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

Wednesday, November 18, 2026
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 (5:30p.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)(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 and
•2(c)(9) Student disciplinary cases.

3. **RECESS**
4. **RETURN TO PUBLIC SESSION**
5. **PLEDGE OF ALLEGIANCE**
6. **FOCUS ON STUDENTS AND GOOD NEWS REPORTS**
   - A Good News - Benjamin YMCA Choir Performance
   - B Good News - CJHS ILMEA Music Festival Participants
   - C Good News - CJHS State Qualifying Cross Country Runners
   - D Good News - KJHS PBIS
   - E Good News - KJHS State Cross Country
   - F Good News - School Board Appreciation
7. **SUPERINTENDENT COMMENTS**
8. **PUBLIC COMMENTS**
9. **ACTION**
   - A **Appoint Alan Kalitzky to Fill the Seat on the Board of Education Vacated by the Resignation of Alex Williams**
10. **Administer Oath of Office to New Member** **4**
11. **REPORTS**
    - A **FY26 Audit Report** **7**
    - B **12 Month Solar Update Report** **14**
    - C **Special Education Overview** **29**
    - D **Annual Student Achievement Report** **45**
    - E **Preliminary 2026 Tax Levy Report**
    - F **1st Reading of Board Policies, Administrative Procedures and Exhibits**
      1. **Section 2: Board of Education**
         - a. Administrative Procedure 2.250-AP1 Access To and Copying of District Public Records 61
         - b. Administrative Procedure 2.250-AP2 Protocols for Record Preservation and Development of Retention Schedules 71
      2. **Section 5: Personnel**
         - a. Administrative Procedure 5.30-AP1 Interview Questions 77
         - b. Administrative Procedure 5.30-AP2 Investigations 82

c. Administrative Procedure 5.90-AP1 Coordination with Childrens Advocacy Center 89
3 **Section 7: Students**
a. Policy 7.150 Agency and Police Interviews 95
b. Policy 7.180 Prevention of and Response to Bullying, Intimidation, and Harassment 97
c. Policy 7.280 Communicable and Chronic Infectious Disease 103
d. Administrative Procedure 7.150-AP1 Agency and Outside Law Enforcement Interviews 104
e. Administrative Procedure 7.285-AP1 Anaphylaxis Prevention, Response, and Management Program 113
f. Administrative Procedure 7.340-AP1 School Student Records 123
g. Exhibit 7.150-E2 Record of Agency and Outside Law Enforcement Agent Requests 139
h. Exhibit 7.340-AP1,E1 Notice to ParentsGuardians and Students of Their Rights 141
i. Exhibit 7.340-AP1,E2 Using a Photograph or Video Recording of a Student 147
j. Exhibit 7.340-AP1, E3 Letter to Parents Concerning Military Recruiters 149
k. Exhibit 7.340-AP1,E4 FAQs Regarding Military Recruiter Access to Students and Student Information 151
G **Requests for Information Pursuant to the Illinois Freedom of Information Act**
The District has received and processed the following requests for information:
1 11.18.26 FOIA List 154
H **Field Trips/Overnight Trips**
1 11.18.26 Overnight Trip Request List 155
12. **ACTION**
A **Approve Master Energy Purchase Agreement With AEP Energy for Electric Commodity Sales** **157**
B **Approve Resolution Urging Congress to Fulfill Its Promise to Fund 40 Percent of IDEA Costs** **167**
13. **CONSENT AGENDA**
A **Approval of Minutes**
Minutes are not released for public viewing until approved by the Board of Education
1 11.5.26 Special Session Regular Minutes
2 11.5.26 Special Session Closed Minutes
3 10.21.26 Regular Minutes
4 10.21.26 Closed Minutes
B **Personnel Matters** **169**
C **Payment of Bills and Payrolls**
D **Approve Finance Department Reports**
1 Financial Statements for September 2026 172
E **Approve Board Policies, Administrative Procedures, and Exhibits**
1 **Section 2: Board of Education**
a. Administrative Procedure 2.200-AP1 Types of School Board Meetings 178
b. Exhibit 2.70-E1 Checklist for Filling Board Vacancy by Appointment 181
c. Exhibit 2.70-E2 Application to Fill Board of Education Vacancy 186
2 **Section 4: Operations**
a. Policy 4.100 Insurance Management 191
3 **Section 6: Instruction**
a. Policy 6.50 School Wellness 193
b. Policy 6.65 Student Social and Emotional Development 197
c. Policy 6.100 Using Animals in the Educational Program 199
d. Policy 6.145 Migrant Students 200
e. Policy 6.180 Extended Instructional Programs 201

f. Administrative Procedure 6.20-AP1 Remote and or Blended Remote Learning Day Plan(s) 202
g. Exhibit 6.100-AP2 Guidelines for Using Animals in School Facilities 207
h. Exhibit 6.100-AP2, E1 Application for Using Animals in School Facilities for Educational Purposes 210
i. Exhibit 6.100-AP2, E2 Student Permission for Exposure to Animals 212
4 **Section 7: Students**
a. Exhibit 7.220-E2 Student Long Term Bus Suspension (4-10 Days) Reporting Form 213
F **Acknowledge the FY26 Audit Report**
G **Approve Fiscal Year 2027 School Maintenance Grant Program (SMGP) Round 1 Application Certification and Authorize the Chief Financial Officer to Deliver it to the Regional Office of Education and Illinois State Board of Education 216**
H **Approve 27-28 Course to Career Guide 217**
I **Approve Student Activity Fund Establishment 342**
14. **BOARD REPRESENTATIVE COMMITTEE MEETING REPORTS, ANNOUNCEMENTS AND COMMENTS**
15. **ADJOURNMENT**

2.80 Board Member Oath and Conduct

Each Board member, before taking their seat on the Board, shall take the following oath of office:

> **I,** *(name)*, **do solemnly swear** (or affirm) that I will faithfully discharge the duties of the office of member of the Board of Education of Community Unit School District No. 5, McLean and Woodford Counties in accordance with the Constitution of the United States, the Constitution of the State of Illinois, and the laws of the State of Illinois, to the best of my ability.
>
> **I further swear** (or affirm) that:
>
> > **I shall respect** taxpayer interests by serving as a faithful protector of the District's assets;
> >
> > **I shall encourage and respect** the free expression of opinion by my fellow Board members and others who seek a hearing before the Board, while respecting the privacy of students and employees;
> >
> > **I shall recognize** that a Board member has no legal authority as an individual and that decisions can be made only by a majority vote at a public Board meeting;
> >
> > **I shall abide** by majority decisions of the Board, while retaining the right to seek changes in such decisions through ethical and constructive channels;
> >
> > **As part of the Board of Education,** I shall accept the responsibility for my role in the equitable and quality education of every student in the School District;
> >
> > **I shall foster** with the Board extensive participation of the community, formulate goals, define outcomes, and set the course for Community Unit School District No. 5, McLean and Woodford Counties;
> >
> > **I shall assist** in establishing a structure and an environment designed to ensure all students have the opportunity to attain their maximum potential through a sound organizational framework;
> >
> > **I shall strive** to ensure a continuous assessment of student achievement and all conditions affecting the education of our children, in compliance with State law;

I shall serve as education's key advocate on behalf of students and our community's school (or schools) to advance the vision for Community Unit School District No. 5, McLean and Woodford Counties; and

I shall strive to work together with the District Superintendent to lead the School District toward fulfilling the vision the Board has created, fostering excellence for every student in the areas of academic skills, knowledge, citizenship, and personal development.

The Board President will administer the oath in an open Board meeting; in the absence of the President, the Vice President will administer the oath. If neither is available, the Board member with the longest service on the Board will administer the oath.

The Board adopts the Illinois Association of School Boards' *Code of Conduct for Members of School Boards.* A copy of the *Code* shall be displayed in the regular Board meeting room.

LEGAL REF.:

105 ILCS 5/10-16.5

CROSS REF.: 1.30 (District Philosophy and Mission Statement), 2.20 (Powers and Duties of the Board; Indemnification), 2.50 (Board Member Term of Office), 2.100 (Board Member Conflict of Interest), 2.105 (Ethics and Gift Ban), 2.210 (Organizational Board Meetings)

Adopted: August 9, 1995

Reviewed: February 2025

Amended: March 19, 2025

Community Unit School District No. 5, McLean and Woodford Counties, Illinois

IASB Illinois Association of School Boards

Lighting the Way to Excellence in School Governance

Code of Conduct for Members of School Boards

As a member of my local school board, I will do my utmost to represent the public interest in education by adhering to the following standards and principles:

1. I will represent all school district constituents honestly and equally and refuse to surrender my responsibilities to special interest or partisan political groups.
2. I will avoid any conflict of interest or the appearance of impropriety which could result from my position, and will not use my board membership for personal gain or publicity.
3. I will recognize that a board member has no legal authority as an individual and that decisions can be made only by a majority vote at a board meeting.
4. I will take no private action that might compromise the board or administration and will respect the confidentiality of privileged information.
5. I will abide by majority decisions of the board, while retaining the right to seek changes in such decisions through ethical and constructive channels.
6. I will encourage and respect the free expression of opinion by my fellow board members and will participate in board discussions in an open, honest and respectful manner, honoring differences of opinion or perspective.
7. I will prepare for, attend and actively participate in school board meetings.
8. I will be sufficiently informed about and prepared to act on the specific issues before the board, and remain reasonably knowledgeable about local, state, national, and global education issues.
9. I will respectfully listen to those who communicate with the board, seeking to understand their views, while recognizing my responsibility to represent the interests of the entire community.
10. I will strive for a positive working relationship with the superintendent, respecting the superintendent's authority to advise the board, implement board policy, and administer the district.
11. I will model continuous learning and work to ensure good governance by taking advantage of board member development opportunities, such as those sponsored by my state and national school board associations, and encourage my fellow board members to do the same.
12. I will strive to keep my board focused on its primary work of clarifying the district purpose, direction and goals, and monitoring district performance.

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3/23-C

We'll get you there.

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McLean County Unit School District No. 5

Audit Closing Discussion

Year Ended June 30, 2026

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Audit Process

- Audit was performed using a risk-based approach.
- Time spent understanding and testing each audit area was commensurate with the level of assessed risk.

Internal Controls	Cash and Investments	Capital Assets	Activity Funds	Uniform Grant Guidance (Federal Programs)
Long-term Debt	Property Tax Revenue	Federal and State Revenue	General Disbursements	Payroll Disbursements

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DRAFT Audit Deliverables



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DRAFT Audit Results:

Audited Financial Statements:

-Unmodified (clean) opinion on modified cash basis of accounting over all opinion units

Single Audit Report: *Government Auditing Standards* (Financial Reporting):

-No financial statement findings noted.

Single Audit Report: Uniform Guidance (Federal Awards):

-Unmodified (clean) opinion over major federal programs (Child Nutrition Cluster and Special Education Cluster)

-No federal award findings noted.

AFR and CYEFR

-Supplementary information (CYEFR and parts of AFR) is fairly stated in all material respects in relation to the financial statements as whole.

-No opinion on other information (parts of AFR) expressed.

