under normal conditions and in accordance with generally accepted industry practices. This general warranty policy may be expanded or limited for particular categories of products or customers by information sheets published by Supplier from time to time:

The express warranties provided above are in lieu of all other warranties, express or implied. IMPLIED WARRANTIES OF MERCHANTABILITY AND FITNESS FOR PARTICULAR PURPOSES ARE EXCLUDED WITH RESPECT TO ANY AND ALL GOODS AND SERVICES FURNISHED BY SUPPLIER.

In case of Supplier's breach of warranty or any other duty with respect to the quality of any goods, the sole and exclusive remedies therefore shall be, at Supplier's option, (1) repair, (2) replacement, or (3) payment of or credit for the purchase price (less reasonable depreciation based upon actual use) upon return of the non-conforming goods or parts.

Return authorization must be obtained from Supplier prior to the return of any defective material. All unauthorized returns will be sent back, freight collect, to the Customer. All returns must be made with transportation prepaid by the Customer. Supplier's examination of the units must disclose to its satisfaction that defects exist and have not been caused by misuse, neglect, improper installation, repair, alteration or accident before replacement is made or credit issued.

6. **Force Majeure.** Supplier and Customer assume the non-occurrence of the following contingencies which, without limitation, might render performance by Supplier impractical: strike, riots, fires, war, late or non-delivery by suppliers to Supplier, and all other contingencies beyond the reasonable control of supplier.

7. **No Consequential Damages.** Under no circumstances shall Supplier be liable to any person (including distributor) for loss of use, income, or profit or for incidental, special or consequential or other similar damages, arising, directly or indirectly out of or occasioned by the sale, operation, use, installation, repair or replacement of the goods or services, whether such damages are based on a claim of breach of express or implied warranties (including merchantability or fitness for a particular purpose), tortious conduit (including negligence and strict liability) or any other cause of action, except only in the case of personal injury where applicable law requires such liability.

8. **Governing Law.** The law of the State of Illinois shall govern all transactions to which these standard terms and conditions apply.

9. **Prices** in this quotation remain in effect for 30 days from date of issue.



Early Entrance to 1st Grade

Director of Elementary Education
1809 W. Hovey Ave.
Normal, IL 61761
309-557-4000
emailaddress@unit5.org

Why Early Entrance?

Early entrance to first grade may be an option for students demonstrating superior skills. Parents and Guardians should be aware that very few children meet the criteria to enter first grade early. Academic readiness, academic potential, and social-emotional maturity are equally important considerations. Families should consider applying if their child demonstrates the ability to:

- Independently read and discuss unfamiliar books containing short paragraphs
- Independently generate and write about a topic in short paragraphs
- Solve word problems
- Add and subtract numbers through 100

Applying for Early Entrance - General Requirements

- (a) Attended a non-public preschool and continued their education at that school through kindergarten; or (b) were taught in kindergarten by an appropriately licensed teacher
- The student must be a current Unit 5 resident
- Referrals may be made by a parent/guardian or others (including a preschool educator, private kindergarten teacher, pediatrician, or psychologist)
- Children who will attain 6 years of age after the state deadline of September 1st but before October 15th of the school term for which early entrance into first grade is requested

Application Requirements - Online application form, Artifacts, Referrals and Appendix A

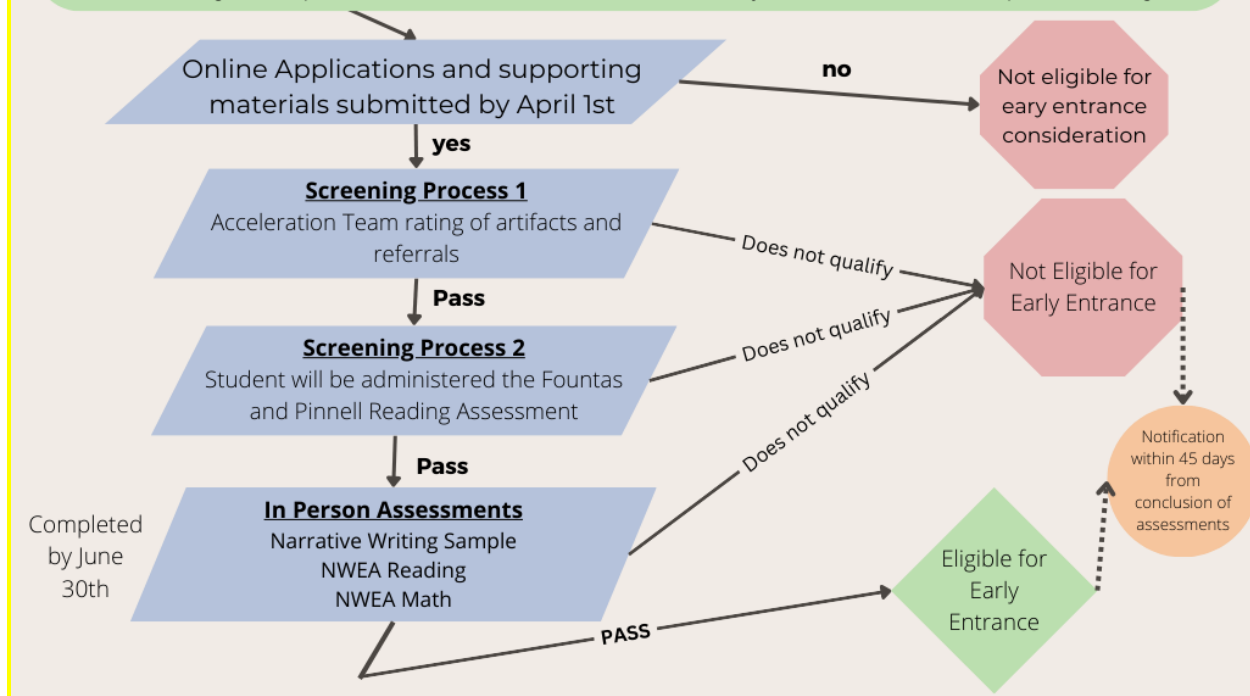
- Complete the [online early entrance application form](#)**
 - The application must be completed **no later than April 1st** in the school year prior to the year of requested admission
- Submit Reading and Math Academic Artifacts**
 - Academic artifacts that demonstrate highly advanced skills in reading, writing, *and* math are required, eg. writing samples of paragraphs and/or stories, video recording of child reading unfamiliar, short chapter books
- Request a referral letter from your Kindergarten teacher**
 - The provider's referral letter should include details about your child's **highly advanced** academic and social skills and why they would be a strong candidate for early entrance to first grade
- Request Appendix A be completed by your Kindergarten Teacher**
 - Appendix A should be sent directly from your provider to McLean County Unit 5 School District

All materials, referrals, and artifacts are due by **April 1st** and should be sent directly from the provider to the Director of Elementary Education located at Mclean County Unit School District #5, 1809 West Hovey, Normal, IL 61704. Contact the Director of Elementary Education at (309) 557-4000 if you have any additional questions about the process.

Early Entrance to 1st Grade

Applying for Early Entrance - General Requirements

- Student must be a current Unit 5 Resident
- Referrals may be made by a parent/guardian or others (including a preschool educator, pediatrician, or psychologist)
- Children who: (a) attended a non-public preschool and continued their education at that school through kindergarten; (b) were taught in kindergarten by an appropriately licensed teacher; and (c) will attain the age of 6 years after September 1st of the school term for which early entrance into 1st grade is requested, but before October 15th of that school term, may be considered for accelerated placement in 1st grade.



The Acceleration Team and Decision Notification

An Acceleration Team (which may include the principal, first-grade teacher, interventionist, instructional coach, administrator, school psychologist, or LBS1) will conduct the assessments and collect any additional information that is needed. Parents/guardians will be provided a written notice of eligibility. The deadline for written notification of the outcome of the assessment process is 45 days after the assessment process concludes.

Parents/guardians of children accepted for early entrance into first grade must provide all required registration documents (e.g. certified copy of a birth certificate, proof of residence, immunization, and physical exam records) per [Board Policy 7.50](#).

The Appeal Process

If not satisfied with the decision of the Acceleration team, parents and/or guardians have the right to an appeal. Written appeals must be submitted to the Assistant Superintendent within five days of receiving the notice of eligibility letter. Within ten calendar days of receiving the written appeal request, the Assistant Superintendent will review the case and provide parents and/or guardians with written notice of the decision. The Assistant Superintendent's decision is final.

Appendix A

Kindergarten Teacher Recommendation - Early Entrance to First Grade

The non-public preschool or kindergarten teacher should complete the attached referral form (Appendix A) and a recommendation letter. The provider's recommendation letter should provide detailed information demonstrating how your child demonstrates **advanced** academic and social skills and why your child would be a strong candidate for early entrance to kindergarten. Your kindergarten teacher should mail these documents directly to McLean County Unit School District No 5, 1809 West Hovey, Normal, IL 61761 attn: Early Entrance to Kindergarten, Acceleration Team.

Child's name _____

Date of birth _____

Circle the descriptor that best describes the student

| | | | |
|--|---|--|--|
| Manages Feelings | Sometimes is able to control emotions in an appropriate manner | Controls strong emotions in an appropriate manner most times | Manages strong emotions using known strategies |
| Follows Expectations | Follows classroom rules, routines, and transitions, sometimes and with reminders | Follows classroom rules, routines, and transitions most of the time | Understands and explains reasons for rules |
| Takes Care of Own Needs | Sometimes is able to take care of own needs | Takes responsibility for own well-being/needs most of the time | Practices skills to reach desired level of personal achievement |
| Forms Relationships with adults | Manages separations without distress and engages with trusted adults | Engages with trusted adults as resources and shares mutual interests | Respectfully engages adult with a different viewpoint, considers adult's ideas when engaged in discussion |
| Responds to Emotional Cues | Is able to identify basic emotional reactions of others and their cause most of the time | Recognizes that others' feelings about a situation might be different from own | Recognizes that people can experience more than one emotion at the same time |
| Interacts with Peers | Initiates, joins in, and sustains positive interactions with a small group of students | Interacts cooperatively in groups of four or five children | Works with a group toward a shared goal; participates in group games with rules |
| Makes Friends | Establishes a special friendship with one child, but might only last a short while | Maintains friendships for several months or more, forms friendships around similar play interests | Forms friendships based on personal qualities |
| Solves Social Problems | Suggests solutions to social problems | Resolves social problems through basic negotiation and compromise | Seeks conflict resolutions based on interest in maintaining the relationship in the future |
| Attends and Engages | Sustains attention to tasks or projects over time (days/weeks), and can return to activities after long interruptions | Selectively focuses attention based on task difficulty, shifts attention toward teacher's goal, demonstrates concentrated effort | Concentrates on task for extended periods of time, practices activities thought to be enjoyable |
| Persists | Plans and pursues a variety of appropriately challenging tasks | Plans and pursues own goal until it is finished | Plans and completes task and projects with minimal adult assistance |
| Solves Problems | Solves problems without having to try every possibility | Thinks problems through, considering several possibilities and analyzing results | Solves a wide range of problems using a variety of strategies, attempts to solve independently before seeking adult help |
| Shows Curiosity and Motivation | Shows eagerness to learn about a variety of topics and ideas | Uses a variety of resources to find answers to questions, participates in research projects | Shows enthusiasm for learning new things and looks for opportunities to gain new knowledge, asks open-ended questions |

Signature _____ Date _____

Print Name _____

Kindergarten School or Preschool _____



Early Entrance to Kindergarten

Director of Elementary Education
1809 W. Hovey Ave.
Normal, IL 61761
309-557-4000
emailaddress@unit5.org

Why Early Entrance?

Early entrance to Kindergarten may be an option for students demonstrating superior skills. Parents and Guardians should be aware that very few children meet the criteria to enter kindergarten early. Academic readiness, academic potential, and social-emotional maturity are equally important considerations. Families should consider applying if their child demonstrates the ability to:

- Independently read and discuss unfamiliar books containing short sentences
- Independently generate ideas and write short sentences about a topic
- Recognize the number of items without counting
- Add and subtract numbers through 20

Applying for Early Entrance - General Requirements

- Student must be a current Unit 5 resident
- Referrals may be made by a parent/guardian or others (including a preschool educator, pediatrician, or psychologist)
- Children who will attain 5 years of age after the state deadline of September 1st but before October 15th of the school term for which early entrance into kindergarten is requested

Application Requirements - Online application form, Artifacts, Referrals and Appendix A

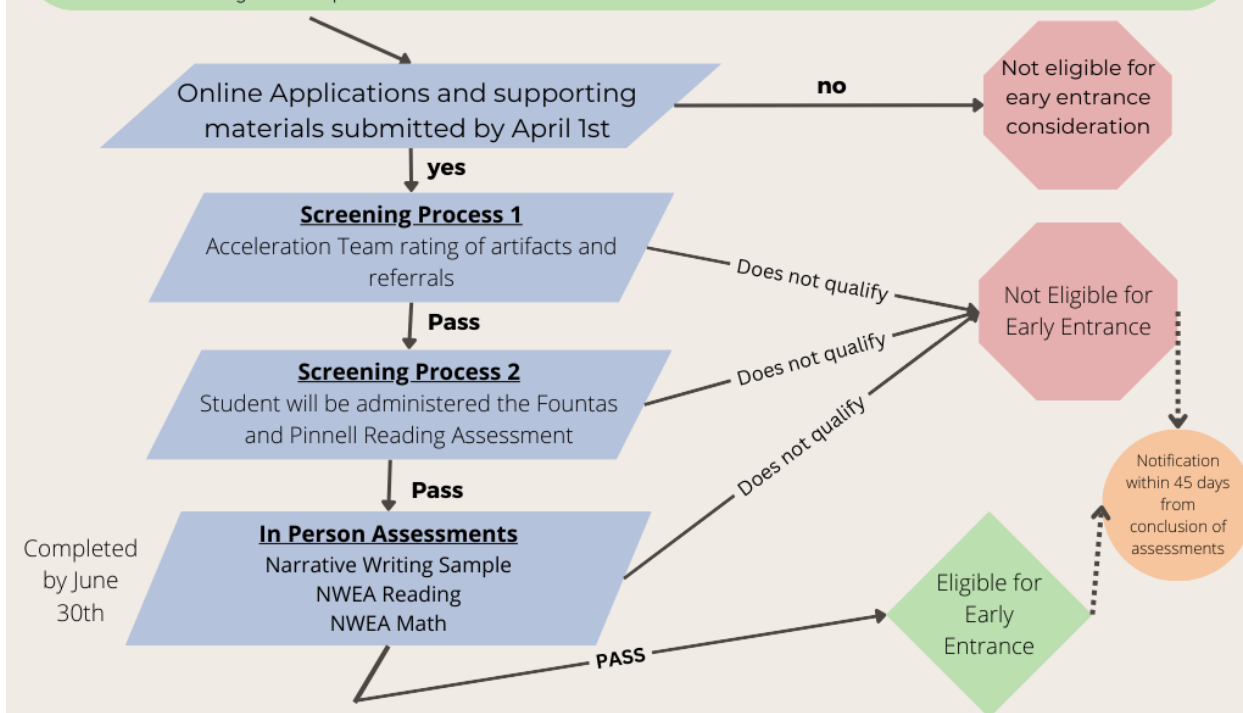
- Complete the [online early entrance application form](#)**
 - The application must be completed **no later than April 1st** in the school year prior to the year of requested admission
- Submit Reading and Math Academic Artifacts**
 - Academic artifacts that demonstrate highly advanced skills in reading, writing, *and* math are required, eg. writing samples of sentences and/or stories, video recording of child reading unfamiliar books
- Request a referral letter from your preschool/daycare provider**
 - The provider's referral letter should include details about your child's **highly advanced** academic and social skills and why they would be a strong candidate for early entrance to kindergarten
- Request Appendix A be completed by your preschool/daycare teacher**
 - Appendix A should be sent directly from your provider to McLean County Unit 5 School District

All materials, referrals, and artifacts are due by **April 1st** and should be sent directly from the provider to the Director of Elementary Education located at McLean County Unit School District #5, 1809 West Hovey, Normal, IL 61704. Contact the Director of Elementary Education at (309) 557-4000 if you have any additional questions about the process.

Early Entrance to Kindergarten

Applying for Early Entrance - General Requirements

- Student must be a current Unit 5 Resident
- Referrals may be made by a parent/guardian or others (including a preschool educator, pediatrician, or psychologist)
- Children who will attain 5 years of age after the state deadline of September 1st but before October 15th of the school term for which early entrance into kindergarten is requested



The Acceleration Team and Decision Notification

An Acceleration Team (which may include the principal, kindergarten teacher, interventionist, instructional coach, administrator, school psychologist, or LBS1) will conduct the assessments and collect any additional information that is needed. Parents/guardians will be provided a written notice of eligibility. The deadline for written notification of the outcome of the assessment process is 45 days after the assessment process concludes.

Parents/guardians of children accepted for early entrance into Kindergarten must provide all required registration documents (e.g. certified copy of a birth certificate, proof of residence, immunization, and physical exam records) per [Board Policy 7.50](#).

The Appeal Process

If desired, parents and/or guardians have the right to an appeal process. Written appeals must be submitted to our Assistant Superintendent within five days of receiving this notification letter. Within ten calendar days of receiving the written appeal request, our Assistant Superintendent will review the case and provide parents and/or guardians with written notice of his/her decision. The Assistant Superintendent's decision is final.

Appendix A

Preschool Referral - Early Entrance to Kindergarten

The daycare or preschool should complete the attached referral form (Appendix A) and a referral letter. The provider's referral letter should provide detailed information demonstrating how your child demonstrates **advanced** academic and social skills and why your child would be a strong candidate for early entrance to kindergarten. Your preschool should mail these documents directly to McLean County Unit School District No 5, 1809 West Hovey, Normal, IL 61761 attn: Early Entrance to Kindergarten Acceleration Team.

Child's name _____ Date of birth _____

Circle the descriptor that best describes the student

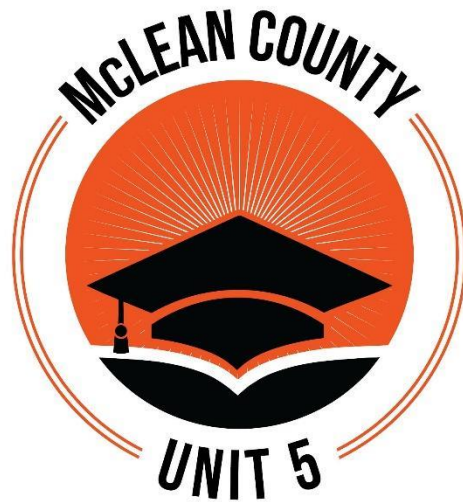
| | | | |
|--|--|--|---|
| Manages Feelings | Unable to control strong emotions in an appropriate manner | Sometimes is able to control emotions in an appropriate manner | Controls strong emotions in an appropriate manner most times |
| Follows Expectations | Unable to follow classroom rules, routines, and transitions | Follows classroom rules, routines, and transitions, sometimes and with reminders | Follows classroom rules, routines, and transitions most of the time |
| Takes Care of Own Needs | Unable to take care of own needs | Sometimes is able to take care of own needs | Takes responsibility for own well-being/needs most of the time |
| Forms Relationships with adults | Uses trusted adults as a secure base from which to explore the world | Manages separations without distress and engages with trusted adults | Engages with trusted adults as resources and shares mutual interests |
| Responds to Emotional Cues | Unable to identify basic emotional reactions of others and their cause | Sometimes is able to identify the basic emotional reactions of others and their cause | Is able to identify basic emotional reactions of others and their cause most of the time |
| Interacts with Peers | Uses successful strategies for entering groups | Initiates, joins in, and sustains positive interactions with a small group of students | Interacts cooperatively in groups of four or five children |
| Makes Friends | Plays with one or two preferred playmates | Establishes a special friendship with one or child, but might only last a short while | Maintains friendships for several months or more, forms friendships around similar play interests |
| Solves Social Problems | Seeks adult help to resolve social problems | Suggests solutions to social problems | Resolves social problems through basic negotiation and compromise |
| Attends and Engages | Sustains interest in a task with an adult asking questions, offering suggestions or comments | Sustains interest in age-appropriate, interesting tasks can ignore most distractions and interruptions | Sustains attention to tasks or projects over time (days/weeks), and can return to activities after long interruptions |
| Persists | Practices an activity many times until successful | Plans and pursues a variety of appropriately challenging tasks | Plans and pursues own goal until it is finished |
| Solves Problems | Observes and imitates how other people solve problems and asks for solutions and uses it | Solves problems without having to try every possibility | Things problems through, considering several possibilities and analyzing results |
| Shows Curiosity and Motivation | Explores and investigates easy to make something happen | Shows eagerness to learn about a variety of topics and ideas | uses a variety of resources to find answers to questions, participates in research projects |

Signature _____ Date _____

Print Name _____

Day Care/Preschool _____

2024-2025
McLean County Unit District No.5
High School Course to Career Guide



Educating each student to achieve personal excellence

TABLE OF CONTENTS

| | |
|---|-----|
| INFORMATION | 3 |
| · GENERAL REGULATIONS | |
| · WEIGHTED GRADE SYSTEM | |
| · CUM LAUDE RECOGNITION | |
| · CREDIT REQUIREMENTS | |
| · AUTO ENROLLMENT OF ACCELERATED COURSE WORK | |
| REGISTRATION GUIDELINES | 7 |
| · TRANSFER STUDENT GUIDELINES | |
| · COURSE SELECTION GUIDELINES | |
| · DROPPING A COURSE | |
| · LEVEL CHANGES | |
| · PROFICIENCY EXAM | |
| · BLENDED LEARNING COURSES | |
| · FEES FOR STUDENT CONSUMER CURRICULUM SUPPLIES | |
| MCLEAN COUNTY UNIT DISTRICT #5 BOARD OF EDUCATION POLICY 6.310 | 8 |
| COURSE NUMBERS | 10 |
| NCAA APPROVED CORE COURSES | 13 |
| COLLEGE CREDIT RELATED TO HIGH SCHOOL CLASSES | 14 |
| · AP COURSES and TESTING | |
| · DUAL CREDIT COURSES | |
| · ASSOCIATE OF SCIENCE DEGREE PROGRAM-Concentration in Computer Science | |
| TRANSCRIPT COMMENDATIONS | 16 |
| · STEM DESIGNATION | |
| · SEAL OF BILITERACY | |
| · COLLEGE & CAREER PATHWAY ENDORSEMENT | |
| COURSE DESCRIPTIONS | |
| · Agriculture | 18 |
| · Art | 22 |
| · Business | 27 |
| · Computer Science | 31 |
| · Consumer Education | 34 |
| · Supported English Studies | 37 |
| · English | 41 |
| · Family and Consumer Sciences | 49 |
| · Foreign Language | 54 |
| · Mathematics | 58 |
| · Music | 64 |
| · Physical Education | 69 |
| · Driver Education | 74 |
| · Science | 77 |
| · Social Studies | 82 |
| · Intervention Course Descriptions | 87 |
| · Special Education | 89 |
| · Technology | 97 |
| · Work / Career Exposure | 102 |
| · Bloomington Area Career Center | 105 |
| HEARTLAND COMMUNITY COLLEGE/UNIT 5 PLACEMENT AGREEMENT | 114 |
| ILLINOIS UNIVERSITY REQUIREMENTS | 115 |

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 per semester and may choose to take a 7th course for credit.
3. Students who enroll in a 0 Hour class are expected to leave after the 7th hour and will provide their own transportation.
4. 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
5. The following breakdown will be used to determine a student's grade after the 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=5 | B=4 | C=3 | D=2 | F=0 |
| *Dual Credit Career Technical Education | [CTE] | A=5 | B=4 | C=3 | D=2 | F=0 |

*Applies only to Dual Credit Career Technical Education courses by Unit 5 instructors.

HONOR ROLL

The High School shares a school-wide Honor Roll list at the end of each semester. Students with a semester GPA of 3.6 or greater will qualify for the Honor Roll. 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)

***ENGLISH**

1.0 Credit English 1 or Honors English 1 (Student must take one)

1.0 Credit English 2 or Honors English 2 (Student must take one)

1.0 Credit English 3 or AP Language (Student must take one)

1.0 Credit AP Literature or College English Bridge or Journalism II/III (Student must take one)

OR .5 Credit English 4 or Dual Credit 101 AND a .5 Senior Elective (Student must take one of these two choices)

Students are required to take these courses sequentially as listed. No student should have a semester without English, with the possible exception of 2nd semester senior year IF student has met the requirement of the 4.0 total required credits, or if an IEP, 504 or a CARES plan team makes an exception.

****MATH**

1.0 credit Algebra I

Must take one course with Geometry content (Geometry, Honors Geometry, Algebra 2, Algebra 2 with Trigonometry, Instructional Algebra)

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

Middle School math courses (Algebra I, Honors Geometry, Honors Algebra II) will be documented on transcripts and will meet prerequisites. Middle school courses will earn high school credit but will not be counted towards GPA. These courses will meet the NCAA admission requirements.

*****SOCIAL STUDIES**

1.0 credit U.S. History - Meets state Computer Literacy requirement for graduation

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 9 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 (11, 12) 2 semesters (for students with IEP case manager)
- Vocations Class (11, 12) 2 semesters (for students with IEP case managers)

AUTO ENROLLMENT OF ACCELERATED COURSE WORK

The Accelerated Placement Act allows a school district to automatically enroll a student into the next most rigorous level(s) of advanced coursework for the next school year in English, Math, Science and/or Social Studies if the student meets or exceeds state standards in English Language Arts (ELA), Mathematics, and/or Science on a state assessment. Advanced courses in Unit 5 include: Honors, Advanced Placement (AP) and Dual Credit classes.

Unit 5 will use the following assessments and guidelines to facilitate student placement. Students will be automatically placed into courses required for graduation and may select electives during the course selection process each year. Students and parents are encouraged to review the Unit 5 Course To Career Guide and have conversations with their School Counselor about educational planning and course selection. Additional information on courses and their prerequisites can be found in the Unit 5 Course to Career Guide. Unit 5 encourages prepared and motivated students to take the most rigorous level of coursework.

| Placement for | ELA/Reading | Social Studies | Math | Science |
|------------------|--|--|---|--|
| Grade 9 Courses | Standard Course: English I | | Standard Course: Algebra II w/Trigonometry, or Geometry | Standard Course: Biology |
| | Placement into Honors English I based on Grade 7 IAR scores: Level 4: Met Expectations Level 5: Exceeded Expectations | | Placement into Honors Geometry or Honors Algebra II based on Grade 7 IAR scores: Level 4: Met Expectations Level 5: Exceeded Expectations | Placement into Honors Biology based on Grade 7 IAR Math scores: Level 4: Met Expectations Level 5: Exceeded Expectations |
| Grade 10 Courses | Standard Course: English II | | Standard Course: Geometry, Algebra II w/Trigonometry, or Pre-Calculus | Standard Course: Chemistry |
| | Placement into Honors English II based on Grade 8 IAR scores: Level 4: Met Expectations Level 5: Exceeded Expectations | | Placement into Honors Algebra II, Honors Geometry, or Honors Pre-Calculus based on Grade 8 IAR scores: Level 4: Met Expectations Level 5: Exceeded Expectations | Placement into Honors Chemistry based on Grade 8 ISA score: Level 3 (Proficient) Level 4 (Exemplary) |
| Grade 11 Courses | Standard Course: English III | Standard Course: Civics | Standard Course: Geometry, Algebra II w/Trigonometry, or Pre-Calculus | |
| | Placement into AP Language and Composition based on PSAT 8/9 EBRW 410-720 | Placement into AP US Government & Politics based on PSAT 8/9 EBRW 410-720 | Placement into Honors Geometry, Honors Algebra II, or Honors Pre-Calculus based on PSAT 8/9 Math 450-720 | |
| Grade 12 Courses | Standard Course: English IV, College English Bridge, or Journalism II & III | Standard Course: Civics | | |
| | Placement into AP Literature, Composition, DC Comp. I, or DC Comp. II based on PSAT 10 EBRW 430-720 | Placement into AP US Government & Politics based on PSAT 10 EBRW 430-720 | | |

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 the second semester for the following year.

Students can request changes to their second semester schedules through the first nine weeks of the first semester. Approval of requests for a change to schedules are dependent on space available in courses.

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. The only changes allowed after mid-march deadline include:

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 four 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 four 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, when a student's final semester 1 grade is a D/F, 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. Within the course description pages, they are indicated in italicized print. 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. More information about blended learning will be provided to students by their teachers.

FEES 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 ensure 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 or BACC.

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 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 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/Desktop Publishing I |
| ART971/972 | Yearbook/Desktop Publishing II |
| ART970/979 | BL Yearbook/Desktop Publishing II |
| ART981/982 | Yearbook/Desktop Publishing III |
| ART980/989 | BL Yearbook/Desktop Publishing III |

BUSINESS

| | |
|------------|-------------------------------------|
| BUS051/052 | Introduction to Business |
| BUS111/112 | Digital Production |
| BUS211/212 | Digital Creativity |
| BUS301/302 | Office Keyboarding Applications |
| BUS501/502 | Accounting |
| BUS550/559 | BL Advanced Accounting |
| BUS601/602 | Business Management |
| BUS610/619 | BL Sports & Entertainment Marketing |
| BUS701/702 | Business Law |
| 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 |
| ENG031/032 | Beginning ESL |
| ENG081/082 | Intermediate ESL |
| ENG091/092 | Advanced ESL |
| RTI125/126 | ESL Intermediate Academic Language |
| ELA105/106 | ESL Emergent Reading & Writing |

ENGLISH

| | |
|------------|-------------------------------------|
| ENG151/152 | English I |
| ENG171/172 | Honors English I [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 | Theater I |
| ENG812 | Theater II |
| ENG842 | Advanced Acting & Directing |
| ENG871/872 | Film as Literature |
| ENG881/882 | AP English Literature & Comp [AP] |
| ENG890/899 | BL Intro to the Humanities [DC] |
| ENG910/919 | BL Composition I [DC] |
| ENG929 | BL Composition II [DC] |
| ENG903/939 | BL Journalism I |
| ENG940/949 | BL Journalism II |
| ENG950/959 | BL Journalism III |
| ENG990/999 | BL Intro to Oral Communication [DC] |

FAMILY AND CONSUMER SCIENCE

| | |
|-------------|---------------------------------------|
| FCS 111/112 | Culinary Arts |
| FCS122 | Culinary Arts II |
| 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 |
| FCS301/302 | Foundations of Fashion |
| FCS341/342 | Clothing Construction |
| FCS362 | Sewing Studio |
| FCS391/392 | Educating Young Children II [CTE] |
| FCS390/399 | BL Educating Young Children II [CTE] |
| FCS500/509 | BL Introduction to Education [DC] |
| FCS511/512 | Personality, Behavior & Relationships |
| FCS600/609 | BL Education Internship |
| FCS131/132 | Principles of Nutrition |

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 |
| MAT521/522 | Geometry |
| 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] |
| MAT860/869 | BL Intro to Statistics [DC] |
| MAT891/892 | Honors Pre-Calculus [H] |
| MAT911/912 | Finite Math for Business & Social Science [DC] |
| MAT910/919 | BL Finite Math for Business & Soc. Sci. [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 1 st Quarter |
| PHY 111 | Drivers Ed/Swim 2 nd Quarter |
| PHY 102 | Drivers Ed/Swim 3 rd Quarter |
| PHY 112 | Drivers Ed/Swim 4 th Quarter |
| PHY131/132 | Foundations to Fitness |
| PHY201/202 | Fitness and Sports |

| | |
|------------|----------------------------|
| PHY301/302 | Lifetime Fitness |
| PHY401/402 | Personal Development |
| PHY501/502 | Dance Fitness |
| PHY511/512 | Adapted PE |
| PHY601/602 | Water & Land Activities |
| PHY631/632 | Advanced Aquatics |
| PHY651/652 | Swim Guard |
| PHY701/702 | 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] |
| SOC930 | BL Western Civilization to 1500 [DC] |
| SOC949 | BL Western Civilization from 1500 [DC] |

STUDY HALL

| | |
|------------|------------|
| STH101/102 | Study Hall |
|------------|------------|

INTERVENTIONS

| | |
|------------|-----------------------|
| ELA101/102 | Focused Language Arts |
| MAT101/102 | Focused Math |
| MAT331/332 | Focused Algebra |
| MAT631/632 | Focused Algebra II |
| MAT531/532 | Focused Geometry |
| RTI121/122 | Study Skills |
| RTI131/132 | Choices |
| RTI133/134 | Choices II |
| RTI141/142 | Creative Aspirations |

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 |
| WRK 100/109 | 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 Trades I |
| AVT781/782 | Construction Trades II |
| AVT791/792 | Construction Trades III |
| 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 |
| AVT215/252 | Cybersecurity |
| AVC341/342 | Fire Science I |
| AVC361/362 | EMT-Basic |
| AVF871/872 | Esthetics |
| 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 |
| AVT321/32 | Graphic Design & Video Production III |
| AVT401/402 | Robotics & Engineering |
| AVT411/412 | Robotics & Engineering II |
| AVT601/602 | Welding I |
| AVT621/622 | Welding II |

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] |
| ENG911/912 | Composition I [DC] |
| ENG910/919 | 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] |
| ENG903/939 | Journalism I |

MATHEMATICS

| | |
|------------|--|
| MAT321/322 | Algebra 1 |
| MAT521/522 | Geometry |
| 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 canceling 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 courses will be taught at NCHS and NCWHS during the regular school day by Unit 5 faculty members. In rare instances a course may be taught online by HCC staff. 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)

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. Dual Credit Career Technical Education courses taught by Unit 5 instructors are weighted level courses.