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DRAFT Governance Communication

Overall	Estimates	Difficulties	Other
• Significant accounting policies in Note 1 • GASB 103 was required to be implemented in FY26 and resulted in insignificant changes to financial statement presentation.	• No accounting estimates significant/sensitive to the financial statements	• No difficulties with management • No disagreements encountered	• Uncorrected misstatements (attached) • Corrected misstatements (none)

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CLA can help!

- Outsourcing
- Digital
- Wealth Advisory

Questions/Discussion?

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EMPOWER YOUR SCHOOLS

UNIT 5 SCHOOLS



Sunrock DG

It’s Time to Own Your Power

Reduced Operating Costs

Substantial savings on electricity bills.

Long-Term Investment

Own a reliable asset with a strong return.

Environmental Leadership

Contribute to a sustainable future.

Attractive Financials

Quick paybacks and high Internal Rates of Return (IRR).



LIFETIME PRODUCTION

ACTIVE SYSTEMS



Savings Analysis

YEAR ONE IN DOLLARS

Site	Net savings	Notes
Warehouse	~$4,400	+ 30,034 kWh banked (~$2,700 if used)
Bus Barn	~$3,800	+ 64,381 kWh banked (~$5,900 if used)
Northpoint (both)	~$4–5K	

Total Unit 5 Production

710,305 kWh

System Specs

Unit 5 Busbarn

204.0 kW DC/ 160.0 kW AC

Ground Mount

348 Panels

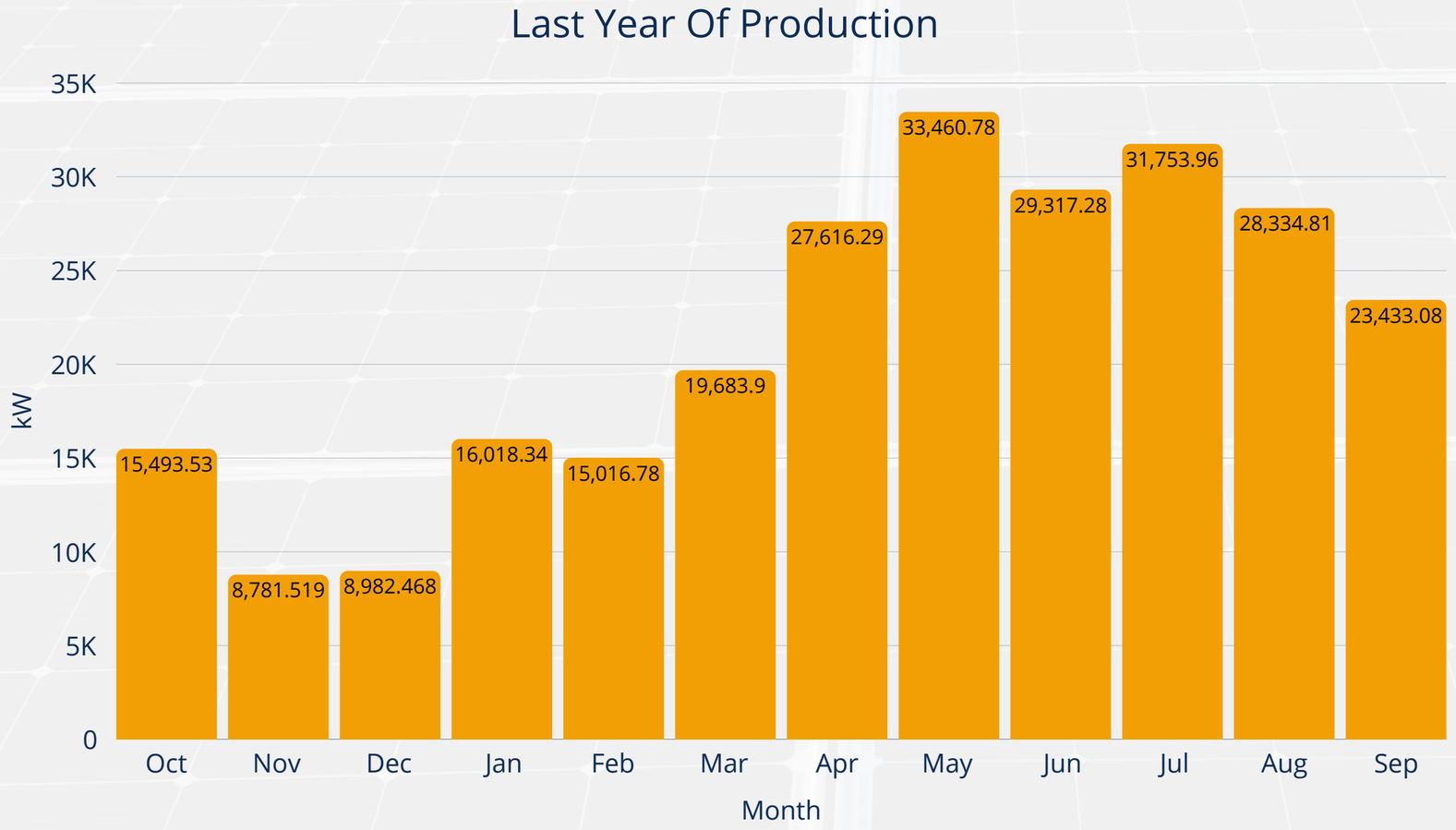
Jinko Cells

2 Inverters

SolarEdge Inverters



Total Production Last Year



257,892.74 kW

Total Production of System



System Specs

Unit 5 Warehouse

200.0kW AC/

218.4kW DC

Roof Mount

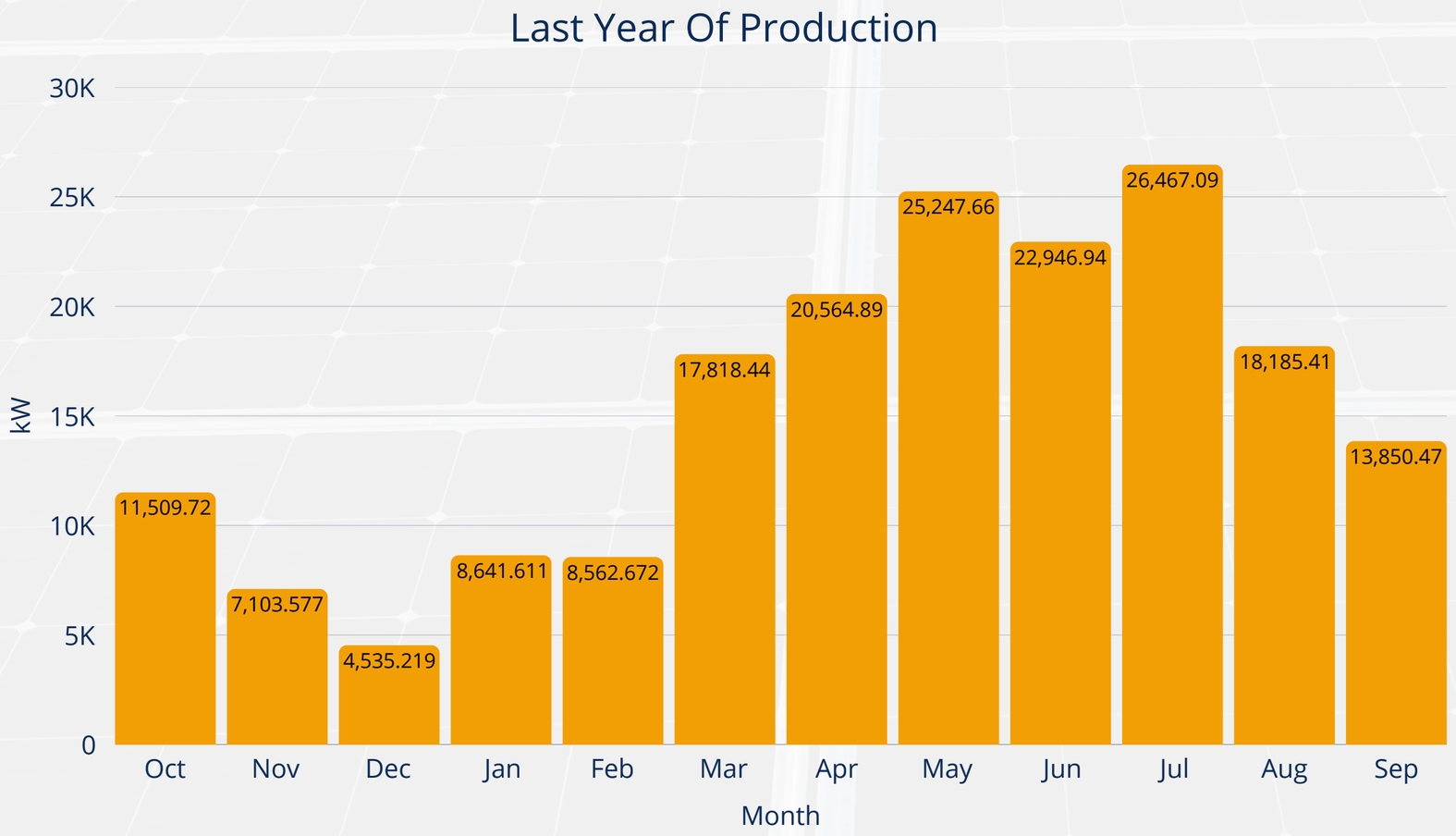
455 Panels

Hanwha Q Cells

2 Inverters

SolarEdge

Total Production Last Year



185,433.70 kW

Total Production of System

System Specs

Northpoint Elementary School

180kW AC/

223.2kW DC

Roof Mount

465 Panels

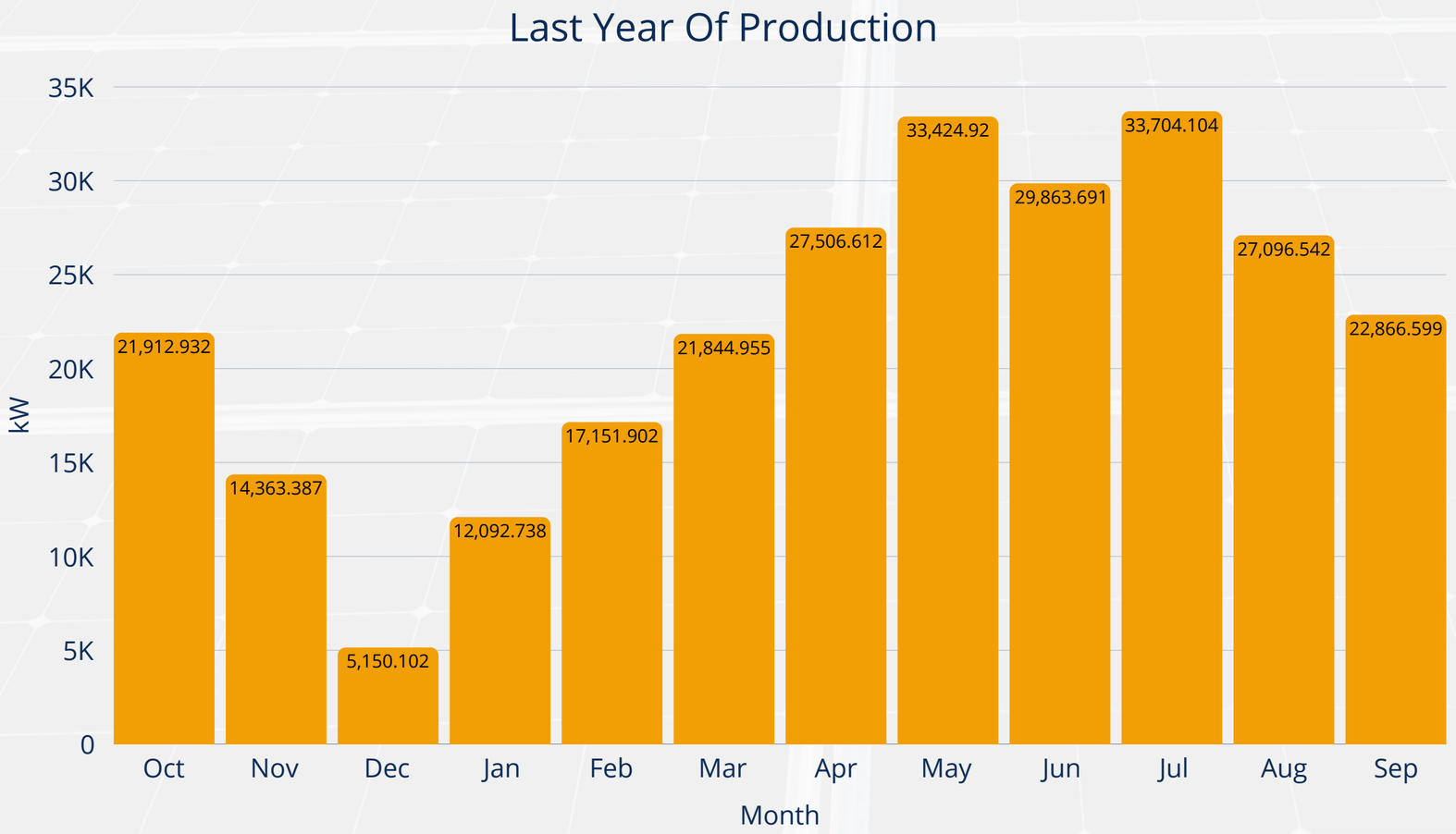
Hanwha Q. Cells

3 Inverters

SolarEdge Inverters



Total Production Last Year



226,978.48 kW

Total Production of System

Northpoint Testimonial



Northpoint Testimonial



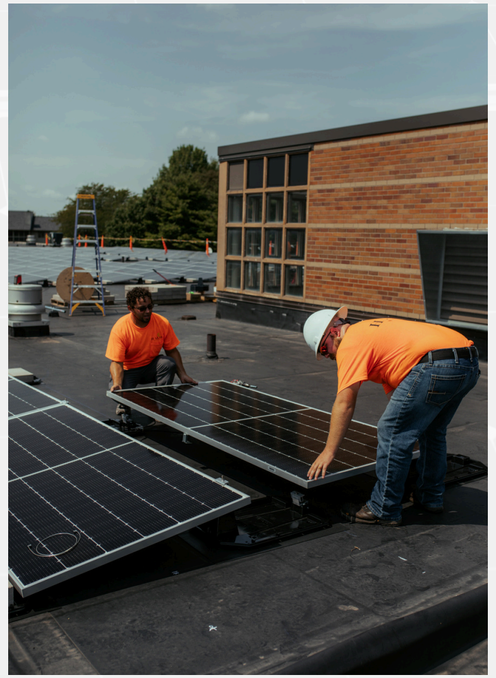
THE NEXT STEPS

Continued Savings

A More Sustainable School District

- Identify additional high-savings solar opportunities.
- Target high-cost energy sites.
- Maximize long-term energy savings.
- Strengthen environmental leadership in the community.







THANK YOU!

ANY QUESTIONS?



November 2026

Unit 5 Special Education Report

Unit 5 Five Year IEP Enrollment Trajectory

Latest U5 IEP Rate (25-26)
19.5% +2.8% vs State

State Average (25-26)
16.7% Illinois Benchmark

Current IEP Students
2,356 of 12,101 total

Academic Year	Total # of U5 Students	# of Students with IEPs	% of Students with IEPs in U5	% State Average
21-22	12,393	2,436	**19.6%**	15.6%
22-23	12,308	2,242	**18.2%**	15.9%
23-24	12,357	2,300	**18.6%**	16.2%
24-25	12,219	2,330	**19.1%**	16.3%
25-26	12,101	2,356	**19.5%**	16.7%

Disability Categories Numerically Represented in Unit 5

Student numbers across primary special education classifications

Specific Learning Disability **664**	Speech Language Impairment **425**	Autism **401**	Other Health Impairment **398**
Developmental Delay **363**	Emotional Disability **121**	Intellectual Disability **84**	Multiple Disabilities **71**
Hearing Impairment **8**	Orthopedic Impairment **6**	Deafness **6**	Traumatic Brain Injury **2**
Visual Impairment **1**	Deaf-blindness **0**		

In-District Continuum: General to Specialized Support

01

Consult Services

General Education Classroom (Indirect)

Staff collaborate on progress, modifications, and accommodations without direct student minutes.

02

Resource Support Delivery

General Education & Resource Room

Push-in co-teaching alongside peers or pull-out small-group/1:1 skill remediation.

03

Instructional Program

Self-Contained Classroom (Public School)

Modified-pace core academics in self-contained setting; general education for specials and lunch.

04

Student Support Program (SSP)

Self-Contained Classroom (Public School)

Direct social emotional support in a small setting delivered directly by special education staff.

In-District Continuum: General to Specialized Support

05

Specialized Services (SS 1, 2 or 3)

Self-Contained / Low-Incidence Class

Functional academics, communication systems, daily living skills, and integrated therapies.

06

18–22+ Transition

Community & Vocational Setting, Public Day School

Post-high school vocational training, independent living, and community integration until age 22.

07

Therapeutic Day

Private Day School

Full-day separate facility integrating intensive counseling and behavioral therapy with academics.

08

Residential Placement

24-Hour Live-In Facility

Round-the-clock educational, behavioral, or medical care when day programs are insufficient.

Instructional Program

Modified-pace core academics in self-contained setting; general education for specials and lunch.

Elementary Program

GRADES 2ND – 5TH

Designed for students more than 2 years below grade level peers in 2 or more academic areas:

- Reading
- Writing
- Math

Focus: Foundational Academic Recovery

Secondary Program

MIDDLE & HIGH SCHOOL

Addresses student deficits identified in academic and/or functional areas of eligibility:

- Courses offered in CORE subject areas to meet graduation requirements; smaller environments
- Participation in general education / co-taught courses as determined by IEP team

Focus: Graduation & Inclusion

Delivery & Setting

DIRECT INSTRUCTION MODEL

Key environment and instructional attributes:

- Students benefit most from a smaller environment with direct instruction
- CORE subjects using grade level curriculum at a pace appropriate for direct student learning

Focus: Personalized Pace & Mastery

PROGRAM LOCATIONS ACROSS UNIT 5 (These students are capped at 13 students max in each classroom)

ELEMENTARY SCHOOLS

Fox Creek (3 classrooms), Prairieland (3 classrooms) Cedar Ridge Bilingual (1)

MIDDLE SCHOOLS

CJHS, EJHS, KJHS, PJHS

HIGH SCHOOLS

NCHS, NCWHS

Specialized Services Level 1 (SS1)

Functional academics, communication systems, daily living skills, and integrated therapies.

Student Profile
MODERATE ACCOMMODATIONS

- Students with mild to moderate cognitive delays and/or other identifiable needs requiring moderate curricular modification/accommodation
- May receive occupational, physical, speech therapies, and adapted PE
- Comprehension support using core vocabulary & moderate language needs (daily social & functional communication)
- Support for transitions between classroom activities, tasks, and environments
- General education instructional services determined on individual need

Functional Supports
BEHAVIOR & SENSORY

- Behavior support using incentive/choice boards, visual supports, and calming strategies (intrinsically & extrinsically motivated)
- Mild to moderate supports for independent functioning, self-regulation, and daily living skills
- Modified & specialized curriculum across academic areas with core standard modifications
- Scheduled sensory supports provided throughout the day as needed

Instructional Setting
ENVIRONMENT & DELIVERY

- Whole group instruction within self-contained classroom setting
- Small group targeted instruction for academic and skill development
- Individualized instruction tailored to specific learning needs
- Integration into general education environment as determined by individual IEP needs

SCHOOLS WITH PROGRAM ACROSS UNIT 5 (These students are capped at 13 students max in each classroom)

ELEMENTARY SCHOOLS Northpoint (4 classrooms), Parkside (3 classrooms), Pepper Ridge Elementary (3 classrooms)
MIDDLE SCHOOLS EJHS (2 classrooms), PJHS (3 classrooms)
HIGH SCHOOLS NCHS (2 classrooms), NCWHS (3 classrooms)

Specialized Services Level 2 (SS2)

Individualized functional academics, communication systems, daily living skills, and integrated therapies.

Student

SIGNIFICANT SUPPORTS

- Students with moderate cognitive delays and/or other needs requiring significant curricular modification or functional supports
- Needs additional instruction to generalize skills across settings, people, etc.
- Require significant adult support for transitions within and without the SS classroom, safety (e.g. elopement, unaware of dangerous environmental situations, etc.), independent functioning (e.g. toileting, grooming, eating, arrival/departure routines, life skills, etc.), and behavior management.
- Students may attend lunch, recess, art, music, and IMC with general education peers
- Moderate to severe communication needs including daily social and functional support, Augmentative communication
- Related services common: OT, PT, SLP, APE

Functional Supports

BEHAVIOR & DAILY LIVING

- Behavior (use of incentive/choice board, visual support, calming strategies etc.) *Mostly extrinsically motivated
- Daily Living Skills- may require support for feeding, toileting, etc.
- Independent Functioning (transition support, comprehension support by using CORE based vocabulary, significant support in specials to complete tasks, follow directions, & implement behavior supports, lunch/recess and daily living)
- Structured sensory diet scheduled daily

Environment

INSTRUCTION & CURRICULUM

- Whole group, small group, and individualized instruction.
- Specialized curriculum including Unique, F&P leveled readers, and individualized curriculum based on Essential Elements standards and IEP goals/objectives.
- Community based instruction

SCHOOLS WITH PROGRAM ACROSS UNIT 5 (These students are capped at 13 students max in each classroom)

ELEMENTARY SCHOOLS Colene Hoose (5 classrooms), Pepper Ridge Elementary (4 classrooms)
MIDDLE SCHOOLS PJHS (3 classrooms)
HIGH SCHOOLS NCWHS (2 classrooms)

Specialized Services Level 3 (SS 3)

Intensive, Individualized functional academics, communication systems, daily living skills, and integrated therapies.