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 a 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. Beginning with the 2022-2023 school year, the Associate of Science Degree program started its transition out of Normal Community High School, and into Normal Community West High School. All 8th grade students accepted into the Associate of Science Degree program will need to enroll and attend Normal Community West High School if they want to participate in the program.

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. (*STEM designation will be added to transcripts after completion)

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 |
| 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)

| | |
|------------|--|
| 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 |
| 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 ELA section on 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 Diploma and placing it onto their transcript.

COLLEGE & CAREER PATHWAY ENDORSEMENT

Under the Postsecondary and Workforce Readiness Act (P.A. 99-674), public school districts in Illinois may choose to offer College and Career Pathway Endorsements that support students transitioning to college and a career in an endorsement area.

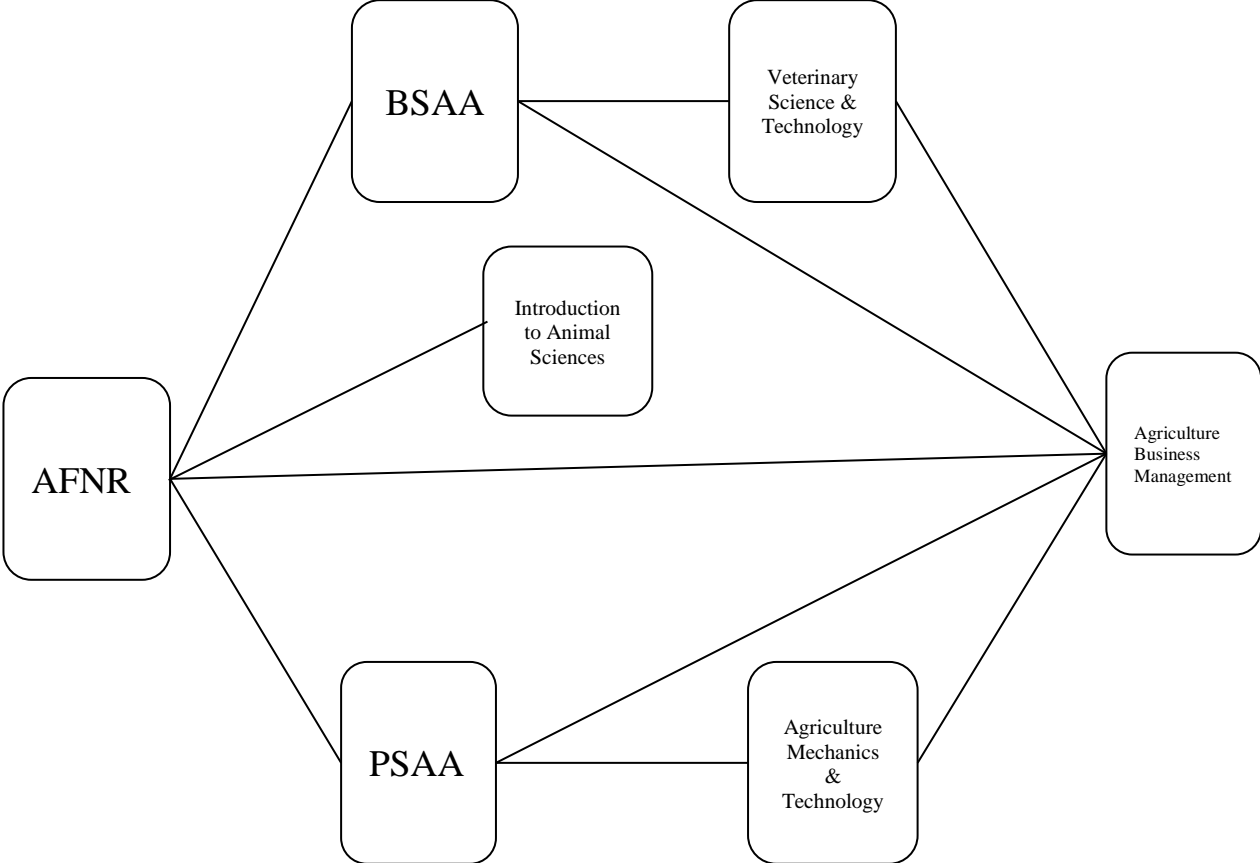
Achieving the Endorsement includes the following: completion of an individual plan that includes career planning, postsecondary planning, and financial aid and literacy planning; completion of a career-focused plan of study that includes 2 years of coursework that teaches students content and skills needed in the career pathway and 6 early college credit hours (Dual Credit & AP courses); completion of professional learning experiences that includes two career exploration activities, two team-based challenges, and 60 hours of a career development internship; and demonstration of academic readiness in reading and math aligned to Illinois College and Career Readiness indicators.

The district will recognize students who achieve a College & Career Pathway Endorsement by affixing a seal to their diploma, and including the endorsement on their transcript.

Unit 5 College & Career Pathway Endorsements

Education

Agriscience & Technology



Note: See course list for prerequisites

AGRISCIENCE & TECHNOLOGY COURSE LIST

*Meets State Consumer Education Requirement for Graduation
 **Meets Graduation Requirement for a Science Credit

| SUBJECT | GRADES | PREREQUISITES |
|--|---------------|--|
| Introduction to Agriculture, Food & Natural Resources (AFNR) | 9, 10, 11, 12 | None |
| **Biological Science Applications in Agriculture (BSAA) | 10, 11, 12 | Biology (Intro to AFNR Recommended) |
| **Physical Science Applications in Agriculture (PSAA) | 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/ BSAA (Recommended) |

AGRISCIENCE & TECHNOLOGY COURSE DESCRIPTIONS

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

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 make connections between lessons, college and career readiness and their development as leaders.

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

SCI 331/332 BIOLOGICAL SCIENCE APPLICATIONS IN AGRICULTURE (BSAA) **(Semester ½ credit, Yearly 1 Credit) (10, 11, 12)** **Prerequisites: Biology I (both semesters); Intro to AFNR (Recommended)** **1st Semester: Animal 2nd Semester: Plant**

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. In addition, students will make connections between lessons, college and career readiness and their development as leaders ****Meets graduation requirement for a Science credit.**

SCI 341/342 PHYSICAL SCIENCE APPLICATIONS IN AGRICULTURE (PSAA) **(Yearly 1 Credit) (10, 11, 12)** **Prerequisites: Biology I (both semesters); Intro to AFNR (Recommended)**

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. In addition, students will make connections between lessons, college and career readiness and their development as leaders. **This course is designated as a STEM Concentration Course.* ****Meets graduation requirement for a Science course.**

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

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

An introduction to agricultural power and machinery (engines, power transmission including hydraulics, tillage machinery, calibrations, and harvesting equipment), agricultural electrification and applications (circuits, motors, controls, and materials handling and processing), agricultural structures (plans, loads, construction materials, and layout and design), and soil and water conservation (surveying, mapping, drainage, and conservation structures). In addition, students will make connections between lessons, college and career readiness and their development as leaders.

AGR 501/502 VETERINARY SCIENCE & TECHNOLOGY **(Yearly 1 Credit) (11, 12)**

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

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. In addition, students will make connections between lessons, college and career readiness and their development as leaders.

AGR 251/252 AGRIBUSINESS MANAGEMENT
AGR250/259 BLENDED AGRIBUSINESS MANAGEMENT
(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. In addition, students will make connections between lessons, college and career readiness and their development as leaders. **Meets State Consumer Education Requirement for Graduation.*

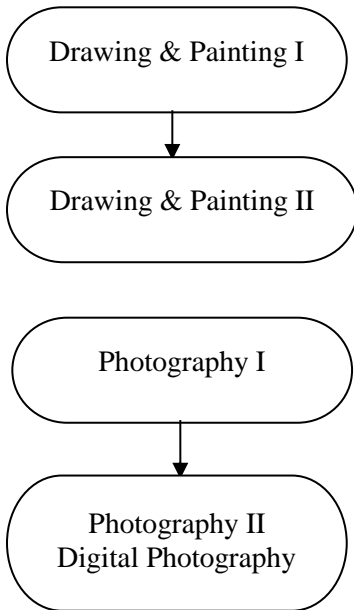
AGR171/172 INTRODUCTION TO ANIMAL SCIENCE – DUAL CREDIT
(Yearly 1 Credit) (11, 12)

Prerequisites: 'Highly recommend' Intro to AFNR and/or BSAA (Recommended)

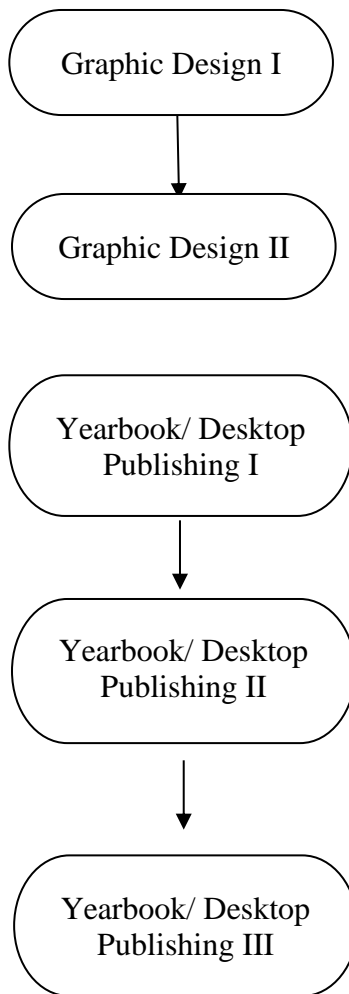
During this course, students will develop an understanding of the products produced by livestock and the methods used to determine their quality; a basic understanding of breeds, the principles of selection, growth, and evaluation; a basic understanding of animal reproduction and nutrition; and an understanding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

Art

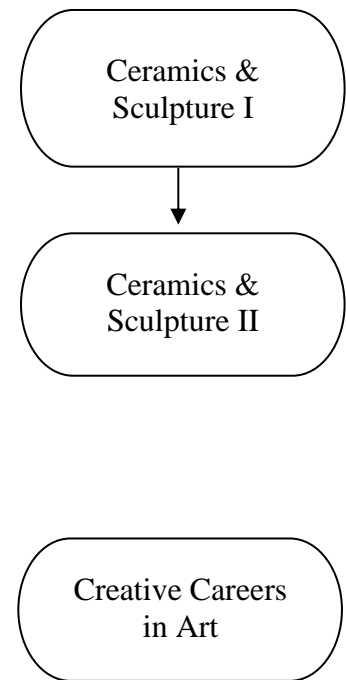
Two-Dimensional Classes



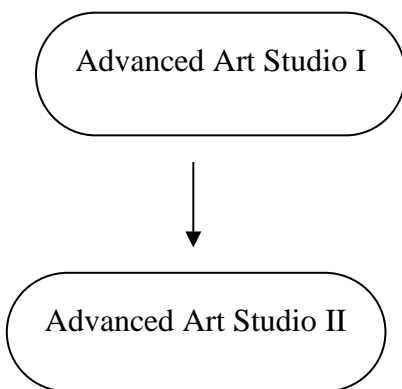
Technology Based Art Classes



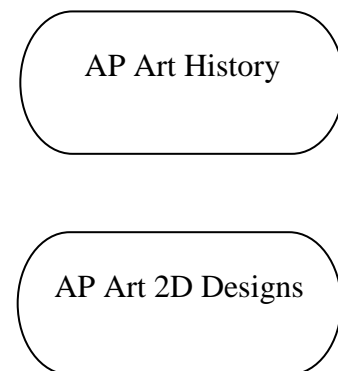
Three Dimensional Classes



2D, 3D, Tech Classes



Advanced Placement



Note: See course list for prerequisites

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 | Prerequisite 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 3.0 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 organizations. 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 of 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 3.0

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 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 BLENDED YEARBOOK/DESKTOP PUBLISHING I
(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 BLENDED YEARBOOK/DESKTOP PUBLISHING II
(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 BLENDED YEARBOOK/DESKTOP PUBLISHING III
(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

Introduction to Business

Accounting

Business Law

Business Management



Advanced Accounting

Sports & Entertainment
Marketing

Personal Investment &
Finance

Business Computer Course Sequence

Digital Productivity

Digital Creativity

Office Keyboarding
Applications
224

BUSINESS COURSE LIST

*Meets State Consumer Education Requirement for Graduation

| SUBJECT | GRADES | PREREQUISITES |
|----------------------------------|---------------|-----------------------------|
| Introduction to Business* | 9, 10 | None |
| Digital Productivity | 9, 10, 11, 12 | None |
| Office Keyboarding Applications | 9, 10, 11, 12 | None |
| Digital Creativity | 9, 10, 11, 12 | None |
| 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 |

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 DIGITAL PRODUCTIVITY

(Semester ½ Credit) (9, 10, 11, 12)

Prerequisite: None

In this **one-semester** computer course, students will be introduced to features of Microsoft Word, Excel, PowerPoint and Access that they will use in college and/ or career. This course also includes the integration of social media applications that would be used in a business setting to promote a product or service. Applications will focus on a variety of effective and visually appealing activities/projects to help increase students' success in high school, college and the workplace.

BUS 211/212 DIGITAL CREATIVITY

(Semester ½ Credit) (9, 10, 11, 12)

Prerequisite: None

In this **one-semester** computer course, students will focus on creating interesting and polished marketing materials that a business would use to promote their company and their products/services. These materials include app/logo creation, promotional materials like tv, radio, and magazine ads, and websites/social media platforms. Students will learn the basics of programs such as Adobe Photoshop, Illustrator, and InDesign, audio and video editing, and web design coding to help complete their projects. 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 BLENDED ADVANCED ACCOUNTING
(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 BLENDED SPORTS & ENTERTAINMENT MARKETING
(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 BLENDED PERSONAL INVESTMENT & FINANCE
(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.*

Computer Science

Computer Science
Essentials

AP Computer Science
Principles

Cybersecurity

AP Computer Science
(Java)

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 | Comp Science Essentials Recommended |
| **AP Computer Science (Java) Recommended) | 10, 11, 12 | Algebra 2 W/ Trigonometry (Comp Science Essentials |

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)**

Prerequisite: None

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 2w/Trigonometry 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.****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) (10, 11, 12)**

Prerequisite: Algebra 2 w/ Trigonometry (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, the 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.

***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

Agribusiness Management

Consumer Education

Consumer Math*

Personal Investment & Finance

Vocations I *

Work Program Class

Vocations II *

*Reserved for students with IEP 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) **WRK 100/109 BLENDED 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.

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) (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) (IEP Team Recommendation)

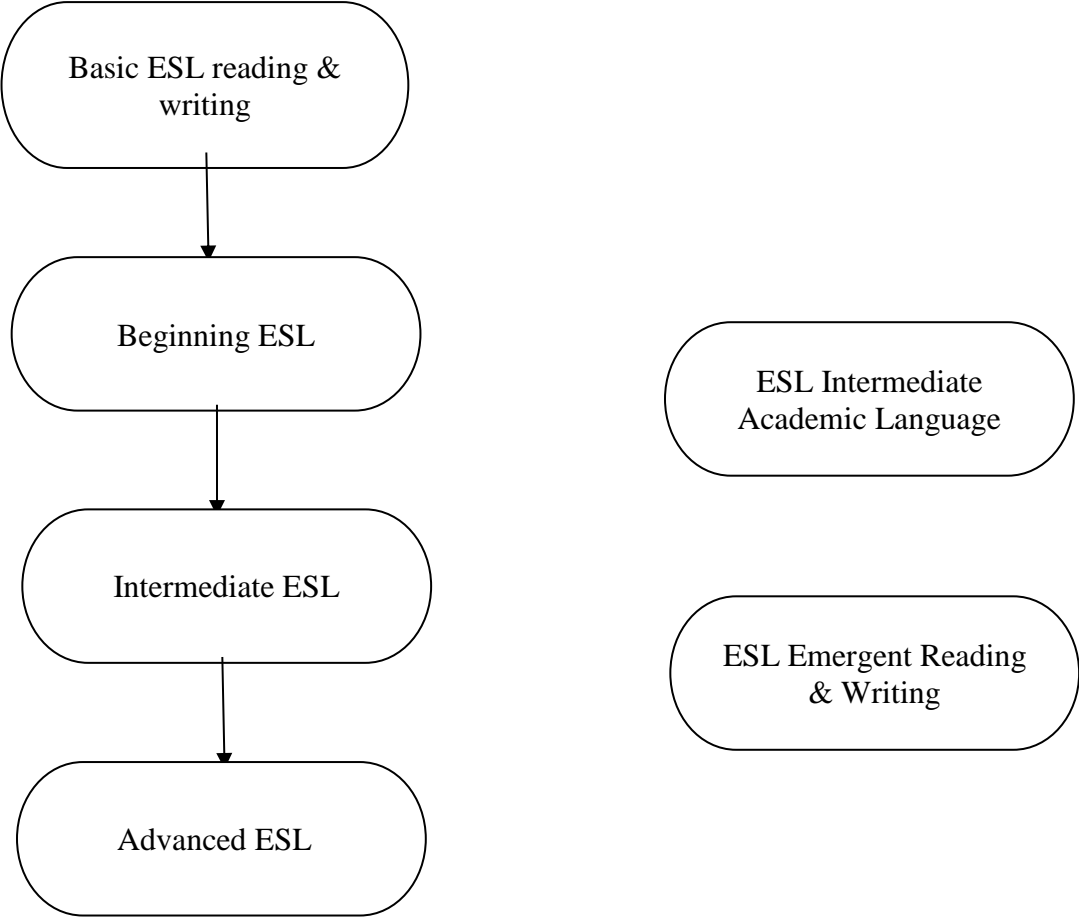
This is the introductory course which focuses on basic entry level employment skills. Topics include, but are not limited to: job search, completing job applications, interview preparation, the unwritten rules of the work environment, career exploration, job safety, cooperation, basic employability skills. 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) (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 |
|------------------------------------|---------------|--|
| Basic ESL Reading & Writing | | Demonstrated limited English ability through formal assessment |
| Beginning ESL | | Basic ESL or demonstrated limited English ability through formal assessment |
| Intermediate ESL | | Basic ESL and Beginning ESL or demonstrated limited English ability through formal assessment |
| Advanced ESL | | Basic ESL, Beginning ESL, and Intermediate ES, or demonstrated limited English ability through formal assessment |
| ESL Intermediate Academic Language | | None |
| ESL Emergent Reading & Writing | | None |

ENGLISH AS A SECOND LANGUAGE COURSE DESCRIPTIONS

ENG 021/022 BASIC ESL READING & WRITING (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 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 INTERMEDIATE ESL (Yearly 1 Credit)

Prerequisite: Basic ESL and Beginning ES 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 ADVANCED ESL (Yearly 1 Credit)

Prerequisite: Basic ESL, Beginning ESL, and Intermediate ESL, 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

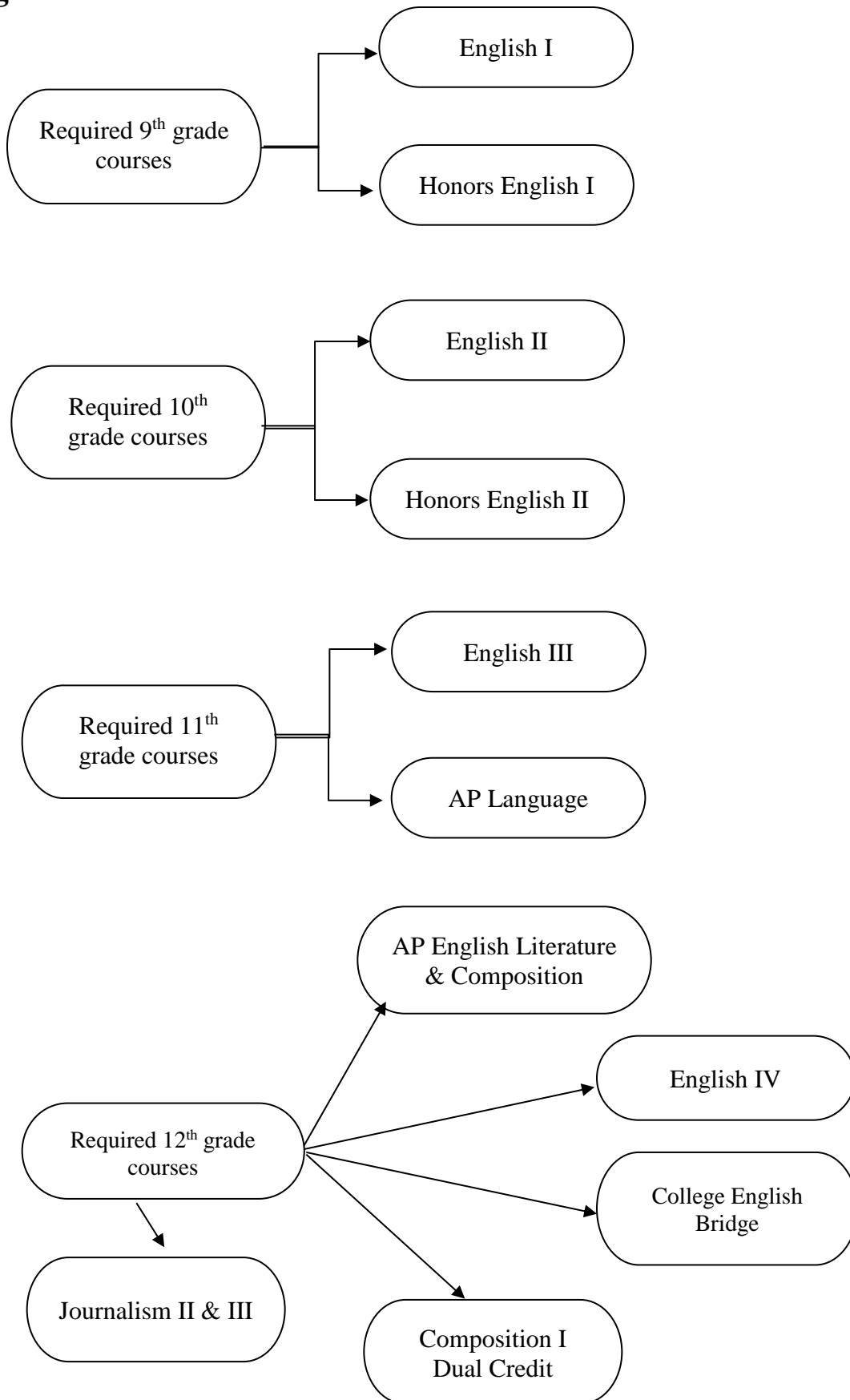
This course is designed for English Learners at a developing levels of English proficiency who demonstrate the need for additional support in the area of academic language, literacy, and literary analysis. Criteria for eligibility: the student has demonstrated on either the WIDA screener or ACCESS for ELLs a developing level of proficiency in English and is enrolled in the district's Transitional Program of Instruction. This class is used as a bridge to help students transition from upper ESL to general education English Language Arts courses.

ELA 105/106 ESL EMERGENT READING & WRITING
(Yearly 1 Credit)

Prerequisite: None

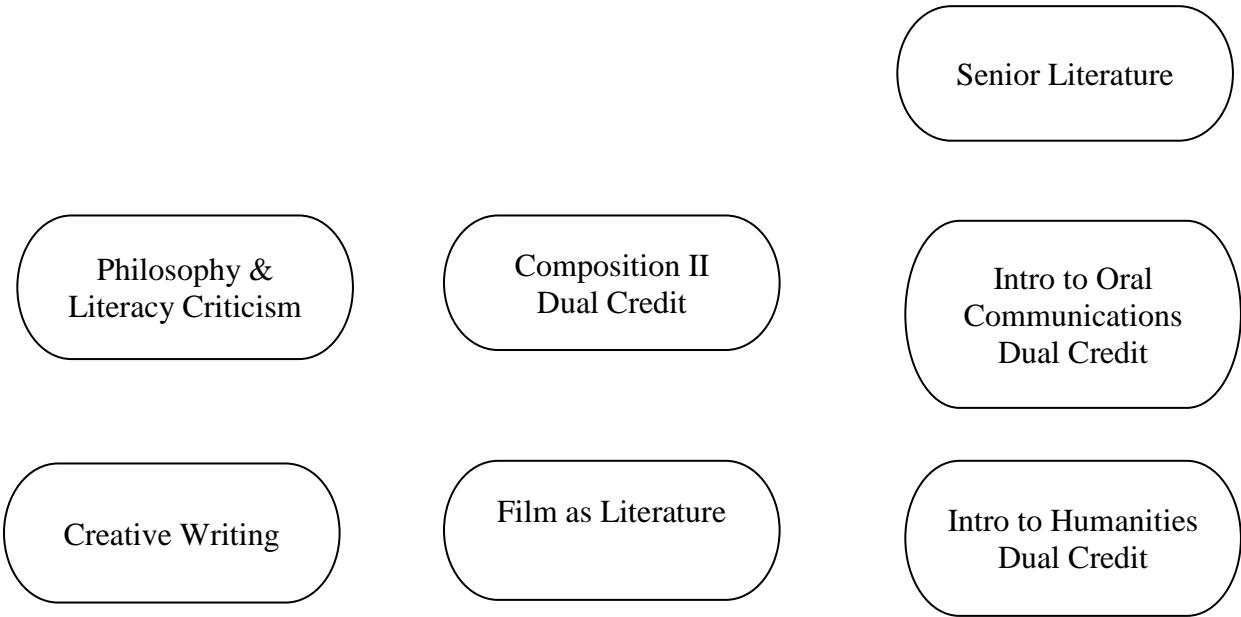
This course is designed for English Learners at the beginning and developing levels of English proficiency who demonstrate the need for additional support in the Four domains of language (reading, writing, speaking, and listening). Criteria for eligibility: the student has demonstrated on either the 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. This class is used as a bridge to help students transition from introductory levels of ESL to upper levels of ESL.

English

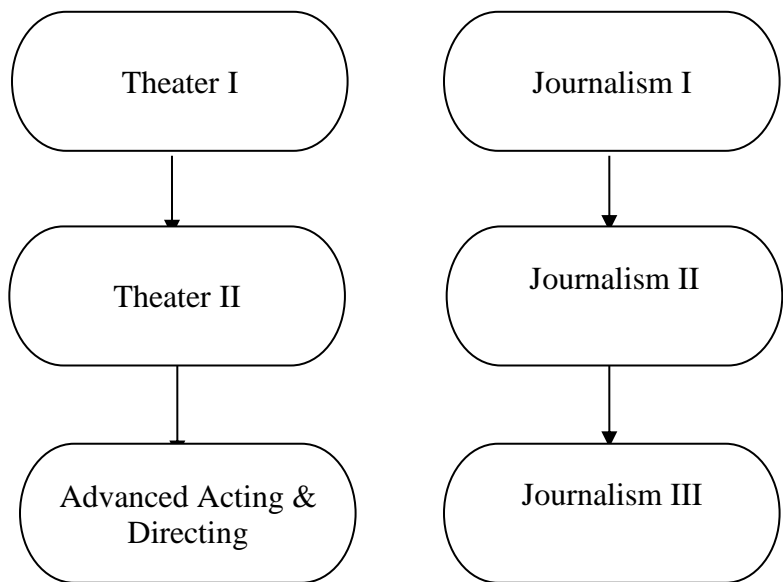


English Electives

11th & 12th Grade Electives



Open Electives



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.
*** A minimum of one of these courses is required during senior year**

| SUBJECT | GRADES | RECOMMENDATION/PREREQUISITE |
|--------------------------------------|------------|---|
| English I | 9 | None |
| Honors English I | 9 | Mastery of 8 th grade ELA standards or teacher recommendation |
| 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 This course is one option to fulfill the senior level English requirement |
| English IV* | 12 | This course is one option to fulfill the senior level English requirement |
| Senior Literature | 12 | None |
| Philosophy & Literary Criticism | 11, 12 | 11 th graders must be concurrently enrolled in English III or AP Language |
| Creative Writing | 11, 12 | 11 th graders must be concurrently enrolled in English III or AP Language |
| Film as Literature | 11, 12 | 11 th graders must be concurrently enrolled in English III or AP Language |
| 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. This course is one option to fulfill the senior level English requirement |
| Advanced Acting and Directing | 11, 12 | Successful completion of Theater I and II |
| Composition I Dual Credit* | 11, 12 | Successful completion of English II or Honors English II, and English III; Concurrent Enrollment in English III. This course is one option to fulfill the senior level English requirement |

| | | |
|--|------------|---|
| Composition II Dual Credit | 11, 12 | “C” or better in ENG 910 or ENG 919 |
| 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 Lang |
| Journalism II* | 11, 12 | Successful completion of Journalism I and 10 th grade English. This course is one option to fulfill the senior level English requirement |
| Journalism III* | 12 | Successful completion of Journalism II and 11 th grade English. This course is one option to fulfill the senior level English requirement |
| Introduction to Oral Communication Dual Credit | 11, 12 | Concurrent Enrollment in English III or AP Language in grade 11. |
| Introduction to Humanities | 11,12 | Concurrent Enrollment in English III or AP Language In grade II. |

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)

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

Prerequisite: 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)

Prerequisite: 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

This course requires summer reading to be completed before the start of school.

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)****This course is one option to fulfill the senior level English requirement.**

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 (ENG910/919) 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.

ENG551/552 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) 11th graders must be concurrently be enrolled in English III or AP Language**

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) 11th graders must be concurrently be enrolled in English III or AP Language**

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 FILM AS LITERATURE**(Semester ½ Credit) (11, 12) 11th graders must be concurrently be enrolled in English III or AP Language**

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 course is one option to fulfill the senior level English requirement.**

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)****Prerequisite: 10th graders must be concurrently enrolled in English II or Honors English II; 11th graders must be concurrently enrolled in English III**

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**

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 BLENDED INTRODUCTION TO THE HUMANITIES - DUAL CREDIT****(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 910/919 BLENDED COMPOSITION I – DUAL CREDIT**(Semester ½ Credit) (11, 12)****Prerequisite: Successful completion of English II or Honors English II, and English III
Concurrent Enrollment of English III****This course is one option to fulfill the senior level English requirement.**

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 929 *BLENDED COMPOSITION II - DUAL CREDIT*

(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)

Prerequisite: Successful completion of Journalism I and 10th grade English

This course is one option to fulfill the senior level English requirement.

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)

Prerequisite: Successful completion of Journalism II and 11th grade English

This course is one option to fulfill the senior level English requirement.