Student Profile

EXTENSIVE SUPPORTS (potential)

- Multiple Disabilities
- Severe/Profound Cognitive Disability
- Non-verbal / intense communication needs
- Augmentative communication support

Functional Supports

BEHAVIOR & DAILY LIVING (potential)

- Functional Performance focus: Behavior, Daily Living Skills, and Independent Functioning
- Classroom nurse support
- Intensive individual instruction and limited small group instruction

Environment

INSTRUCTION & THERAPY (Potential)

- Students receive therapy directly in the classroom (Speech, OT, and PT)
- Dedicated classroom nurse availability
- Tailored intensive individual and small group environment

SCHOOLS WITH PROGRAM ACROSS UNIT 5 (These students are capped at 13 students max in each classroom)

Sugar Creek Pre-K ECSE (1 pm classroom)

Parkside Elementary K-5 (1 classroom)

MIDDLE SCHOOLS PJHS (1 classroom)

OTHER / HIGH SCHOOL WEST (1 classroom)

Student Support Program (SSP)

Direct social emotional support in a small setting delivered directly by special education staff.

Student Profile

BEHAVIORAL & SENSORY NEEDS

- Significant challenging behavior that impedes learning (internalizing or externalizing behaviors)
- FBA/BIP updated annually; requires daily teaching & ongoing reinforcement for expected behaviors
- Scheduled and unscheduled breaks/opportunities to meet emotional/sensory needs

Environment

SETTING & INSTRUCTION

- Smaller environment with direct social-emotional/behavioral instruction
- Small group and individualized instruction tailored to student needs
- Staff specially trained in de escalation strategies

Focus

CURRICULUM & INCLUSION

- Grade level curriculum with significant social-emotional/behavioral accommodations
- IEP team considers general education classes with support as positive behaviors develop

SCHOOLS WITH PROGRAM ACROSS UNIT 5 (These programs are capped at 13 students maximum in each classroom)

ELEMENTARY SCHOOLS Colene Hoose (5 classrooms)
MIDDLE SCHOOLS CJHS (3 classrooms)
HIGH SCHOOLS NCHS (3 classrooms), NCWHS (2 classrooms)

18-22 Secondary Services Program (Field)

Post-high school vocational training, independent living, and community integration until age 22.

Student

TRANSITION ELIGIBILITY

- Any student who will be 18 years or older can attend
- IEP team determined a deficit in one or more areas of secondary transition (Education, Vocational, Independent Living Skills)
- Previously participated in specialized services program in high school (**otherwise determined by the IEP team)

Environment

SETTING & WORK SITES

- VTAP work floor, pseudo apartment, kitchen, community work sites, and school-based work sites
- All environments focused on gaining independence within the community

Focus

SKILL ACQUISITION & COMMUNITY

- Obtaining and generalizing transition skills in real-world settings
- Targeted domains: independent living skills, vocational skills, and education/work skills
- Community-based instruction and practical application

SCHOOLS WITH PROGRAM

Eugene Field (currently 75 students attending Field) More high school students also push into Field for VTAP services

Therapeutic Day & Residential Placements

Therapeutic Day Program

07 • PUBLIC OR ISBE-APPROVED NONPUBLIC DAY SCHOOL

Structured Facility

Full-day separate school when public settings cannot safely meet needs.

Clinical Integration

Combines intensive counseling and behavioral therapy with academics.

Residential Placement

08 • 24-HOUR LIVE-IN THERAPEUTIC / EDUCATIONAL FACILITY

Most Restrictive Tier

Reserved for needs exceeding any day program capacity.

Round-the-Clock Care

24-hour supervision, medical support, and structured intervention.

Pre-K Programs (PFA & ECSE)

Comprehensive overview of student profile, environment, and program locations

Preschool for All (PFA / PFAE)

GENERAL PRE-K & AT-RISK

Student Profile

- Students who qualify under the Preschool for All & Preschool for All Expansion grant ("At-Risk")
- Students with IEP; receive services in the classroom when possible

Environment

- Up to 20 students in a class (half-day and full-day option)

Specialized Services - ECSE

EARLY CHILDHOOD SPECIAL EDUCATION

Student Profile

- Mild to moderate cognitive delays and/or other needs requiring significant curricular modification or functional supports
- Needs additional instruction to generalize skills across settings and people
- Significant adult support for transitions, safety, independent functioning, and behavior management
- Moderate to severe communication needs; related services common: OT, PT, SLP, APE

Environment

- Small class size (~10); Whole group, small group, and individualized instruction based on IEP goals

SCHOOLS WITH PROGRAM ACROSS UNIT 5

PFA / PFAE Brigham (half-day & full day) - 12 (11 half day / 2 full day), Sugar Creek (half-day & full day) - 7 (5 half day / 2 full day)

ECSE Brigham, Sugar Creek

Our Fabulous Staff!

Dedicated special education professionals and support team across Unit 5

375

Paraprofessionals
Essential classroom and student support specialists

205

Certified Special Education Teachers (LBS1 or LBS2)

55

SLPs
Speech-Language Pathologists providing communication support

22

School Social Workers
Social-emotional learning and behavioral supports

16

School Psychologists
Evaluation, intervention, and mental health services

19

Occupational Therapists/Assistants
Fine motor and sensory processing therapy

6

Adapted PE Teachers
Specialized physical education program instruction

4

Physical Therapists/Assistants
Gross motor and physical mobility therapy

Special Education Funding Sources

$3.7M
FEDERAL GRANT

IDEA Consolidate Part B Grant

Federal funds used to supplement state and local funds to provide a free and appropriate public education to students.

$3.2M
FLOW-THROUGH

IDEA Flow-Through

Direct formula grant allocation for eligible special education student support programs.

$308K
EARLY INTERVENTION

IDEA CEIS

Coordinated Early Intervening Services for students needing additional support.

$105.8K
EARLY CHILDHOOD

IDEA Preschool

Targeted grant support for early childhood special education programs (ECSE).

$2.4M
REVENUE REIMBURSEMENT

Medicaid Revenue

Reimbursements for eligible medical, therapy, and specialized transportation services.

TOTAL SPECIAL EDUCATION FUNDING SUMMARY

Approximately $9.7 Million Combined Revenue & Grant Support

Funding directly supports specialized staff salaries, therapeutic day school tuition, adapted transportation, and early intervention programs across Unit 5.

Unit 5 Special Education Costs

1. Special Education Staff

PERSONNEL & SUPPORT SERVICES

- Certified Special Education Teachers (LBS1 / LBS2)
- Essential classroom & dedicated student paraprofessionals
- Specialized therapy staff (SLPs, Social Workers, Psychologists, OT/PT)

Approximate annual Cost: $41 M salary & benefits

2. Tuition Payments

SPECIALIZED PLACEMENTS

- Therapeutic Day School tuition & programming
- Residential facility placement costs
- Home / Hospital instructional services

Approximate annual Cost: $4 M

3. Special Transportation

ACCESSIBLE BUSING & ROUTING

- Specialized curb to curb transportation services
- Wheelchair lifts & safety adaptive equipment
- Dedicated bus aides and attendant support

44

Approximate annual Cost: $8.7 M

SPECIAL TRANSPORTATION MEDICAID REIMBURSEMENT ELIGIBILITY REQUIREMENTS

IEP Mandate

Student must have an active IEP.

Special Adaptation or Aide

Student requires specialized accommodations beyond routine busing (e.g., wheelchair lift, safety harness, or dedicated aide).

Same-Day Medical Service Rule

Transportation is billable only on days the student receives another Medicaid-covered medical service at school (e.g., PT, OT, Speech, Nursing).

November 2026

Unit 5 Special Education Report

Unit 5 Five Year IEP Enrollment Trajectory

Latest U5 IEP Rate (25-26)
19.5% +2.8% vs State

State Average (25-26)
16.7% Illinois Benchmark

Current IEP Students
2,356 of 12,101 total

Academic Year	Total # of U5 Students	# of Students with IEPs	% of Students with IEPs in U5	% State Average
21-22	12,393	2,436	**19.6%**	15.6%
22-23	12,308	2,242	**18.2%**	15.9%
23-24	12,357	2,300	**18.6%**	16.2%
24-25	12,219	2,330	**19.1%**	16.3%
25-26	12,101	2,356	**19.5%**	16.7%

Disability Categories Numerically Represented in Unit 5

Student numbers across primary special education classifications

Specific Learning Disability **664**	Speech Language Impairment **425**	Autism **401**	Other Health Impairment **398**
Developmental Delay **363**	Emotional Disability **121**	Intellectual Disability **84**	Multiple Disabilities **71**
Hearing Impairment **8**	Orthopedic Impairment **6**	Deafness **6**	Traumatic Brain Injury **2**
Visual Impairment **1**	Deaf-blindness **0**		

In-District Continuum: General to Specialized Support

01

Consult Services

General Education Classroom (Indirect)

Staff collaborate on progress, modifications, and accommodations without direct student minutes.

02

Resource Support Delivery

General Education & Resource Room

Push-in co-teaching alongside peers or pull-out small-group/1:1 skill remediation.

03

Instructional Program

Self-Contained Classroom (Public School)

Modified-pace core academics in self-contained setting; general education for specials and lunch.

04

Student Support Program (SSP)

Self-Contained Classroom (Public School)

Direct social emotional support in a small setting delivered directly by special education staff.

In-District Continuum: General to Specialized Support

05

Specialized Services (SS 1, 2 or 3)

Self-Contained / Low-Incidence Class

Functional academics, communication systems, daily living skills, and integrated therapies.

06

18–22+ Transition

Community & Vocational Setting, Public Day School

Post-high school vocational training, independent living, and community integration until age 22.

07

Therapeutic Day

Private Day School

Full-day separate facility integrating intensive counseling and behavioral therapy with academics.

08

Residential Placement

24-Hour Live-In Facility

Round-the-clock educational, behavioral, or medical care when day programs are insufficient.

Instructional Program

Modified-pace core academics in self-contained setting; general education for specials and lunch.

Elementary Program

GRADES 2ND – 5TH

Designed for students more than 2 years below grade level peers in 2 or more academic areas:

- Reading
- Writing
- Math

Focus: Foundational Academic Recovery

Secondary Program

MIDDLE & HIGH SCHOOL

Addresses student deficits identified in academic and/or functional areas of eligibility:

- Courses offered in CORE subject areas to meet graduation requirements; smaller environments
- Participation in general education / co-taught courses as determined by IEP team

Focus: Graduation & Inclusion

Delivery & Setting

DIRECT INSTRUCTION MODEL

Key environment and instructional attributes:

- Students benefit most from a smaller environment with direct instruction
- CORE subjects using grade level curriculum at a pace appropriate for direct student learning

Focus: Personalized Pace & Mastery

PROGRAM LOCATIONS ACROSS UNIT 5 (These students are capped at 13 students max in each classroom)

ELEMENTARY SCHOOLS

Fox Creek (3 classrooms), Prairieland (3 classrooms) Cedar Ridge Bilingual (1)

MIDDLE SCHOOLS

CJHS, EJHS, KJHS, PJHS

HIGH SCHOOLS

NCHS, NCWHS

Specialized Services Level 1 (SS1)

Functional academics, communication systems, daily living skills, and integrated therapies.