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 990/999 *BLENDED INTRODUCTION TO ORAL COMMUNICATION - DUAL CREDIT*

(Semester ½ Credit) (11, 12)

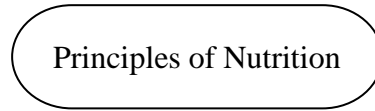
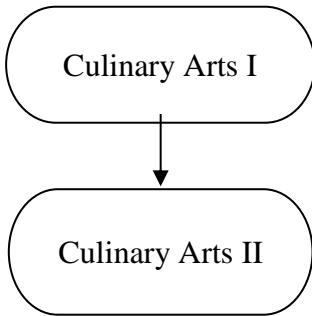
Prerequisite: Two years successful completion of English I and II or Honors English I and II;

Concurrent Enrollment or completion of English III or AP Language

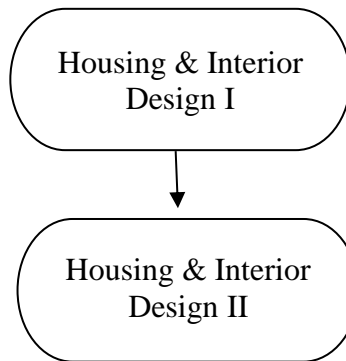
This is an introductory course in public speaking, with the dual goals of helping students understand basic communication principles and improving their oral communication skills. The course emphasizes preparing, selecting, organizing, and delivering oral messages, as well as analyzing and evaluating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

Family & Consumer Sciences

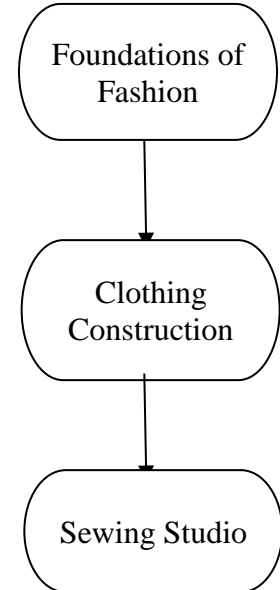
Foods & Nutrition



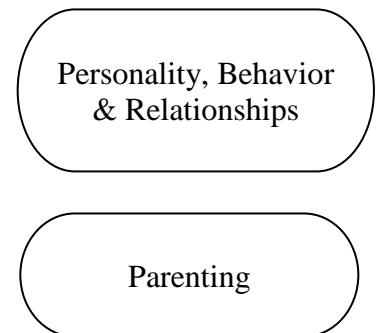
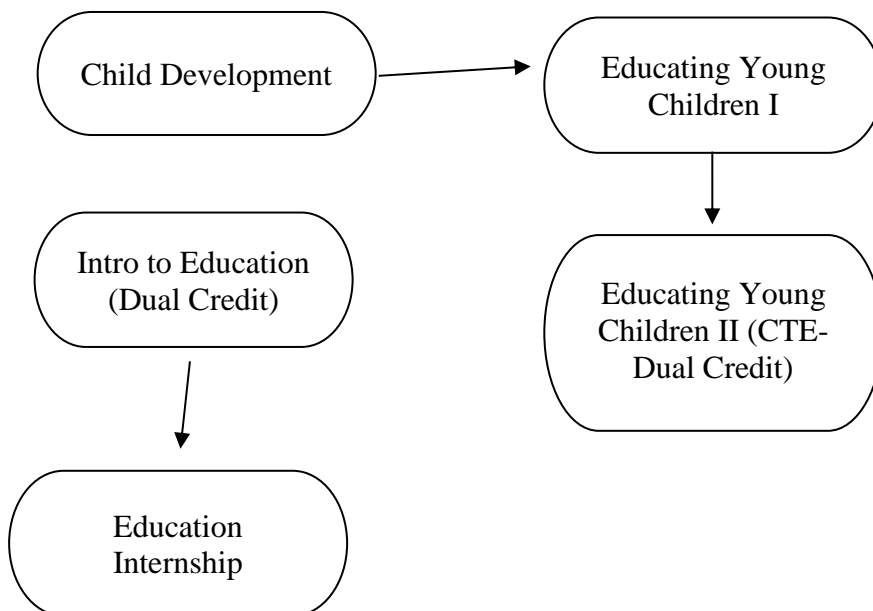
Housing & Interior Design



Fashion



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 | Successful Completion of 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 – CTE/ DC | 11, 12 | "B" or higher in EYC I |
| Introduction to Education - Dual Credit | 11, 12 | Child Development (Recommended) |
| Education Internship | 12 | Introduction to Education (Application Required) |
| Housing & Interior Design I | 10, 11, 12 | None |
| Housing & Interior Design II | 10, 11, 12 | "C" or higher in H &ID I |
| Foundations of Fashion | 9, 10, 11, 12 | None |
| Clothing Construction | 9, 10, 11, 12 | "C" or higher in Foundations of Fashion |
| Sewing Studio | 10, 11, 12 | "C" or higher in Clothing Construction |
| Personality, Behavior and Relationships | 11, 12 | None |
| Principles of Nutrition | 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, and application of cooking and baking 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 all restaurants and food service providers in the State of Illinois for employment.

FCS 122 CULINARY ARTS II **(Semester ½ Credit) (9, 10, 11, 12)** **Prerequisite: Successful Completion of 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 150/159 BLENDED CHILD DEVELOPMENT **(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)**

Explore the responsibilities and roles of parenthood while learning about the following topics: understanding parenting, parenting readiness, reproduction, planning for pregnancy, pregnancy, infants & toddlers, school aged children, adolescent and teen years. Students have the opportunity to be a “parent” through the use of a Baby Think It Over infant simulator. This course is recommended for students interested in children and families and/or the following career clusters: education and training, health and human services.

FCS 291/292 EDUCATING YOUNG CHILDREN I **FCS 290/299 BLENDED EDUCATING YOUNG CHILDREN I** **(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 – CTE DUAL CREDIT **FCS 390/399 BLENDED EDUCATING YOUNG CHILDREN II – CTE DUAL CREDIT** **(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 CHLD 202: Health, Safety, and Nutrition for the Young Child.*

FCS500-509 BLENDED INTRODUCTION TO EDUCATION – DUAL CREDIT

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

Prerequisite: 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 EDUC 101: Introduction to Education.*

FCS600/609 BLENDED EDUCATION INTERNSHIP

(Yearly 1 or 2 Credits) (Grade 12)

Prerequisite: Application is required

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 using industry relevant technologies. 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

Continue building upon topics from Housing and Interior Design I, through exploration of the history of architecture and discover how it relates to today's housing styles. Topics in this course include: American architectural styles, floor planning, design backgrounds, choosing furniture, lightning, accessories, and fixtures. A culminating professional style semester portfolio including hand drawn design sketching and drafting skills will be required in this course.

FCS 301/302 FOUNDATIONS OF FASHION
(Semester ½ Credit) (9, 10, 11, 12)

This course is for anyone interested in the fashion industry. Units of study include influences on clothing, the fashion world, elements of design, textiles, and careers in fashion.

FCS 341/342 CLOTHING CONSTRUCTION
(Semester ½ Credit) (9, 10, 11, 12)

Prerequisite: “C” or higher in Foundations of Fashion

This course will cover the basics of clothing construction skills including hand sewing, sewing machine skills, and garment construction techniques.

FCS 362 SEWING STUDIO
(Semester ½ Credit) (10, 11, 12)

Prerequisite: “C” or higher in Clothing Construction

Expand on the skills from Clothing Construction including selecting patterns and fabric to construct clothing items of your choosing based on your ability level and reconstruction of an existing garment.

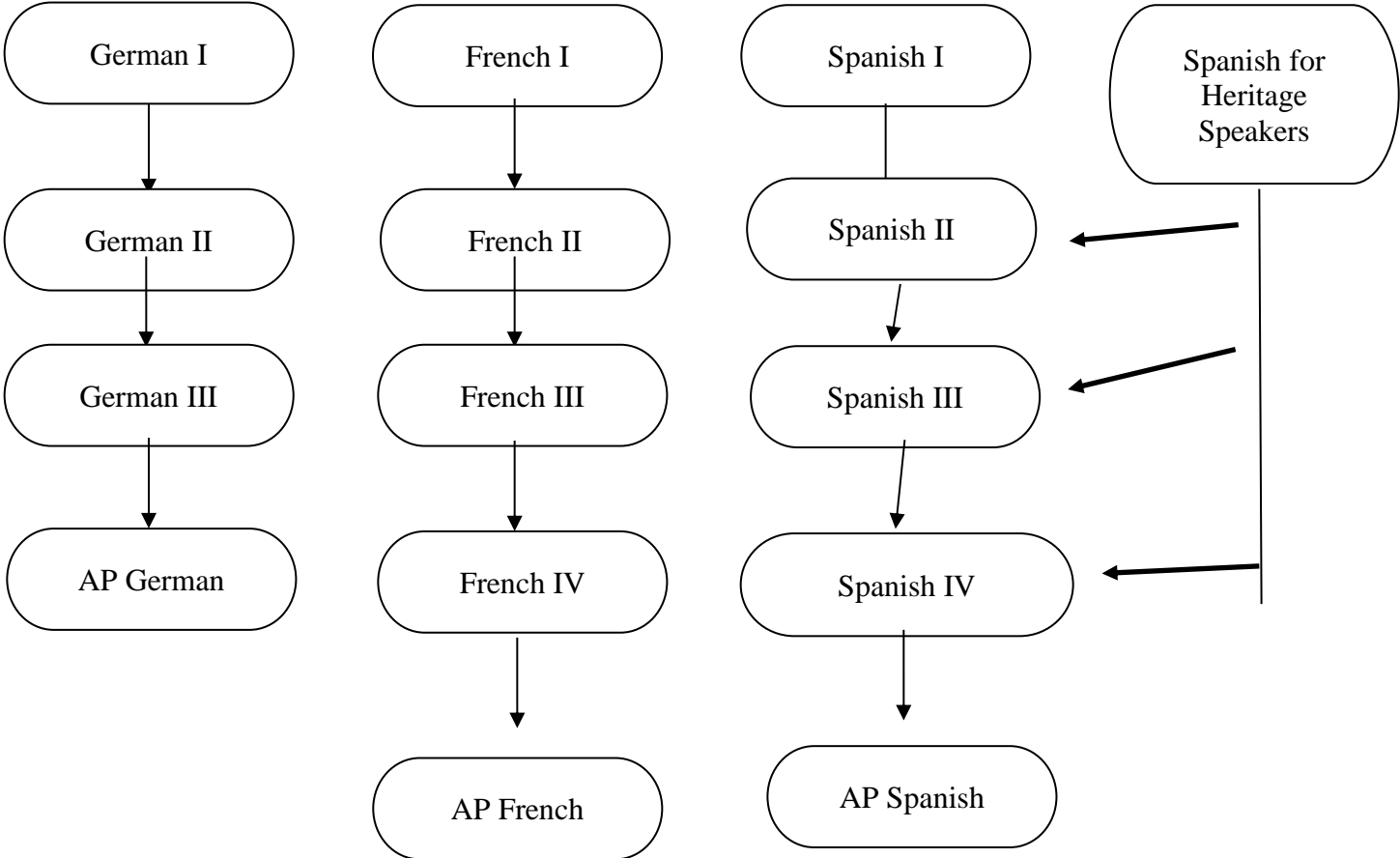
FCS 511/512 PERSONALITY, BEHAVIOR AND RELATIONSHIPS
(Semester ½ Credit) (11, 12)

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 131/132 PRINCIPLES OF NUTRITION
(Semester ½ Credit) (10, 11, 12)

Principles of Nutrition is a Family and Consumer Sciences course with a focus on understanding how food choices impact the well-being of individuals and society. This course will address nutrition basics, clean eating, macronutrients, micronutrients, meal planning, and current trends in nutrition. This course would be especially beneficial for students who are pursuing a medical related career pathway; including sports nutrition, nutrition & dietetics, nursing, and other health related careers.

Foreign Language



FOREIGN LANGUAGE

All Elective Courses

| SUBJECT | GRADES | PREREQUISITES |
|--|---------------|--|
| French I, German I, or Spanish I | 9, 10, 11, 12 | None |
| French II, German II, or Spanish II | 10, 11, 12 | Pass Level I or meet requirements of Placement Exam |
| French III, German III, or Spanish III | 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 the next level of language study. |
| Spanish for Heritage Speakers | 9, 10, 11, 12 | Spanish must be first language at home |

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 80%. In addition, students must pass each of the core competency tests (listening, reading, grammar/vocabulary, writing and speaking) with a 70%. 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 counseling 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 **will be placed in level 3 of native language or can take placement tests to see if a higher level is appropriate.** Students should contact the foreign language department prior to enrolling for proper level placement based on listening, speaking, reading, and writing abilities.

NOTE: 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) (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) (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 BLENDED 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.

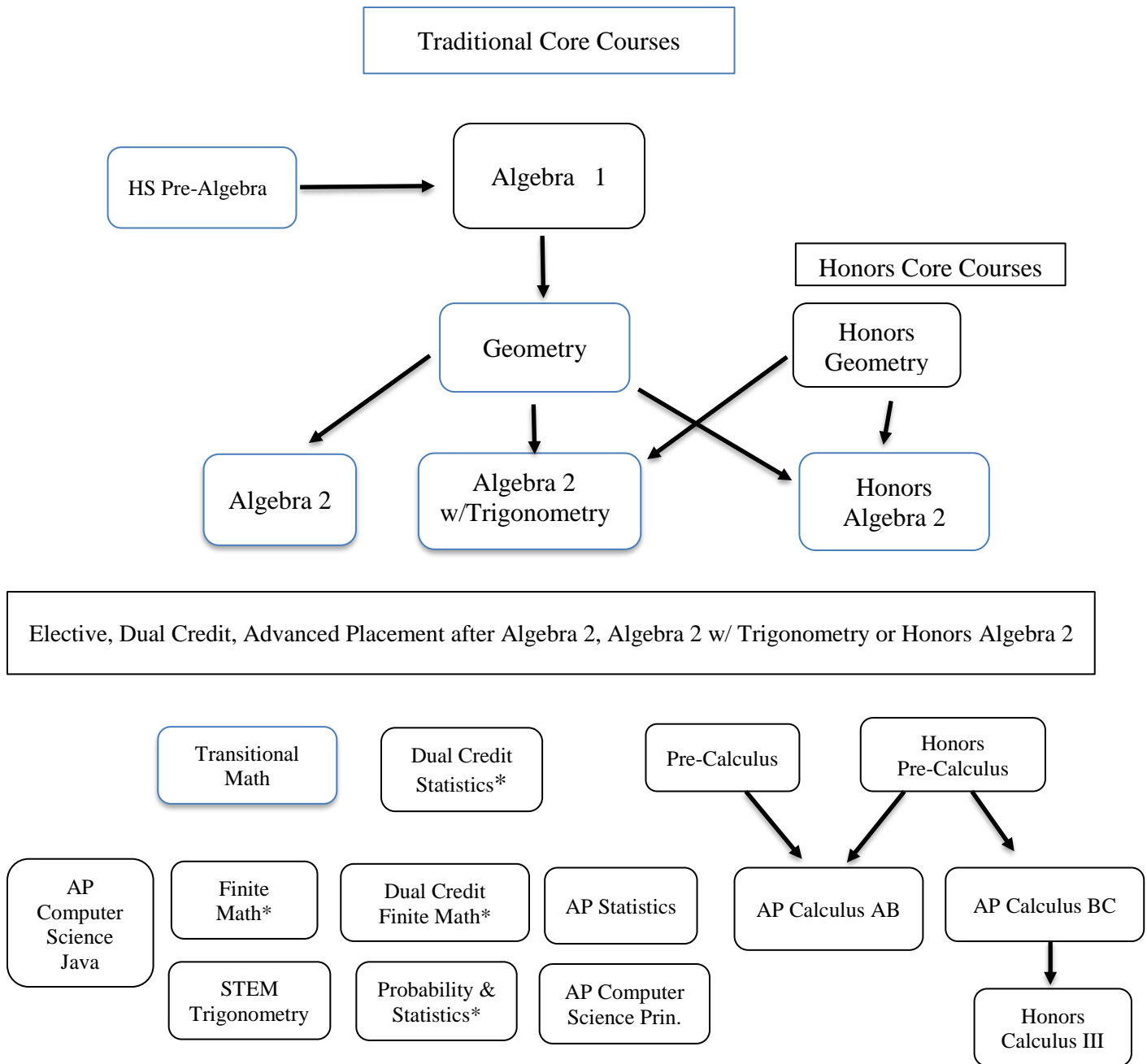
FOR 411/412 SPANISH FOR HERITAGE SPEAKERS

(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



See course list for Prerequisites

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

Transitional Math is for Seniors only, Prerequisite is 3 math credits

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
 Geometry Content Graduation Requirement: Algebra II, Algebra II w/Trigonometry, Instructional Algebra
 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 | Teacher Recommendation |
| Algebra 1 | 9, 10 | Pre-Algebra |
| Geometry | 9, 10, 11 | 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 |
| 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 | "C" or higher in Honors Algebra 2; or "B" or higher in Algebra 2 w/ Trigonometry |
| AP Statistics | 11, 12 | "B" or higher in Honors Algebra 2; or "A" in Alg. 2 w/Trigonometry |
| AP Calculus AB | 10, 11, 12 | "B" or higher in Honors Pre-Calculus; "A" in 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)

Prerequisite: Placement Requirements

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) Prerequisite: Pre-Algebra

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 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. *Meets Geometry Content State Graduation Requirement.*

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. *Meets Geometry Content State Graduation Requirement*

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 Honors 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: Geometry, 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 BLENDED PRE-CALCULUS
(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 2w/Trigonometry (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 2w/Trigonometry (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, 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 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
MAT 910/919 BLENDED FINITE MATH FOR BUSINESS & SOCIAL SCIENCE – DUAL CREDIT
(Semester ½ Credit) (11, 12)**