Student Profile
MODERATE ACCOMMODATIONS

- Students with mild to moderate cognitive delays and/or other identifiable needs requiring moderate curricular modification/accommodation
- May receive occupational, physical, speech therapies, and adapted PE
- Comprehension support using core vocabulary & moderate language needs (daily social & functional communication)
- Support for transitions between classroom activities, tasks, and environments
- General education instructional services determined on individual need

Functional Supports
BEHAVIOR & SENSORY

- Behavior support using incentive/choice boards, visual supports, and calming strategies (intrinsically & extrinsically motivated)
- Mild to moderate supports for independent functioning, self-regulation, and daily living skills
- Modified & specialized curriculum across academic areas with core standard modifications
- Scheduled sensory supports provided throughout the day as needed

Instructional Setting
ENVIRONMENT & DELIVERY

- Whole group instruction within self-contained classroom setting
- Small group targeted instruction for academic and skill development
- Individualized instruction tailored to specific learning needs
- Integration into general education environment as determined by individual IEP needs

SCHOOLS WITH PROGRAM ACROSS UNIT 5 (These students are capped at 13 students max in each classroom)

ELEMENTARY SCHOOLS Northpoint (4 classrooms), Parkside (3 classrooms), Pepper Ridge Elementary (3 classrooms)
MIDDLE SCHOOLS EJHS (2 classrooms), PJHS (3 classrooms)
HIGH SCHOOLS NCHS (2 classrooms), NCWHS (3 classrooms)

Specialized Services Level 2 (SS2)

Individualized functional academics, communication systems, daily living skills, and integrated therapies.

Student

SIGNIFICANT SUPPORTS

- Students with moderate cognitive delays and/or other needs requiring significant curricular modification or functional supports
- Needs additional instruction to generalize skills across settings, people, etc.
- Require significant adult support for transitions within and without the SS classroom, safety (e.g. elopement, unaware of dangerous environmental situations, etc.), independent functioning (e.g. toileting, grooming, eating, arrival/departure routines, life skills, etc.), and behavior management.
- Students may attend lunch, recess, art, music, and IMC with general education peers
- Moderate to severe communication needs including daily social and functional support, Augmentative communication
- Related services common: OT, PT, SLP, APE

Functional Supports

BEHAVIOR & DAILY LIVING

- Behavior (use of incentive/choice board, visual support, calming strategies etc.) *Mostly extrinsically motivated
- Daily Living Skills- may require support for feeding, toileting, etc.
- Independent Functioning (transition support, comprehension support by using CORE based vocabulary, significant support in specials to complete tasks, follow directions, & implement behavior supports, lunch/recess and daily living)
- Structured sensory diet scheduled daily

Environment

INSTRUCTION & CURRICULUM

- Whole group, small group, and individualized instruction.
- Specialized curriculum including Unique, F&P leveled readers, and individualized curriculum based on Essential Elements standards and IEP goals/objectives.
- Community based instruction

SCHOOLS WITH PROGRAM ACROSS UNIT 5 (These students are capped at 13 students max in each classroom)

ELEMENTARY SCHOOLS Colene Hoose (5 classrooms), Pepper Ridge Elementary (4 classrooms)
MIDDLE SCHOOLS PJHS (3 classrooms)
HIGH SCHOOLS NCWHS (2 classrooms)

Specialized Services Level 3 (SS 3)

Intensive, Individualized functional academics, communication systems, daily living skills, and integrated therapies.

Student Profile

EXTENSIVE SUPPORTS (potential)

- Multiple Disabilities
- Severe/Profound Cognitive Disability
- Non-verbal / intense communication needs
- Augmentative communication support

Functional Supports

BEHAVIOR & DAILY LIVING (potential)

- Functional Performance focus: Behavior, Daily Living Skills, and Independent Functioning
- Classroom nurse support
- Intensive individual instruction and limited small group instruction

Environment

INSTRUCTION & THERAPY (Potential)

- Students receive therapy directly in the classroom (Speech, OT, and PT)
- Dedicated classroom nurse availability
- Tailored intensive individual and small group environment

SCHOOLS WITH PROGRAM ACROSS UNIT 5 (These students are capped at 13 students max in each classroom)

Sugar Creek Pre-K ECSE (1 pm classroom)

Parkside Elementary K-5 (1 classroom)
MIDDLE SCHOOLS PJHS (1 classroom)
OTHER / HIGH SCHOOL WEST (1 classroom)

Student Support Program (SSP)

Direct social emotional support in a small setting delivered directly by special education staff.

Student Profile

BEHAVIORAL & SENSORY NEEDS

- Significant challenging behavior that impedes learning (internalizing or externalizing behaviors)
- FBA/BIP updated annually; requires daily teaching & ongoing reinforcement for expected behaviors
- Scheduled and unscheduled breaks/opportunities to meet emotional/sensory needs

Environment

SETTING & INSTRUCTION

- Smaller environment with direct social-emotional/behavioral instruction
- Small group and individualized instruction tailored to student needs
- Staff specially trained in de escalation strategies

Focus

CURRICULUM & INCLUSION

- Grade level curriculum with significant social-emotional/behavioral accommodations
- IEP team considers general education classes with support as positive behaviors develop

SCHOOLS WITH PROGRAM ACROSS UNIT 5 (These programs are capped at 13 students maximum in each classroom)

ELEMENTARY SCHOOLS Colene Hoose (5 classrooms)
MIDDLE SCHOOLS CJHS (3 classrooms)
HIGH SCHOOLS NCHS (3 classrooms), NCWHS (2 classrooms)

18-22 Secondary Services Program (Field)

Post-high school vocational training, independent living, and community integration until age 22.

Student

TRANSITION ELIGIBILITY

- Any student who will be 18 years or older can attend
- IEP team determined a deficit in one or more areas of secondary transition (Education, Vocational, Independent Living Skills)
- Previously participated in specialized services program in high school (**otherwise determined by the IEP team)

Environment

SETTING & WORK SITES

- VTAP work floor, pseudo apartment, kitchen, community work sites, and school-based work sites
- All environments focused on gaining independence within the community

Focus

SKILL ACQUISITION & COMMUNITY

- Obtaining and generalizing transition skills in real-world settings
- Targeted domains: independent living skills, vocational skills, and education/work skills
- Community-based instruction and practical application

SCHOOLS WITH PROGRAM

Eugene Field (currently 75 students attending Field) More high school students also push into Field for VTAP services

Therapeutic Day & Residential Placements

Therapeutic Day Program

07 • PUBLIC OR ISBE-APPROVED NONPUBLIC DAY SCHOOL

Structured Facility

Full-day separate school when public settings cannot safely meet needs.

Clinical Integration

Combines intensive counseling and behavioral therapy with academics.

Residential Placement

08 • 24-HOUR LIVE-IN THERAPEUTIC / EDUCATIONAL FACILITY

Most Restrictive Tier

Reserved for needs exceeding any day program capacity.

Round-the-Clock Care

24-hour supervision, medical support, and structured intervention.

Pre-K Programs (PFA & ECSE)

Comprehensive overview of student profile, environment, and program locations

Preschool for All (PFA / PFAE)

GENERAL PRE-K & AT-RISK

Student Profile

- Students who qualify under the Preschool for All & Preschool for All Expansion grant ("At-Risk")
- Students with IEP; receive services in the classroom when possible

Environment

- Up to 20 students in a class (half-day and full-day option)

Specialized Services - ECSE

EARLY CHILDHOOD SPECIAL EDUCATION

Student Profile

- Mild to moderate cognitive delays and/or other needs requiring significant curricular modification or functional supports
- Needs additional instruction to generalize skills across settings and people
- Significant adult support for transitions, safety, independent functioning, and behavior management
- Moderate to severe communication needs; related services common: OT, PT, SLP, APE

Environment

- Small class size (~10); Whole group, small group, and individualized instruction based on IEP goals

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Unit 5 Special Education Costs

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SPECIALIZED PLACEMENTS

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3. Special Transportation

ACCESSIBLE BUSING & ROUTING

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SPECIAL TRANSPORTATION MEDICAID REIMBURSEMENT ELIGIBILITY REQUIREMENTS

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Same-Day Medical Service Rule

Transportation is billable only on days the student receives another Medicaid-covered medical service at school (e.g., PT, OT, Speech, Nursing).

Administrative Procedure - Access ~~T~~to and Copying of District Public Records

A. Legal Citations and Definitions
B. FOIA Compliance
C. Availability and Posting Requirements
D. Fee Schedule
E. Response to FOIA Requests
F. Extensions of Time to Respond
G. Unduly Burdensome Requests
H. Requests for Commercial Purposes
I. Managing Requests from a Recurrent Requester
J. Managing Voluminous Requests
K. Denials
L. Consultation with the Attorney for the District

A. Legal Citations and Definitions

The legal requirements contained in this procedure are followed by a citation to the controlling statute. Citations in parenthes~~e~~is indicate the location of a named law. For additional clarification regarding a requirement, the cited law should be reviewed.

Definitions are found in the Ill.~~inois~~ Freedom of Information Act (FOIA, 5 ILCS 140/2). For easy reference, some definitions are re-printed in this procedure. The IASB reports on Ill. Public Access Counselor (PAC) opinions concerning FOIA are on its **Recent Court and Agency Decisions** website, located at: www.iasb.com/policy-services-and-school-law/court-decisions-listing/. ~~www.iasb.com/law/courtdecisions.cfm.~~

B. FOIA Compliance

The District's Freedom of Information Officer (FOIA Officer) implements Board policy (2.250, *Access to District Public Records*) and has the duties, without limitation, listed below:

1. Manages the District's compliance with FOIA including without limitation, performing the following duties specified in FOIA, 5 ILCS 140/3.5:

    a. Receives FOIA requests, ensures that the District responds to requests in a timely fashion, and issues responses to FOIA requests.

    b. Develops a list of documents or categories of records that will be immediately disclosed upon request. See Exhibit 2.250-E2, *Immediately Available District Public Records and Web-Posted Reports and Records.*

    c. Upon receiving a request for a public record, (a) notes the date the District received the written request; (b) computes the day on which the period for response will expire and makes a notation of that date on the written request; (c) maintains an electronic or paper copy of a written request, including all documents submitted with the request until the request has been complied with or denied; and (d) creates a file for the retention of the original request, a copy of the response, a record of written communications with the requester, and a copy of other communications.

2. Identifies other staff members to assist with FOIA compliance and delegates specific responsibilities to them. These individuals may include the information technology specialist and department heads.

3. Informs and/or trains staff members concerning their respective responsibilities regarding FOIA. This includes explaining the requirement that all FOIA requests must be immediately forwarded to the FOIA Officer, including those that are received via email.

4. Successfully completes the annual training program developed by the Public Access Counselor (PAC) in the Ill. Attorney General's office. Each newly appointed FOIA Officer must successfully complete the training program within 30 days after assuming the position.

C. Availability and Posting Requirements

Full access to the District's *public records* is available to any person as provided in FOIA. The FOIA Officer approves all requests for *public records* unless:

1. ~~(1)~~ the requested material does not exist;
2. ~~, (2)~~ the requested material is exempt from inspection and copying by FOIA;~~,~~
3. ~~or (3)~~ complying with the request will be unduly burdensome after extending an opportunity to the requester to reduce the request to manageable proportions;~~,~~
4. The request would require the District to open electronically attached files or hyperlinks to view or access details of a request, in which case the requester shall be notified within five business days that the entirety of the electronic request must appear within the body of the electronic submission; or
5. ~~1.~~ The District has a reasonable belief that the request was not submitted by a person, and the requester fails to verify orally or in writing that they are a person within 30 days of the District's request for such verification.

The FOIA Officer shall:

1. Prominently display ~~at each administrative office and school, and post~~ on the District website, make available for inspection and copying, and send through the mail if requested, ~~if any, of~~ the following:

   a. A brief description of the District, and

   b. The methods for requesting information and District public records, directory information listing the FOIA Officer and where requests for public records should be directed, and any fees. 5 ILCS 140/4. This information must be copied and mailed if requested.

2. Maintain and make available for inspection and copying a reasonably current list of all types or categories of records under the District's control. 5 ILCS 140/5. The list below contains the categories of records kept by the District; some of the records within these categories are exempt and, therefore, will not be disclosed in response to a FOIA request.

   a. Board governance, including without limitation, Board meeting calendar and notices, Board meeting agendas and minutes, Board policy

   b. Fiscal and business management, including without limitation, levy resolution and certificate of tax levy, audit, line-item budget, grant documents, account statements,

accounts payable list, contracts, legal notices, bidding specifications, requests for proposals

c. Personnel, including without limitation, employee contact information, salary schedules, staff handbook, collective bargaining agreements, personnel file material

d. Students and instruction, including without limitation, accountability documents, calendars, student handbooks, learning outcomes, student school records

D. Fee Schedule

The FOIA Officer establishes a fee schedule (from time-to-time as appropriate) that complies with 5 ILCS 140/6, including each of the following:

1. The fees, except when otherwise fixed by statute, must: (a) be reasonably calculated to reimburse the District's actual cost for reproducing and certifying public records and for the use, by any person, of its equipment to copy records, and (b) not exceed that maximum fee amount set by FOIA.

2. Statutory fees applicable to copies of public records when furnished in a paper format are not applicable to those records when furnished in an electronic format.

3. No fee is charged for the first 50 pages of black and white, letter or legal sized copies furnished to a requester.

4. The fee for black and white, letter or legal sized copies shall not exceed 15 cents per page.

5. If the District provides copies in color or in a size other than letter or legal, the fee may not be more than its actual cost for reproducing the records.

6. A fee reduction is available if the person requesting the record states a specific purpose for the request and indicates that a fee reduction is in the public interest by having as its principal purpose the general public's health, safety, welfare, or legal rights and is not for the principal purpose of personal or commercial benefit. In setting the reduction's amount, the FOIA Officer considers the amount of materials requested and the cost of copying them.

7. In accordance with 5 ILCS 140/6(a-5), if a voluminous request is for electronic records and the responsive records are:

   a. Not in a portable document format (PDF), the District charges up to $20 for not more than 2 megabytes of data, up to $40 for more than 2 but not more than 4 megabytes of data, and up to $100 for more than 4 megabytes of data.

   b. In a PDF, the District charges up to $20 for not more than 80 megabytes of data, up to $40 for more than 80 megabytes but not more than 160 megabytes of data, and up to $100 for more than 160 megabytes of data.

   c. In both a PDF and not in a PDF, the District separates the fees and charges the requester under both fee scales.

8. Unless the request is for a *commercial purpose* or a *voluminous request*, the costs of any search for and review of the records or other personnel costs associated with reproducing the records are not included in the fee calculation. 5 ILCS 140/6(a).

   * Section 6(a) states: "If a request is *not* a request for a commercial purpose or a voluminous request, a public body *may not* charge the requester for the costs of any search for and review of the records or other personnel costs associated with reproducing the records." (Emphasis added). This implies that a search and review fee may be charged when responding to a request for a commercial purpose or *a* voluminous request. However, Sec. 6(b) states that the search and review fee described in Sec. 6(f) may be charged *only to* someone making a commercial request. Sec. 6(f) contains the maximum amounts that may be charged for search and review but does not explain when they may be charged. The FOIA Officer will need to consult the Attorney for the District.

   When responding to a request for commercial purposes, as defined in 5 ILCS 140/2(c-10), the District charges:

   a. Up to $10.00 for each hour spent by personnel in searching for or retrieving a requested record or examining the record for necessary reductions. No fee is charged for the first eight hours spent by personnel in searching for or retrieving a requested record. 5 ILCS 140/6(f).

   b. The actual cost of retrieving and transporting public records from an off-site storage facility when the public records are maintained by a third-party storage company under contract with the District. 5 ILCS 140/6(f).

   Someone making a voluminous request may be charged the fees as described above upon the FOIA Officer's consult with the Attorney for the District.

   The FOIA Officer provides the requester with an accounting of all fees, costs, and personnel hours in connection with the request for public records under 7 and 8 above. 5 ILCS 140/6(a-5) and (f).

E. Response to FOIA Requests

The FOIA Officer must:

1. Comply with or deny a request for inspection or copying within five business days of receiving a records request, unless the time for response is extended. 5 ILCS 140/3. The FOIA Officer may use forms prepared by the Ill. Public Access Counselor available at: www.illinoisattorneygeneral.gov/Open-And-Honest-Government/PAC/FOIA-Officers/. ~~http://foiapac.ilag.gov/. Click on the menu *PAC Resources*, then on the submenu *Forms and Sample Letters*.~~

2. Redact any and all exempt portion(s) of requested records containing both exempt and non-exempt material and release the remaining material. 5 ILCS 140/7.

3. Comply with the Personnel Record Review Act (PRRA), 820 ILCS 40/~~, amended by P.A. 101-531~~.

   a. The response to a request for a disciplinary report, letter of reprimand, or other disciplinary action depends on the age of the responsive record.

1) If the responsive record is more than four years old and is not related to an incident or an attempted incident of sexual abuse, severe physical abuse, or *sexual misconduct* as defined in 105 ILCS 5/22-85.5(c), the request must be denied unless the release is ordered in a legal action or arbitration. 5 ILCS 140/7.5(q), ~~amended by P.A. 101-620~~; 820 ILCS 40/8 ~~amended by P.A.s 101-531 and 102-702~~.

2) If the responsive record is more than four years old and is related to an incident or an attempted incident of sexual abuse, severe physical abuse, or *sexual misconduct* as defined in 105 ILCS 5/22-85.5(c), the request cannot be denied. 820 ILCS 40/8~~, amended by P.A.s 101-531 and 102-702~~.

3) If the responsive record is four years old or less, it must be disclosed (regardless of its nature) and the employee must be notified in writing (first class mail) or by email, if available, on or before the day any such record is released, unless notice is not required under the PRRA. 5 ILCS 140/7.5(q)~~, amended by P.A. 101-620~~; 820 ILCS 40/7~~, amended by P.A. 102-526~~. A notice to the employee is not required if:

   - The employee specifically waived written notice as part of a written, signed employment application with another employer;
   - The disclosure is ordered to a party in a legal action or arbitration; or
   - Information is requested by a government agency as a result of a claim or complaint by an employee, or as a result of a criminal investigation by such agency.

~~c.~~b. A request for a performance evaluation(s) must be denied. 820 ILCS 40/11.

F. Extensions of Time to Respond

The District FOIA Officer may extend the time for a response for any of the reasons stated in 5 ILCS 140/3(e)(i-vii), **quoted below**:

(i) The requested records are stored in whole or in part at other locations than the office having charge of the requested records;

(ii) The request requires the collection of a substantial number of specified records;

(iii) The request is couched in categorical terms and requires an extensive search for the records responsive to it;

(iv) The requested records have not been located in the course of routine search and additional efforts are being made to locate them;

(v) The requested records require examination and evaluation by personnel having the necessary competence and discretion to determine if they are exempt from disclosure under 5 ILCS 140/7~~Section 7 of FOIA~~ or should be revealed only with appropriate deletions;

(vi) The request for records cannot be complied with by the public body within the time limits prescribed by 5 ILCS 140/3(d) ~~paragraph (d) of Section 3 of FOIA~~ without unduly burdening or interfering with the operations of the public body; or

(vii) There is a need for consultation, which shall be conducted with all practicable speed, with another public body or among two or more components of a public body having a substantial interest in the determination or in the subject matter of the request.

If an extension of time for a response is needed, the FOIA Officer must perform one of the following actions within five business days after receipt of the request:

1. Notify the requester that the District is extending its time for response for no longer than five~~5~~ business days from the original due date, and identify the reason for the delay and the date on which a response will be made. 5 ILCS 140/3(e) and (f); or

2. Confer with the requester in an attempt to reach an agreement on an extended compliance date. The agreement must be in writing. 5 ILCS 140/3(e).

G. Unduly Burdensome Requests

Before invoking the *unduly burdensome* exemption, the FOIA Officer must confer with the requester in an attempt to reduce the request to manageable proportions. 5 ILCS 140/3(e) and (g). A request may be unduly burdensome due, for example, to the request's breadth. The FOIA Officer must explain to the requester in writing when a request continues to be unduly burdensome, specifying the reason why the request is unduly burdensome.

H. Requests for Commercial Purposes

A request is for *commercial purposes*, according to 5 ILCS 140/2(c-10), if:

> [T]he use of any part of a public record or records, or information derived from public records, in any form for sale, resale, or solicitation or advertisement for sales or services. For purposes of this definition, requests made by news media and non-profit, scientific, or academic organizations shall not be considered to be made for a commercial purpose when the principal purpose of the request is (i) to access and disseminate information concerning news and current or passing events, (ii) for articles of opinion or features of interest to the public, or (iii) for the purpose of academic, scientific, or public research or education.

The FOIA Officer responds to a request that appears to be for commercial purposes pursuant to 5 ILCS 140/3.1 by:

1. Asking the requester to identify if the record is for a commercial purpose. See Exhibit 2:250-E1, *Written Request for District Public Records*. It is unlawful for a person to knowingly obtain a public record for a commercial purpose without disclosing that it is for a commercial purpose, if requested to do so by the District. 5 ILCS 140/3.1(c).

2. Responding to a request for records to be used for a commercial purpose within 21 working days after receipt. The response must be one of the following: (a) provide an estimate of the time required by the District to provide the records and an estimate of the fees, which the requester may be required to pay in full before copying the requested documents; (b) deny the request pursuant to one or more of the exemptions; (c) notify the requester that

the request is unduly burdensome and extend an opportunity to attempt to reduce the request to manageable proportions; or (d) provide the records requested.

3. Complying with a request, unless the records are exempt from disclosure, within a reasonable period considering the size and complexity of the request, and giving priority to records requested for non-commercial purposes.

4. Collecting a fee as described in subsection **D.** above.

I. Managing Requests from a Recurrent Requester

A request is from a *recurrent requester*, according to 5 ILCS 140/2(g), if:

> [A] person that, in the 12 months immediately preceding the request, has submitted to the same public body (i) a minimum of 50 requests for records, (ii) a minimum of 15 requests for records within a 30-day period, or (iii) a minimum of seven requests for records within a seven-day period. For purposes of this definition, requests made by news media and non-profit, scientific, or academic organizations shall not be considered in calculating the number of requests made in the time period in this definition when the principal purpose of the requests is (i) to access and disseminate information concerning new and current or passing events, (ii) for articles of opinion or features of interest to the public, or (iii) for the purpose of academic, scientific, or public research or education.