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

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
MAT 860/869 BLENDED INTRODUCTION TO STATISTICS – DUAL CREDIT
(Semester ½ High School Credit (11, 12)
Prerequisite: “C” or higher in Honors Algebra 2;
or “B” or higher in 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 BLENDED ADVANCED PLACEMENT CALCULUS AB
(Yearly 1 Credit) (10, 11, 12) (AP Level)
Prerequisite: “B” or higher in Honors Pre-Calculus; or “A” 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

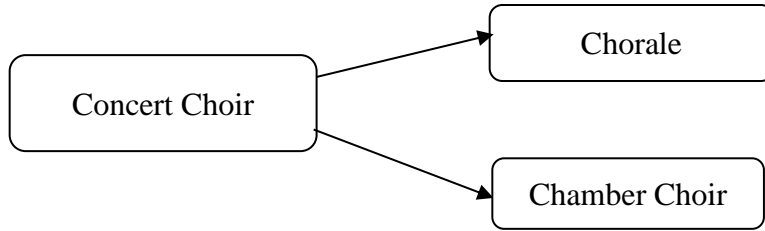
Advanced Placement Calculus BC is equivalent to a semester of Calculus I and a semester of Calculus II in college. This is a rigorous course designed for students that desire a more accelerated pace than AP Calculus AB. All the topics in AP Calculus AB are studied. Other topics include lengths of curves, 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) (11,12)
Prerequisite: A or B in AP Calculus BC

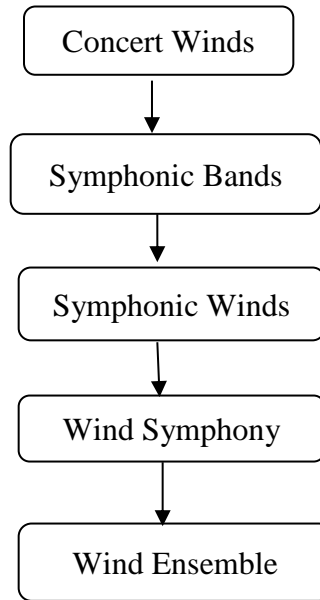
This course is the last of the sequence that focuses on calculus and analytic geometry and includes the essential elements of multi-variable calculus as well as the analytic geometry of space. Content focus is on vectors, functions of several variables, curves and surfaces, differentiation, partial derivatives,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

Music

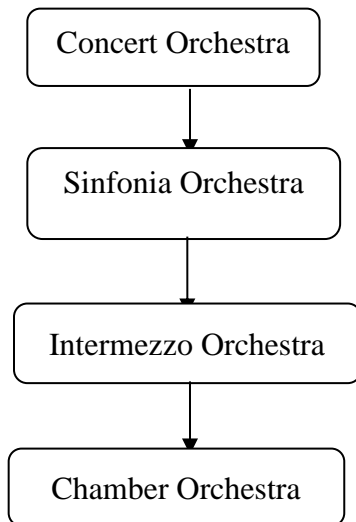
Choirs



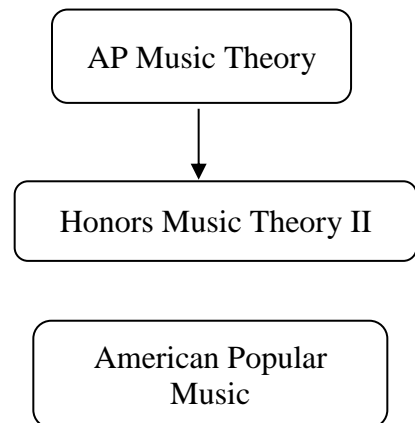
Bands



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 of 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 of 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.

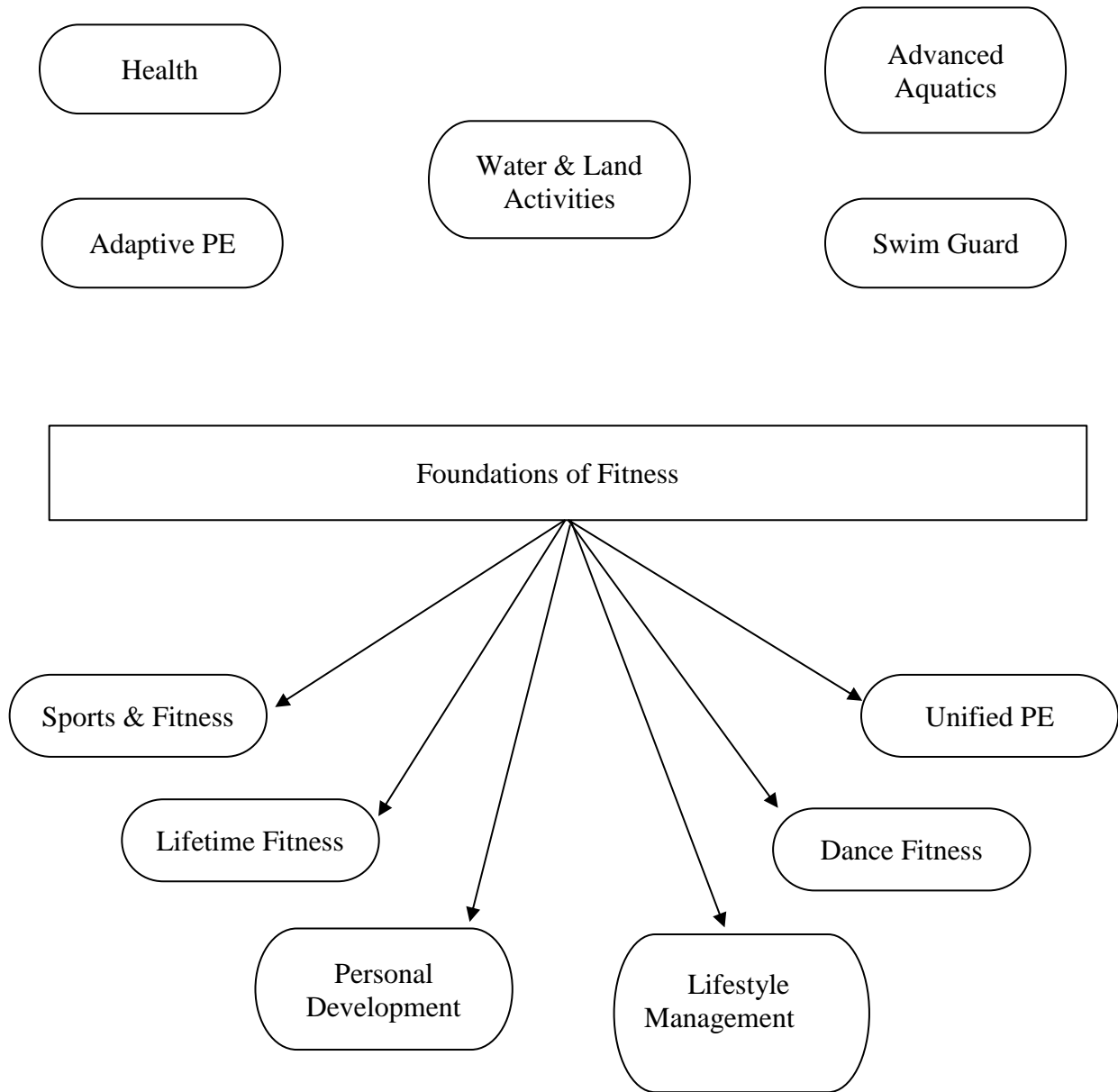
Students study the structure of music, harmony, composition, ear training, form, and analysis. This course is strongly recommended for those who wish to pursue music beyond high school. Students enrolled in this course will have the opportunity to take the Advanced Placement exam in May at their own 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 Education/Swim | 9, 10 | None |
| Foundations of Fitness | 9, 10 | None |
| Sports and Fitness | 10, 11, 12 | Foundations of Fitness |
| Lifetime Fitness | 10, 11, 12 | Foundations of Fitness |
| Personal Development | 10, 11, 12 | Foundations of Fitness |
| Dance Fitness | 10, 11, 12 | Foundations of Fitness |
| 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 | Current Lifeguard Certification |
| Lifestyle Management | 10, 11, 12 | None |
| Unified Physical Education | 10, 11, 12 | "C" or better in previous PE course(s) or counselor recommended |

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 DRIVER EDUCATION/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. *See page 75 for eligibility requirements*

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

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

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

(Semester 1/2 Credit) (10, 11, 12)

Recommended: Foundations of Fitness

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 planning 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

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: Current 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. The lifeguard certification can only be provided if 15 years or older.

PHY 701/702 LIFESTYLE MANAGEMENT
(Semester Course 1/2 Credit) (10, 11, 12)

Lifestyle management is a Physical Education course with a focus on personal wellness. Throughout this course, students will experience a positive approach to their own self-improvement for a better life now and in the future. Students will engage in activities such as weight training, Pilates, yoga, cardiovascular workouts, and lifelong sports. In addition, students will develop different kinds of workouts and do personal mental and physical assessments in order to reach their goals.

PHY 801/802 UNIFIED PHYSICAL EDUCATION
(Semester ½ Credit) (10, 11, 12)

Prerequisite: "C" or better in previous PE courses or counselor recommended.

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)

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 EDUCATION COURSE DESCRIPTIONS

DVR 101/111 SAFETY - DRIVER EDUCATION
DRV 102/112 (9 weeks; ¼ Credit) (9, 10, 11, 12)

DRV 103/113 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, 2024, they **WILL NOT** take Driver Education until the following school year. If a student turns 15 prior to December 31, 2024, they will register for one of the sections below.

| Turns 15... | 1st quarter | 2nd quarter | 3rd quarter | 4th quarter |
|--|-------------|-------------|-------------|-------------|
| Before May 1, 2024 | DRV101 | PHY101 | | |
| Between May 1, 2024 & July 31, 2024 | PHY111 | DRV111 | | |
| Between August 1, 2024 & October 15, 2024 | | | DRV102 | PHY102 |
| Between October 16, 2024 & December 31, 2024 | | | 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.
- Space in Behind-the-wheel is limited.

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 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: lunch/homeroom, summer session (ONLY by Drivers Education Coordinator request).

Science

| GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|-------------------------------------|---|--|----------|
| Biology <i>or</i> Honors Biology | <ul style="list-style-type: none"> • Chemistry • Honors Chemistry • BSAA • PSAA <i>(some students may double up with Physics)</i> | <ul style="list-style-type: none"> • Physics (requirement for all AP classes) <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 • PSAA | |

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 I |
| 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)** (Semester ½ credit, Yearly 1 Credit) (10, 11, 12) **1st Semester: Animal 2nd Semester: Plant** **Prerequisites: Biology I (both semesters); Intro to AFNR (Recommended)**

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. In addition, students will make connections between lessons, college and career readiness and their development as leaders. ****Meets graduation requirement for a Science credit.**

***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)**

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. In addition, students will make connections between lessons, college and career readiness and their development as leaders. **This course is designated as a STEM Concentration Course.* ****Meets graduation requirement for a 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 BLENDED PHYSICS I
(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 BLENDED EARTH AND SPACE SCIENCE

(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.

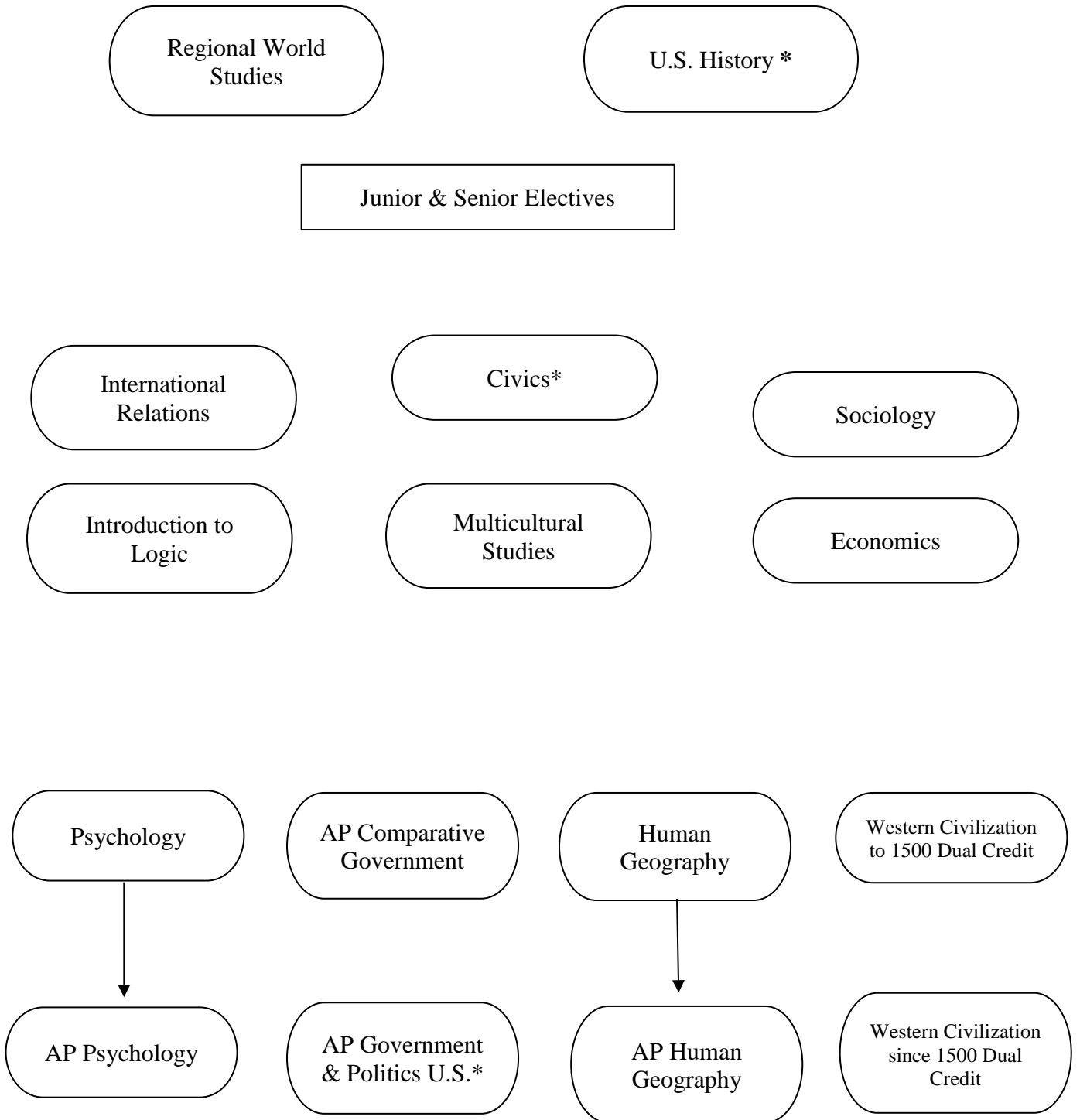
SCI 861/862 BIOLOGICAL ENGINEERING

(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



SOCIAL STUDIES COURSE LIST

*Graduation Requirement of 2 Credits including 1.0 credit U.S. History & .5 credit Civics
 Successful completion of Constitution Test
 U.S History meets the state Computer Literacy requirement for graduation

| 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. U.S History meets the state Computer Literacy requirement for graduation

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 various 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 930 BLENDED WESTERN CIVILIZATION TO 1500 – DUAL CREDIT**(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 949 BLENDED WESTERN CIVILIZATION SINCE 1500 – DUAL CREDIT**(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)**

Enrollment Recommendation based on 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)**

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)**

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) Pre-Requisite: 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) (9, 10, 11) Pre-Requisite 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) Pre-Requisite 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.