For purposes of this definition, one *request* may identify multiple records to be inspected or copied.

The District complies with a request from a recurrent requester within a reasonable period considering the size and complexity of the record, unless the records are exempt from disclosure. 5 ILCS 140/3.2(c).

The FOIA Officer responds to a request from a recurrent requester by:

1. Notifying the requester within five business days after receiving a request from a recurrent requester (5 ILCS 140/3.2(b) that:

   a. The request is being treated as coming from a recurrent requester under 105 ILCS 140/2(g);

   b. The reasons the request is being treated as coming from a recurrent requester;

   c. The District will send an initial response within 21 business days after receipt of the request; and

   d. The proposed FOIA responses that may be asserted pursuant to 5 ILCS 140/3.2(a). These are the same responses that the District can provide within 21 business days after receipt of a request.

~~3.~~2. Responding within 21 business days after receipt of a recurrent request with one of the following (5 ILCS 140/3.2(a)):

   a. An estimate of the time required by the District to provide the records and an estimate of the fees, which the requester is required to pay in full before the District copies the requested documents;

b. A denial pursuant to one or more of the exemptions;

c. Notification that the request is unduly burdensome and extend an opportunity to attempt to reduce the request to manageable proportions; or

d. The records as requested.

J. Managing Voluminous Requests

A *voluminous request*, according to 5 ILCS 140/2(h), means:

[A] request that:

i. Includes more than five~~5~~ individual requests for more than five~~5~~ different categories of records or a combination of individual requests that total requests for more than five~~5~~ different categories of records in a period of 20 business days; or

ii. Requires the compilation of more than 500 letter or legal-sized pages of public records unless a single requested record exceeds 500 pages. *Single requested record* may include, but is not limited to, one report, form, email, letter, memorandum, book, map, microfilm, tape, or recording.

According to 5 ILCS 140/2(h~~g~~), a *voluminous request* "does not include a request made by news media and non-profit, scientific, or academic organizations if the principal purpose of the request is: (1) to access and disseminate information concerning news and current or passing events; (2) for articles of opinion or features of interest to the public; or (3) for the purpose of academic, scientific, or public research or education."

The FOIA Officer responds to a voluminous request by:

1. Notifying the requester within five business days after receiving a voluminous request that:

   a. The District is treating the request as a voluminous request under ~~Section~~ 5 ILCS 140/3.6.

   b. The District is treating the request as voluminous for one of the following reasons:

      1) Includes more than five individual requests for more than five different categories of records or a combination of individual requests that total requests for more than five different categories of records in a period of 20 business days; or

      2) Requires the compilation of more than 500 letter or legal-sized pages of public records unless a single requested record exceeds 500 pages.

   c. The requester must respond to the District within 10~~ten~~ business days after this response is sent. The requester must specify whether the requester would like to amend the request in such a way that the District will no longer treat the request as a voluminous request.

   d. If the requester does not respond within 10~~ten~~ business days or if the request continues to be a voluminous request following the requester response, the District will respond to the request and assess any fees the District charges pursuant to 5 ILCS 140/6.

e. The District has five business days after receipt of the requester's response or five business days from the last day for the requester to amend the request, whichever is sooner, to respond to the request.

f. The District may request an additional 10~~ten~~ business days to comply with the request.

g. The requester has the right to review the District's determination by the ~~p~~Public ~~a~~Access ~~c~~Counselor whose address and phone number follows:

Public Access Counselor
Office of the Attorney General
500 S. 2nd Street
Springfield, Illinois 62706
Phone: 1-877-299-3642

h. If the requester fails to accept or collect the responsive records, the District will still charge the requester for its response pursuant to 5 ILCS 140/6~~Section 6 of FOIA~~ and the requester's failure to pay will be considered a debt due and owing to the District and may be collected in accordance with applicable law.

2. Providing the requester 10~~ten~~ business days from the date the District responded to amend the request in such a way that the District will no longer treat it as a voluminous request.

3. If a request continues to be a voluminous request following the requester's reply or the requester fails to reply, responding within the earlier of five business days after the District receives the requester's reply or five business days after the final day for the requester to reply to the District's notification. The District's response must:

a. Provide an estimate of the fees to be charged, indicating whether the District requires the person to pay in full before the District copies the requested documents;

b. Deny the request pursuant to one or more of the exemptions se~~n~~t out in FOIA;

c. Notify the requester that the request is unduly burdensome and extend an opportunity to the requester to attempt to reduce the request to manageable proportions; or

d. Provide the records as requested.

The District may extend the time for responding by not more than 5~~ten~~ business days from the final date for the requester to reply to the District's notification for any of the reasons provided in ~~subsection Section 3(e) of FOIA~~5 ILCS 140/3(e).

The requester and District may agree in writing to extend the time for compliance for a period to be determined by the parties.

K Denials

The FOIA Officer will deny a FOIA request for any of the exemptions in 5 ILCS 140/7 or 7.5~~, amended by P.A.s 101-221, 101-620 and 101-649~~. ~~He or she~~The FOIA Officer will comply with 5 ILCS 140/9 by:

1. Providing the requester with a written response containing: (a) the reasons for the denial, including a detailed factual basis for the application of any exemption claimed; (b) the

names and titles or positions of each person responsible for the denial; and (c) information about his or her right to review by the Public Access Counselor (include the address and phone number for the Public Access Counselor), and to judicial review under 5 ILCS 140/11.

2. Specifying the exemption claimed to authorize the denial and the specific reasons for the denial, including a detailed factual basis and a citation to supporting legal authority when the denial is based on the grounds that the records are exempt under 5 ILCS 140/7.

3. Retaining copies of all denial notices in a single central office file that is open to the public and indexed according to the type of exemption asserted and, to the extent feasible, according to the types of records requested. 5 ILCS 140/9(b).

L. Consultation with the Attorney for the District

The FOIA Officer may consult with the Attorney for the District, as needed, for legal advice concerning compliance with FOIA, including without limitation:

1. Responding to specific requests,

2. Communicating with the Office of the Ill. Attorney General or ~~Public Access Counselor~~PAC, or

3. During any judicial proceeding.

LEGAL REF.: 5 ILCS 140/1, Freedom of Information Act.

Administrative Procedure - Protocols for Record Preservation and Development of Retention Schedules

Legal Citations

Each legal requirement in this procedure is followed by a citation to the controlling rule and/or statute. For additional clarification regarding a requirement, the cited law should be reviewed.

Actor	Action
All Staff Members and Board Members	Maintain all records, as defined and required in the Ill. Local Records Act (LRA). No public record shall be destroyed except as allowed by the LRA. "*Public record* means any book, paper, map, photograph, born-digital electronic material, digitized electronic material, electronic material with a combination of digitized and born-digital material, or other official documentary material, regardless of physical form or characteristics, made, produced, executed or received by any agency or officer pursuant to law or in connection with the transaction of public business and preserved or appropriate for preservation by such agency or officer, or any successor thereof, as evidence of the organization, function, policies, decisions, procedures, or other activities thereof, or because of the informational data contained therein." 50 ILCS 205/3, amended by P.A. 104-438. Do not destroy any District record, no matter its form, if it is subject to a *litigation hold*. F.R.C.P. 37(e). In federal lawsuits there is an automatic discovery of virtually all types of electronically created or stored data that might be relevant. Attorneys will generally notify their clients at the beginning of a legal proceeding to not destroy any electronic records that might be relevant. The receipt of a *litigation hold* or preservation letter from the Attorney for the District requires all potentially relevant electronic information to be identified, located, and preserved. This includes all email, e-documents, the tapes and servers of discarded systems, and backup data stored elsewhere. Whenever disposing of materials containing *personal information*, render the *personal information* unreadable, unusable, and undecipherable. 815 ILCS 530/40 and 44 Ill. Admin. Code §4000.40(b). The Personal Information Protection Act (815 ILCS 530/) contains mandates for disposing of materials containing personal information (*personal information* is defined in 815 ILCS 530/5 as either of the following: (1) an individual's first name or first initial and last name combined with any of the following data elements, when either the name or data elements are not encrypted/redacted or are encrypted/redacted but the keys to unencrypt/unredact or otherwise read the name or data elements have been acquired without authorization through a security breach: social security number, driver's license number or State identification card number, financial account information, medical information, health insurance information, or unique biometric data; or (2)

	user name or email address, combined with a password or security question and answer that would permit access to an online account, when any of these data elements are not encrypted/redacted or are encrypted/redacted but the keys to unencrypt/unredact or otherwise read the data elements have been acquired without authorization through a security breach). The Ill. Attorney General is authorized to impose a fine and bring court action for noncompliance. 815 ILCS 530/40. Whenever disposing of materials containing social security numbers that do not otherwise qualify as personal information under 815 ILCS 530/40, follow Administrative Procedure 4.15-AP1, *Protecting the Privacy of Social Security Numbers*. The Superintendent, Director of Human Resources, and their respective designees must follow Administrative Procedure 5.30-AP4, *Fingerprint-Based Criminal History Record Information Security*, when disposing of criminal history record information (CHRI).
Superintendent or designee	Assign the following activities to the Records Custodian and Head of Information Technology (IT): **1. Develop and maintain a protocol for preserving and categorizing District records;** **2. Develop and maintain a record retention and destruction schedule; and** **3. Develop protocols to implement a litigation hold.**
Records Custodian and Head of IT	**1. Develop and maintain a protocol for preserving and categorizing District records.** Develop and maintain a list of all District records organized in categories and sub-categories, e.g., records relating to business, students, personnel, Board meetings, etc. Align this list with the list of District records required by the Freedom of Information Act. 5 ILCS 140/5. Paper records may be easier to locate than electronic records. Electronic records will potentially exist in all of the available clouds, servers, tapes, hard drives, computers, and similar types of electronic devices (e.g., laptops, tablets, smart phones, voicemail, etc.). Prepare a description of how District records stored by means of electronic data processing may be obtained in a form understandable to persons lacking computer knowledge. 5 ILCS 140/5; 44 Ill. Admin. Code §4000.70, *Digital Reproduction*; and 44 Ill. Admin. Code §4000.80, *Management of Electronic Records*. Such a description may include contact information for a person who can aid in obtaining records stored electronically. Provide for keeping only *records* and destroying non-records. Avoid filing non-record material with records. Determine what is a non-record, e.g., identical copies of documents maintained in the same file; extra copies of

printed or processed materials (official copies of which are retained by the office); blank forms; *junk mail*; and personal communications. 50 ILCS 205/3, amended by P.A. 104-438.

The goal is to control excessive accumulation of material. Non-record material may be destroyed at any time. 50 ILCS 205/9.

Absent a litigation hold, email must be retained only when it contains:- (1) evidence of the District's organization, function, policies, procedures, or activities, or (2) informational data appropriate for preservation. ~~——~~50 ILCS 205/3. Email that is conversational, personal, or contains brainstorming may generally be deleted.