MAT631/632 FOCUSED ALGEBRA II**(Semester Credit ½ Credit) (10, 11, 12) Pre-Requisite Interventionist Recommendation**

The goal of this class is to support success in Algebra 2 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

Other

Choices

Social Thinking

Study Skills

Writing Lab

SPECIAL EDUCATION COURSE LIST

| SUBJECT | GRADES | PREREQUISITES |
|----------------------------------|---------------|----------------------------|
| <u>English</u> | | |
| Structured Literacy | 9, 10, 11, 12 | Recommendation of IEP Team |
| Foundations in Reading | 9, 10, 11, 12 | Recommendation of IEP Team |
| Adventures in Reading | 9, 10, 11, 12 | Recommendation of IEP Team |
| Mastery in Meaning | 9, 10, 11, 12 | Recommendation of IEP Team |
| Explorations in Reading | 9, 10, 11, 12 | Recommendation of IEP Team |
| English 1 | 9, 10 | Recommendation of IEP Team |
| English 2 | 10, 11, 12 | Recommendation of IEP Team |
| English 3 | 11, 12 | Recommendation of IEP Team |
| Literacy for Life | 12 | Recommendation of IEP Team |
| <u>Science</u> | | |
| Biology | 9, 10, 11, 12 | Recommendation of IEP Team |
| Physical Science | 10, 11, 12 | Recommendation of IEP Team |
| Energy & Matter | 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 | 10, 11, 12 | Recommendation of IEP Team |
| Civics | 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 | 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 |
| <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

ENGLISH

SPL 291/292 STRUCTURED LITERACY **(Yearly 1 credit) (9,10, 11, 12)**

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 IN READING **(Yearly 1 Credit) (9, 10, 11, 12)**

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 IN READING **(Yearly 1 Credit) (9, 10, 11, 12)**

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 IN MEANING **(Yearly 1 Credit) (9, 10, 11, 12)**

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 IN READING **(Yearly 1 Credit) (9, 10, 11, 12)**

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)**

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) (10, 11, 12)**

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)**

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 ~~1238~~ vocabulary.

SPL 251/252 LITERACY FOR LIFE
(Yearly 1 Credit) (12)

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)

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) (10, 11, 12)

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) (10, 11, 12)

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)

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) (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 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) (11, 12)

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)**

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)**

Students will work on the developing number skills and basic algebra skills and concepts. Topics included will be number relationships, fractions, decimals, percent's, 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)**

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)**

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. *Meets Geometry Content State Graduation Requirement.*

SPL 471/472 GEOMETRY **(Yearly 1 Credit) (10, 11, 12)**

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)**

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)**

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)** **Prerequisite: IEP Team Recommendation**

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)

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) (11,12)

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)

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 (11,12)
(Semester 1 Credit or Yearly 2 Credits) (IEP Recommendation)

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) (11, 12)

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)

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.

OTHER

SPL 131/132 CHOICES **(Semester ½ Credit) (9, 10, 11, 12)**

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)**

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)**

Students placed in Social Thinking have deficits in social due to their identified disability(ies). 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)**

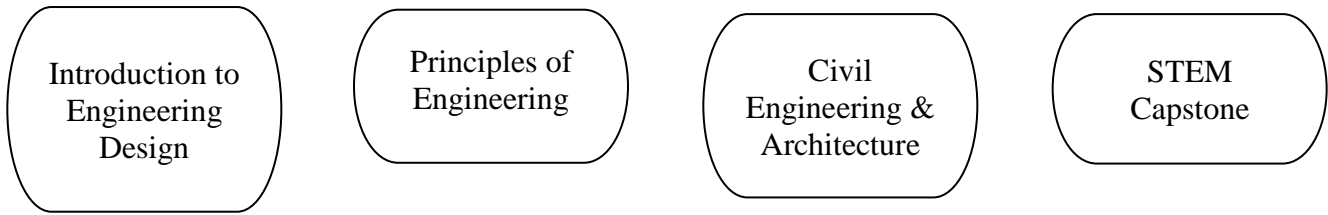
This one semester class will help students improve basic study skills. Topics will include note taking, test-taking strategies, and organization.

SPL 201/202 WRITING LAB **(Semester ½ Credit) (9, 10, 11, 12) English Credit**

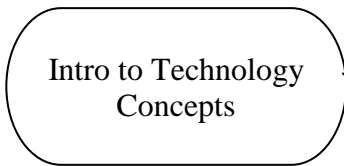
This course is designed to improve written communication skills. Activities will focus on group interaction and the writing process. Instruction in sentence types, sentence structure, writing paragraphs, narrative essays, expository essays, use of prewriting tools, editing and revising is provided.

Technology

Engineering sequence



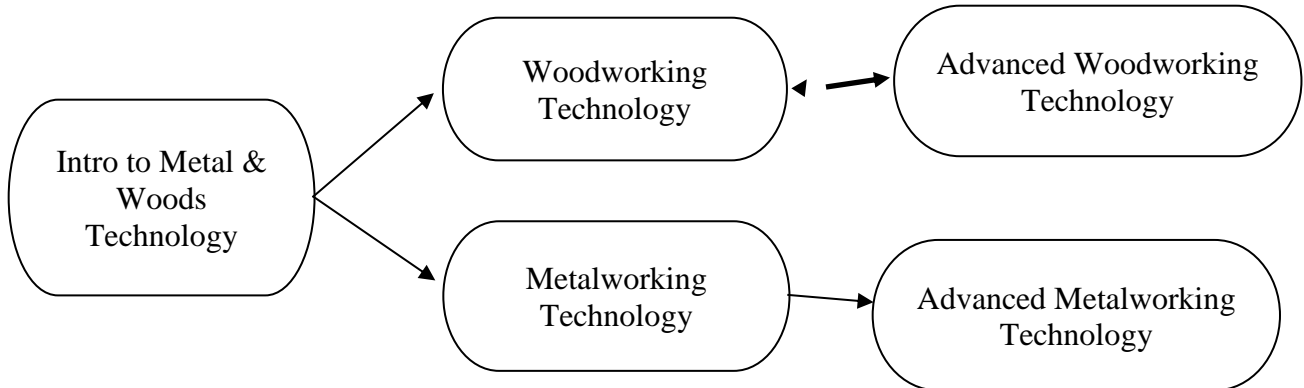
General Technology Sequence



Interactive Design Sequence



Applied Technology Sequence



Note: See course list for prerequisites
294

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 CTE-Dual Credit | 10, 11, 12 | None |
| Civil Engineering & Architecture CTE-Dual Credit | 11, 12 | None |
| Intro to Animation & Rendering | 9, 10, 11, 12 | None |
| Metalworking Technology CTE-Dual Credit | 10, 11, 12 | One year of Intro to Metal & Woods Tech |
| Advanced Metalworking Technology CTE-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. Through “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 Video & Multimedia Technology

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 **(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 – CTE DUAL CREDIT

***In Cooperation with Project Lead the Way**

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

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 – CTE DUAL CREDIT

***In Cooperation with Project Lead the Way**

(Yearly 1 Credit) (11, 12)

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.*

TEC 521/522 METALWORKING TECHNOLOGY – CTE DUAL CREDIT

(Yearly 1 Credit)

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 – CTE DUAL CREDIT
(Yearly 1 Credit)**

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)**

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 cabinet making/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

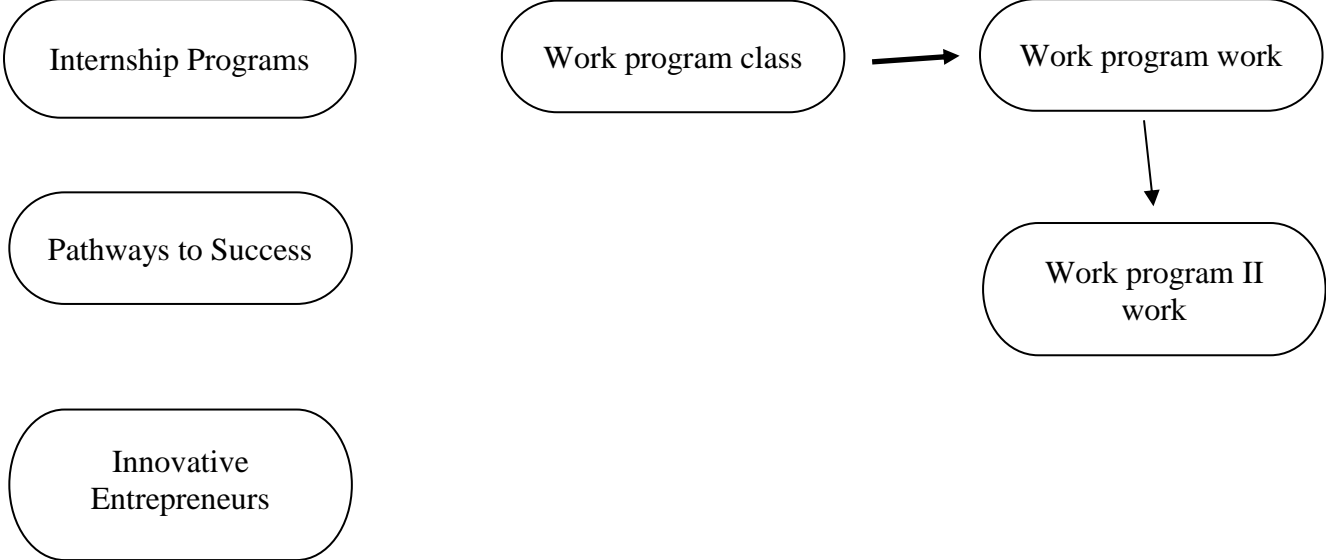
This course is an advanced study of the manufacturing process of wood products. Students will research, plan, and manufacture a student designed wood project with instructor approval. Topics include the product design, measurement, layout, manufacturing processes, cabinetmaking/woodworking, jig and fixture 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 16 for a complete description of the STEM Designation and for a list of courses that meet the prerequisite requirements.

Work/Career Exposure



WORK/CAREER EXPOSURE COURSE LIST

All Elective Courses

| SUBJECT | GRADES | PREREQUISITES |
|-----------------------------------|--------|-------------------------|
| Pathways to Success – Dual Credit | 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) **WRK 100/109 BLENDED WORK PROGRAM (CLASS)** **(Yearly 1 Credit) (11, 12)**

Prerequisite: Concurrent enrollment 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)**

Prerequisite: Concurrent enrollment in WRK 101/102

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 Trades I | 10, 11, 12 | Introduction to Metal & Wood Technology |
| Construction Trades II | 11, 12 | Construction trades I – C or better |
| Construction Trades III | 12 | Construction trades II – C or better |
| 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 |
| Cybersecurity | 10, 11, 12 | None |
| Emergency Medical Technician – Basic | 12 | None |
| Esthetics | 11, 12 | None |
| Fire Science I | 11, 12 | None |
| Health Careers & Medical Terminology | 10, 11, 12 | None |
| Certified 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 |
| Graphic Design & Video Production III | 12 | Graphic Design & Video I – C or better |
| Robotics & Engineering | 11, 12 | Principles of Engineering |

| | | |
|---------------------------|--------|--|
| Robotics & Engineering II | 12 | Robotics & Engineering I – C or better |
| Welding I | 11, 12 | Metal Working Technology |
| Welding II | 12 | Welding I – C or better |

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

This course is designed to prepare students for an entry-level job or advanced training in the automotive service and diesel technology field. Students will develop skills in the design, theory, function, and diagnostic procedures of gasoline and diesel engines. In addition, all aspects of the vehicle will be covered, including safety, basic maintenance, braking systems, engine repair, suspension and steering, electrical/electronic, which include modern computer controls and emissions systems. Students will perform automotive service work with an emphasis on shop operating safety procedures.

Industry Certifications Available: ASE A1 – Engine Certification

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. Electric Vehicle theory and application methods including service, diagnostics, and repair.

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 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, 3 credits, Networking 150, 3 credits and Networking 151, 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.

COMPTIA A+ certification. 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 skills 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 TRADES I
(Yearly 2 Credits) (10, 11, 12)**

Prerequisite: Introduction to Metal & Wood 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 this class is hands-on construction. There will be emphasis on foundations, framing, exterior and interior finish, electrical, plumbing, 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

This class is dual credit with Heartland Community College, Construction 101, 3 credit hours.

**AVT 781/782 CONSTRUCTION TRADES II
(Yearly 2 Credits) (11,12)**

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.

**AVT791/792 CONSTRUCTION TRADES III
(Yearly 2 Credits)(12)**

Prerequisite: Successful Completion of Construction Trades I and II

This course provides an opportunity for students planning to enter a postsecondary educational program in construction or enter the workforce at entry level with some management experience. Students will enhance workplace skills in blueprint reading, tool safety, stair construction, drywall applications, interior finishes, mechanical systems, electrical wiring, and construction estimating and scheduling while further developing leadership roles.

**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 by attending 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. ***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.

Industry Certifications Available: CPR/AED and Stop the Bleed Certifications, OSHA 10-Hour Safety, Emergency Telecommunicator Certification

**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. Students will also have the opportunity to take on leadership and mentoring roles to first-year students and utilize their first-year experiences to assist in guiding students toward a successful year.

Industry Certifications Available: Emergency Telecommunicator Certification

**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. Culinary related field trips and events will be part of the curriculum. Students develop skills that will prepare them for postsecondary education and employment opportunities.

**AVT215/252 CYBERSECURITY
(Yearly 2 Credits) (10,11,12)**

This cybersecurity program is specifically designed for beginners. In this hands-on course, students will learn more about ethical hacking, uncovering vulnerabilities, and securing systems. Students will receive guidance from google experts and acquire essential skills for entry-level positions like cybersecurity analysts or security operations center analysts while having the unique opportunity to collaborate with local industry experts, gaining invaluable insights into the regional cybersecurity landscape.

Industry Certifications Available: Google Cybersecurity Professional Certificate, CompTIA Security+

**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 National Registry EMT-Basic licensure exam after turning 18 years of age and graduating from high school. Highlights include ride time at the local fire departments and hands-on practical training.

Industry Certifications Available: EMT-B License, CPR and Stop the Bleed Certifications

This class is Dual Credit with Heartland Community College, EMT 101, 8 credits.

**AVF871/872 ESTHETICS
(Yearly 2 Credits) (11,12)**

This program will improve your understanding of day-to-day skincare, specialized skin treatments, and more. Our curriculum is ideal for aspiring facialists, waxing specialists, body treatment specialists, and makeup artists. Work as an esthetician sees you addressing unique skin conditions and composing equally-unique skincare treatment programs while also helping clients through questions about hair removal, makeup applications, and more. All hours accumulated during the student's time at BACC Esthetics are credited towards the completion of the 750-hour course and licensure.

**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. The students will be offered the opportunity to participate in Skills USA, a competition of other fire science students in Illinois.

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.

Industry Certifications Available: First Responder Certification

This program will offer Dual Credit with Illinois Central College: Fire Science 110, 3 credits & Fire Science 113, 3 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 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. Multiple guest speakers from various backgrounds and career opportunities will present to the class. *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? 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.

Industry Certifications Available: Certified Nurse Assistant License, HIPAA and CPR/AED Certified

This class is Dual Credit with Heartland Community College, Nursing 110, 8 credits.

**AVH 691/692 ADVANCE 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 Certified 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? Do you have a skill at conceptualizing advertising graphics and want to turn them into usable pieces? 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, Logic Pro, and more. Students will be introduced to drawing techniques, digital photography, page assembly, multimedia production and print technologies, as well as vinyl printing and branded apparel design. 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.*

**AVT321/322 GRAPHIC DESIGN & VIDEO PRODUCTION III
(Yearly 2 Credits) (12)**

Prerequisite: Successful Completion of Graphic Design & Video Production I and II

Curriculum will be based on student interest, market trends, and business demands. Internships will also be a primary part of the coursework.

**AVT401/402 ROBOTICS & ENGINEERING
(Yearly 2 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.

Industry Certifications Available: Onshape (CAD) Certification. Drones Certification & Competitions

AVT411/412 ROBOTICS & ENGINEERING II

(Yearly 2 Credit) (11,12)

Prerequisite: Successful Completion of Robotics I

The second in a sequence of courses that prepares individuals with a lab-based, hands-on curriculum combining electrical, mechanical, and engineering principles. Students will learn to design, build, program, and control robotic devices. Additionally, students will explore career opportunities, employer expectations, and educational needs in the engineering fields.

Industry Certifications Available: Onshape (CAD) Certification. Drones Certification & Competitions

Satellite Campus

AVT 601/602 WELDING I

(Yearly 2 Credits) (11, 12)

Prerequisite: Metal Working Technology

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 will develop skills necessary to continue with post-secondary education or obtain an entry-level position in the manufacturing occupations. Students will also benefit from the business partnership with Caterpillar.

Industry Certifications Available: American Welding Society (AWS) Certification

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 Shielded Metal Arc Welding (SMAW). Students will also benefit from the business partnership with Caterpillar.

This class is Dual Credit with Heartland Community College: Manufacturing 115 and Welding 116, 3 credits each.

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 First-Year 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 ¹⁴ | 2 | 2 years of electives in foreign language or fine arts |
| 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, theater, 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 – architectural studies; Liberal Arts and Sciences-specialized curricula in biochemistry, chemical engineering, chemistry, geology, and physics.

12) Laboratory courses in biology, chemistry, or physics are preferred. Laboratory courses in agriculture, astronomy and geology are also acceptable. General science will not be acceptable.

13) Two units must be courses in the physical or biological sciences. One unit must be a laboratory science.

14) Highly encourage a college readiness path, including Algebra I and II, as well as Geometry. Four years of Mathematics required for applicants pursuing a degree in Mathematics, which can include Trigonometry, Pre-Calculus, or Statistics.

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 electives in foreign language or fine arts | Two semesters of college language (can be met by successful completion of 3 years of same foreign language in high school). |
| 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 First-Year

The standardized test score, GPA, class rank, and middle 50% ranges of the entering first-year class of 2021 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 first-year profile does not guarantee admission.

Middle 50% for SAT/ACT Composite Scores, GPA and Class Rank for Entering First-Year Class of 2021

| | 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 optional; 27 | Test optional; 1070 | 3.32 | 66% |
| EIU | 20 | 1040 | 3.39 | * | SIUE | Test score not required for admission | | * | 52-87% |
| GSU | 19 | * | 2.88 | * | UIC | Test optional; 21-27 | Test optional; 1070-1290 | 3.3-3.9 | 69-92% |
| ISU | Test optional; 22-27 | Test optional; 1020-1210 | 3.30-4.02 | * | 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 | | 3.13-3.98 | 64%-86% | | | | | |

*No middle 50% is collected.

Priority Filing Dates and Deadlines For 2023 First-Year Students

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 June 15 June 15 | N/A | 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 | \$55 |
| 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 9 April 28 and/or 2 weeks prior to start of course 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 23 |
| University of Illinois Urbana-Champaign | Fall | September 1 | November 15 Early Action | January 5 | Early Action: January 27 Regular Decision: March 3 | \$50 (domestic) \$75 (International) |
| Western Illinois University | Fall Spring | July 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 allows Spring: November 1, or as space allows |
| 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 | Spring: December 1 Summer: May 15 Fall: August 1 |
| 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: May 16 Spring: October 15 |
| UIS | One year in advance of entry term | One month prior to start of entry term |
| UIUC | Spring: September 1 Fall: October 15 | Spring: December 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 | 12 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 available basis.

Exhibit - Request for Establishment of Student Activity Fund

To be submitted to the Business Manager

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

School Name NCHS

Student Activity Fund Name American Red Cross Club

To be completed by Accounting Department:

Account Number - Revenue _____

Account Number - Expenditure _____

1. The purpose of the proposed Student Activity Fund is House funds to
donate to ARC or buy supplies

2. Income in support of this Student Activity Fund will be obtained from the following sources:
Sundaises, Donations,

3. Expenditures from this Student Activity Fund will be for these purposes: T-shirt sales
Donations to ARC, supplies for fund raisers,

4. Authorized Signatures:

The following individuals are authorized to initiate expenditures from this fund:

Student Representative

[Signature] Laura Thomas
Faculty Advisor

5. Other Comments: _____

[Signature]
Principal

This request was approved by the Board of Education on _____

Business Manager

Date

Exhibit - Request for Establishment of Student Activity Fund

To be submitted to the Business Manager

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

School Name Jowanda Elementary
Student Activity Fund Name Jowanda Chess Club

| | |
|--|-------|
| To be completed by Accounting Department: | |
| Account Number - Revenue | _____ |
| Account Number - Expenditure | _____ |

- The purpose of the proposed Student Activity Fund is depositing registration money / purchasing chess boards.
- Income in support of this Student Activity Fund will be obtained from the following sources: registration fees
- Expenditures from this Student Activity Fund will be for these purposes: purchasing chess boards.

4. Authorized Signatures:

The following individuals are authorized to initiate expenditures from this fund:

Student Representative

William Deew
Faculty Advisor

5. Other Comments: _____

Marlyz Bey
Principal

This request was approved by the Board of Education on _____

Business Manager

Date

Exhibit - Request for Establishment of Student Activity Fund

To be submitted to the Business Manager

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

School Name Normal West

Student Activity Fund Name Girls Who Code

| | |
|--|-------|
| To be completed by Accounting Department: | |
| Account Number - Revenue | _____ |
| Account Number - Expenditure | _____ |

1. The purpose of the proposed Student Activity Fund is to keep track of grant money, currently kept in another account along with other funds.

2. Income in support of this Student Activity Fund will be obtained from the following sources:
Grants

3. Expenditures from this Student Activity Fund will be for these purposes:
Girls Who Code Activities, STEM sisterhood lunches, etc.

4. Authorized Signatures:

The following individuals are authorized to initiate expenditures from this fund:

Student Representative _____ April Schermann Faculty Advisor

5. Other Comments: _____

Principal _____
[Signature]
Principal

This request was approved by the Board of Education on _____

Business Manager _____ Date _____

Exhibit - Request for Establishment of Student Activity Fund

To be submitted to the Business Manager

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

School Name Chiddix Junior High
Student Activity Fund Name Speech Team

To be completed by Accounting Department:

Account Number - Revenue _____
Account Number - Expenditure _____

1. The purpose of the proposed Student Activity Fund is to facilitate the speech team for participating in IESA State
2. Income in support of this Student Activity Fund will be obtained from the following sources: Student & Family fees for participation ^{Competition}
3. Expenditures from this Student Activity Fund will be for these purposes: To pay for needed scripts and entry fees for the IESA State Competition
4. **Authorized Signatures:**
The following individuals are authorized to initiate expenditures from this fund:
James Brouch, Dee Hopper
Student Representative Faculty Advisor
5. Other Comments: _____

W. Masio
Principal

This request was approved by the Board of Education on _____

Business Manager

Date

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 Normal West

Student Activity Fund Name Scholastic Tourney (9674)

1. The balance of the Student Activity Fund is \$ 0

2. Reason for dissolution: Account no longer used. Use Scholastic Bowl instead.

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

| Account Title | Account Number |
|---------------|----------------|
|---------------|----------------|

4. Authorized Signatures:

The following individuals authorized the dissolution of this fund:

Patty Kelley
Student Representative Faculty Advisor

[Signature]
Principal

This request was approved by the Board of Education on _____

Business Manager Date

Adopted: February 10, 2010
Reviewed: February 2011
Amended: September 22, 2010

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 Normal West

Student Activity Fund Name EMD (9586)

1. The balance of the Student Activity Fund is \$ 0

2. Reason for dissolution: Account no longer used

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

| Account Title | Account Number |
|---------------|----------------|
|---------------|----------------|

4. Authorized Signatures:

The following individuals authorized the dissolution of this fund:

| | |
|-------------------------------|--|
| <u>Student Representative</u> | <u>Albrechten / Fairfield</u> Faculty Advisor |
|-------------------------------|--|

| |
|------------------|
| <u>Principal</u> |
|------------------|

This request was approved by the Board of Education on _____

| | |
|-------------------------|-------------|
| <u>Business Manager</u> | <u>Date</u> |
|-------------------------|-------------|

Adopted: February 10, 2010
Reviewed: February 2011
Amended: September 22, 2010

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 Normal West
Student Activity Fund Name Choir Uniforms (9563)

1. The balance of the Student Activity Fund is \$ 0

2. Reason for dissolution: No longer use account

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

| Account Title | Account Number |
|---------------|----------------|
|---------------|----------------|

4. Authorized Signatures:

The following individuals authorized the dissolution of this fund:

Sara Williams
Student Representative Faculty Advisor
[Signature]
Principal

This request was approved by the Board of Education on _____

Business Manager Date

Adopted: February 10, 2010
Reviewed: February 2011
Amended: September 22, 2010

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 Normal West
Student Activity Fund Name Class of 2023 (9566)

1. The balance of the Student Activity Fund is \$ 0

2. Reason for dissolution: Class of 2023 has graduated.
Funds transferred to other accounts

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

_____ Account Title _____ Account Number _____

4. Authorized Signatures:

The following individuals authorized the dissolution of this fund:

_____ Franz _____
Student Representative Faculty Advisor
_____ Agha _____
Principal

This request was approved by the Board of Education on _____

_____ Business Manager _____ Date _____

Adopted: February 10, 2010
Reviewed: February 2011
Amended: September 22, 2010

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 Chiddix Junior High School
Student Activity Fund Name Special Education

1. The balance of the Student Activity Fund is \$ 201.98

2. Reason for dissolution: no longer exist

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

General Fund 99.3.202.9500.0000.0000.000000
Account Title Account Number

4. Authorized Signatures:

The following individuals authorized the dissolution of this fund:

no longer exist here _____
Student Representative Faculty Advisor
[Signature] _____
Principal

This request was approved by the Board of Education on _____

Business Manager Date

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 Chiddix Junior High School

Student Activity Fund Name Spanish Club

1. The balance of the Student Activity Fund is \$ 0.37

2. Reason for dissolution: no longer in use

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

| | |
|----------------------|---------------------------------------|
| <u>General Fund</u> | <u>99.3.202.9500.0000.0000.000000</u> |
| <i>Account Title</i> | <i>Account Number</i> |

4. **Authorized Signatures:**

The following individuals authorized the dissolution of this fund:

no longer exist here
Student Representative *Faculty Advisor*

M. Whelan
Principal

This request was approved by the Board of Education on _____

Business Manager *Date*

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 Chiddix Junior High School
Student Activity Fund Name Science

1. The balance of the Student Activity Fund is \$ 3.19

2. Reason for dissolution: no longer in use

3. The balance in the fund is to be transferred to:
General Fund 99.3.202.9500.0000.0000.000000
Account Title Account Number

4. **Authorized Signatures:**
The following individuals authorized the dissolution of this fund:
no longer exist here _____
Student Representative Faculty Advisor
[Signature] _____
Principal

This request was approved by the Board of Education on _____

Business Manager Date

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 Chiddix Junior High School

Student Activity Fund Name School Climate

1. The balance of the Student Activity Fund is \$ 7.04

2. Reason for dissolution: no longer exist

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

General Fund 99.3.202.9500.0000.0000.000000
Account Title Account Number

4. Authorized Signatures:

The following individuals authorized the dissolution of this fund:

no longer exist here
Student Representative Faculty Advisor

M. Whicard
Principal

This request was approved by the Board of Education on _____

Business Manager

Date

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 Chiddix Junior High School

Student Activity Fund Name Popcorn Club

1. The balance of the Student Activity Fund is \$ 572.37

2. Reason for dissolution: no longer exist

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

| | |
|----------------------|----------------------------------|
| <u>General Fund</u> | <u>99.3.202.9500.0000.000000</u> |
| <i>Account Title</i> | <i>Account Number</i> |

4. Authorized Signatures:

The following individuals authorized the dissolution of this fund:

no longer exist here _____
Student Representative *Faculty Advisor*

M. Williams _____
Principal

This request was approved by the Board of Education on _____

_____ *Business Manager* _____ *Date*

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 Chiddix Junior High School

Student Activity Fund Name Memorial

1. The balance of the Student Activity Fund is \$ 56.83

2. Reason for dissolution: NO longer exist

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

General Fund 99.3.202.9500.0000,0000.000000
Account Title Account Number

4. **Authorized Signatures:**

The following individuals authorized the dissolution of this fund:

no longer exist here _____
Student Representative Faculty Advisor

Whicard _____
Principal

This request was approved by the Board of Education on _____

Business Manager

Date

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 Chiddix Junior High School

Student Activity Fund Name German Club

1. The balance of the Student Activity Fund is \$ 418.83

2. Reason for dissolution: no longer exist

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

| | |
|----------------------|---------------------------------------|
| <u>General Fund</u> | <u>99.3.202.9500.0000.0000.000000</u> |
| <i>Account Title</i> | <i>Account Number</i> |

4. Authorized Signatures:

The following individuals authorized the dissolution of this fund:

| | |
|-------------------------------|-----------------------------|
| <u>no longer exist here</u> | <u>no longer exist here</u> |
| <i>Student Representative</i> | <i>Faculty Advisor</i> |


Principal

This request was approved by the Board of Education on _____

Business Manager *Date*

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 Chiddix Junior High School

Student Activity Fund Name FACS

1. The balance of the Student Activity Fund is \$ 276.02

2. Reason for dissolution: no longer in use

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

| | |
|----------------------|---------------------------------------|
| <u>General Fund</u> | <u>99.3,202,9500.0000.0000.000000</u> |
| <i>Account Title</i> | <i>Account Number</i> |

4. Authorized Signatures:

The following individuals authorized the dissolution of this fund:

no longer exist here
Student Representative *Faculty Advisor*

M. W. ...
Principal

This request was approved by the Board of Education on _____

Business Manager *Date*

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 Chiddix Junior High School
Student Activity Fund Name Environment

1. The balance of the Student Activity Fund is \$ 23.18

2. Reason for dissolution: no longer exist

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

General Fund 99.3,202.9500.0000.0000.000000
Account Title Account Number

4. Authorized Signatures:

The following individuals authorized the dissolution of this fund:

no longer exist here here
Student Representative Faculty Advisor
J. Whicard
Principal

This request was approved by the Board of Education on _____

Business Manager Date

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 Chiddix Junior High School

Student Activity Fund Name Aquarium Club

1. The balance of the Student Activity Fund is \$ 337.55

2. Reason for dissolution: no longer a club

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

General Fund 99.3.202.9500.0000,0000,000000
Account Title Account Number

4. **Authorized Signatures:**

The following individuals authorized the dissolution of this fund:

no longer exist here _____
Student Representative Faculty Advisor

[Signature]
Principal

This request was approved by the Board of Education on _____

Business Manager Date

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 Chiddix Junior High School

Student Activity Fund Name Counseling

1. The balance of the Student Activity Fund is \$ 11.55

2. Reason for dissolution: no longer exist

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

| | |
|----------------------|----------------------------------|
| <u>General Fund</u> | <u>99.3.202.9500.0000.000000</u> |
| <i>Account Title</i> | <i>Account Number</i> |

4. **Authorized Signatures:**

The following individuals authorized the dissolution of this fund:

| | |
|-------------------------------|------------------------|
| <u>no longer exist here</u> | <u></u> |
| <i>Student Representative</i> | <i>Faculty Advisor</i> |

| |
|--------------------|
| <u>J. Whicasid</u> |
| <i>Principal</i> |

This request was approved by the Board of Education on _____

| | |
|-------------------------|-------------|
| _____ | _____ |
| <i>Business Manager</i> | <i>Date</i> |

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 Chiddix Junior High School

Student Activity Fund Name Supplies

1. The balance of the Student Activity Fund is \$ 483.27

2. Reason for dissolution: no longer in use

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

General Fund 99.3.202.9500.0000.0000.000000
Account Title Account Number

4. **Authorized Signatures:**

The following individuals authorized the dissolution of this fund:

no longer exist here
Student Representative Faculty Advisor

M. H. Casid
Principal

This request was approved by the Board of Education on _____

Business Manager Date

McLean County Unit District No. 5
REQUEST FOR DONATION APPROVAL

Name of Donation/
Organization:

First Presbyterian Church

Address of Donor/
Organization:

200 E. College Ave, Normal

Description of
Donation:
(Include drawings
if applicable)

4 maple trees to plant
on Fairview playgrounds

Total Value:

\$ 600

Current/Future
Costs To the
School District: 0

NO COST -

Approval
Signatures:
(As Applicable)

Building Principal:

Amanda Rye

Athletic Director:

Supervisor of Maintenance:

Tom Redman

City Official:

Superintendent:

Date:

Thank you for your donation!

In an effort to provide adequate information to the Board of Education, it is necessary to provide a complete description of any project donation. This must include all current and potential costs to the school district for project completion and/or maintenance.

Your support of Unit 5 Schools is greatly appreciated.

**McLean County Unit District No. 5
REQUEST FOR DONATION APPROVAL**

Name of Donation/
Organization:

PTO Fairview

Address of Donor/
Organization:

Description of
Donation:
*(Include drawings
if applicable)*

16 maple trees to plant
on Fairview playgrounds

Total Value:

\$1200

Current/Future
Costs To the
School District: 0

no cost -

Approval
Signatures:
(As Applicable)

Building Principal:

Amunde Dye

Athletic Director:

Supervisor of Maintenance:

Tom Kallman

City Official:

Superintendent:

Date:

Thank you for your donation!

In an effort to provide adequate information to the Board of Education, it is necessary to provide a complete description of any project donation. This must include all current and potential costs to the school district for project completion and/or maintenance.

Your support of Unit 5 Schools is greatly appreciated.