A consistent email retention process for use across the District ensures that the necessary emails are being retained and emails that are not required to be preserved are purged on a regular basis.

Determine whether each sub-category of documents should be reproduced by photography (44 Ill. Admin. Code §4000.60), microphotographic and electronic microimaging processes (44 Ill. Admin. Code §4000.50), or digitized electronic format (44 Ill. Admin. Code §4000.70).

Any public record may be reproduced in a microfilm or digitized electronic format and the analog/paper version destroyed, provided: (a) the records are reproduced on "a durable medium that accurately and legibly reproduces the original record in all details," and "that does not permit additions, deletions, or changes to the original document images," and "if electronic, that are retained in a trustworthy manner so that the records…are accessible and usable for subsequent reference at all times when the information must be retained," (b) the reproduction is retained for the prescribed retention period, and (c) the Local Records Commission is notified when the original record is disposed of and also when the reproduced record is disposed of. ~~Local Records Act.~~ 50 ILCS 205/7.

Use the Ill. Secretary of State's publication *Reliable Storage Media for Electronic Records – A Guide for Government* Agencies~~Guidelines for Using Electronic Records~~ (www.ilsos.gov/departments/achives/records-management.html)(~~www.cyberdriveillinois.com/departments/archives/records_management/electrecs.html)~~ and 44 Ill. Admin. Code §§4000.APPENDIX A *Sustainable File Formats for Electronic Records - A Guide for Government Agencies* (www.ilga.gov/commission/jcar/admincode/044/04404000ZZ9996aR.html) and 4000.APPENDIX B *Reliable Storage Media for Electronic Records - A Guide for Government Agencies* (www.ilga.gov/commission/jcar/admincode/044/04404000ZZ9996BR.html).

Identify and index the location of each category and sub-category of District records. Organize electronic record and data storage.

The goal is to ensure that all documents, including electronically created ones, are retained for the required timeframes and are easy to retrieve and produce if necessary.

2. Develop and maintain a record retention and destruction schedule for submission to the Superintendent and eventually to the Local Records Commission.

Prepare a list of public records that: (1) are not needed for current business, and (2) do not have sufficient administrative, legal, or fiscal value to warrant their further preservation. Stated differently, identify records that have no administrative, legal, or fiscal value, as this is the criteria the commission uses to determine whether or not to authorize the records' destruction.

Records that have no administrative, legal, or fiscal value may be destroyed according to provisions in the LRA. 50 ILCS 205/10.

Prepare a schedule for record destruction by identifying the length of time a record category or series warrants retention after it has been received or produced by the District.

The ultimate goal is to obtain permission to destroy unnecessary public records. The Local Records Commission must approve the destruction of any public record. 50 ILCS 205/7~~;~~, 44 Ill. Admin. Code Part 4000 (Local Records Commission for agencies comprising counties of less than 3,000,000 inhabitants). See the Archives Department on the Secretary of State's website: www.ilsos.gov/departments/archives/records-management.html and use the Ill. Secretary of State publication *Managing Your Records and the Local Records Act: A Quick Guide for Disposing of Local Records*. ~~www.ilsos.gov/departments/archives/home.html~~

44 Ill. Admin. Code ~~Part~~ §4000.30 details the procedures for compiling and submitting lists and schedules of records for disposal.

The School Code and other statutes (e.g., statutes of limitations) contain mandatory retention timelines. The Attorney for the District should be consulted.

The e-discovery rules provide a safe harbor for parties during a lawsuit that cannot provide information because it was destroyed as a result of routine practices. F.R.C.P. 37(e).

3. Develop protocols to implement a litigation hold.

Understand what a litigation hold is.

A *litigation hold* refers to the notification made by the Attorney for the District telling the District to preserve all information that may be relevant to current or anticipated litigation. While it may occur anytime in the legal process, it will usually occur during discovery, the pretrial phase of a lawsuit designed to compel the exchange of information between parties. A litigation hold triggers the need to immediately suspend destruction of electronic and other records relevant to the current or potential claim. F.R.C.P. 37(e).

Specify how to implement a litigation hold, i.e.:

	Who can trigger a litigation hold? How is a litigation hold communicated? Who should gather the records? What records are subject to a litigation hold and who determines this? In what format should records be gathered? Where should records be gathered? Identify how to implement a litigation hold for all IT systems, including backup tapes, to ensure they are not deleted or overwritten as part of the normal tape rotation process. Prepare a map of potentially relevant data and otherwise assist the Attorney for the District in locating all potentially relevant information.
Superintendent or designee	Submit new or revised record retention and destruction lists and schedules to the Local Records Commission for approval. Disseminate the record retention schedule, along with instructions, to all affected staff members and Board members. Immediately inform the Records Custodian and Head of IT whenever a record must be preserved because: ~~-~~(1) it may be relevant to present or future litigation, or (2) the Attorney for the District has notified the District to preserve a record, including electronic information (litigation hold). Authorize and/or order the destruction of District records after ensuring that the following steps have been performed: 1. The Local Records Commission approved a schedule for continuing authority to destroy District records after the expiration of the applicable period. 2. Any record is retained and removed from the disposal list if it is or may be evidence in litigation, or is otherwise subject to a *litigation hold.* 3. Thirty days prior to disposal or destruction of any records, regardless of physical format or characteristics, submit a Local Records Disposal Certificate to the Commission and dispose only after a copy of that certificate has been reviewed and approved by the Chairman and returned to the District. The original copy of that Local Records Disposal Certificate is kept in the files of the Commission, and the duplicate copy approved and returned by the Chairman must be retained by the District. 44 Ill. Admin. Code~~-~~ §§4000.40(c). 4. In the case of records with scheduled retention of less than one year, a single Local Records Disposal Certificate for more than one disposal event within a given year may be used. Local Records Disposal Certificates submitted with this intent must include a schedule of

	proposed records disposal in addition to the normally required information. The District must wait to dispose of records until receipt of approval from the Commission, as required in number 3, above. ~~-~~44 Ill. Admin. Code §§4000.40(d). 5. For records that have been damaged by water, fire, smoke, insects or vermin, mold or some other natural disaster that poses a health or safety risk to employees, the District may apply to the Commission for permission to dispose of those records ahead of their scheduled disposal date. The request must include a Local Records Disposal Certificate accompanied by the District's explanation of why the records need early disposal. The Commission may grant the request only after physically reviewing the damaged records. 44 Ill. Admin. Code §§4000.40(e).

Links to Web-based Record Management Resources:

Downstate Local Records Commission Meetings

Rules of the Downstate Local Records Commission (44 Ill. Admin. Code Part 4000)

Local Records Act (50 ILCS 205/)

Local Records Disposal Certificate

Managing Social Media & the State and Local Records Acts: A Quick Guide for Social Media Policy and Management (Ill. Secretary of State)

LEGAL REF.: Federal Rules of Civil Procedure, Rules 16, 26 and 37.
5 ILCS 140/, Freedom of Information Act.
50 ILCS 205/, Local Records Act.
105 ILCS 10/, Ill. School Student Records Act.
815 ILCS 530/, Personal Information Protection Act.
820 ILCS 40/~~.~~, Ill. Personnel Record Review Act.
44 Ill. Admin. Code Part 4000, Local Records Commission.

Administrative Procedure ~~/~~ - General Personnel - Interview Questions

Anti-discrimination laws affect all steps of the employee hiring process. Knowledge of the characteristics on which these laws prohibit inquiry is especially critical when conducting interviews. Any employer that asks applicants to record video interviews and uses an artificial intelligence analysis of the applicant-submitted videos must comply with the Artificial Intelligence Video Interview Act, 820 ILCS 42/. Sloppy interview practices can result in the appearance of illegal discrimination or even actual discrimination.

Interviewers should avoid seeking information that will not be used to make an employment decision. Assume that a rejected applicant may believe that all information acquired was used. The District, if challenged, must explain why it asked for the information – a very difficult task when the information involves race, sex, religion, age, disability, etc. Information needed for insurance, tax, social security, or similar purposes should be obtained after employment. The following list of protected characteristics may not be complete because of the rapidly changing nature of discrimination laws.

Protected Status	Do not ask	Permissible to ask
Race and color	▪ What race are your parents?	
Alienage, ancestry, national origin, nationality, and citizenship status (provided the individual is authorized to work in the U.S.), work authorization status	▪ In what country were you born? ▪ In what country were your parents born? ▪ Are you a naturalized citizen? ▪ Do you have proof that you are authorized to work in the U.S?	▪ Are you legally authorized to work in the United States? ▪ What languages do you read, speak, or write fluently?
Marital status or family responsibilities	▪ Are you married? Single? Divorced? Engaged? ▪ Are you living with someone? ▪ Would your spouse move with you if you got this position? ▪ What is your maiden name? ▪ Are you a caregiver for a family member?	
Gender, including parent and pregnancy status, and reproductive health decisions	▪ What are your future family plans? ▪ Are you pregnant or planning to become pregnant? ▪ Are you receiving fertility treatment? ▪ Do you have children? What are their ages? ▪ Do you have child care?	▪ Is there anything that would interfere with regular work attendance? ▪ Are you available to work overtime?
Sexual orientation, including actual or perceived heterosexuality, homosexuality, bisexuality, or gender-related identity	▪ Do you have a spouse or partner - which?	▪ How do you feel about supervising a diverse workplace?

Protected Status	Do not ask	Permissible to ask
Religion or creed	▪ What religious holidays do you celebrate?	▪ We need you to work on [insert days]. Are you available to work those days?
Age	▪ When do you plan to retire? ▪ ~~-~~When do you plan to collect your pension?	▪ What are your long-term career goals?
Military status	▪ Will you miss work because you are a member of a U.S. Reserve unit, such as, Army Reserve or Marine Corps Reserve, or a member of a National Guard unit?	▪ How does your military training or experience prepare you for this job?
Unfavorable discharge from military service	▪ Under what circumstances were you discharged from the service?	
Use of lawful products during non-working hours	▪ Do you smoke or use tobacco or cannabis products during non-working hours? ▪ Do you consume alcoholic beverages during non-working hours?	▪ Have you been disciplined by an employer for violating its rules forbidding the use of alcohol or tobacco or cannabis products?
Arrest record Conviction that is not on the School Code's list of disqualifying convictions	▪ Have you ever been arrested? ▪ Spent time in jail? **NOTE** The Job Opportunities for Qualified Applicants Act, 820 ILCS 75/, amended by P.A. 104-2, prohibits an employer from asking about a criminal record until the employer determines that the applicant is qualified for the position; however, this does not apply when employers are required to exclude applicants with certain criminal convictions from employment. Thus, school employers should limit their requests for criminal convictions to job-disqualifying convictions.	▪ Have you ever been convicted of attempting to commit, conspiring to commit, soliciting, or committing any crime in the following list? (1) any ~~sex~~ offense ~~or drug offense, as defined~~ listed in Section 21B-80(a) of the School Code, (2) first degree murder or any Class X felony, or (3) any offense committed or attempted in any other state or against the laws of the United States that, if committed or attempted in this State, would have been punishable as one or more of the foregoing offenses. 105 ILCS 5/21B-80.~~, amended by P.A.s 101-531 and 102-552.~~ Consult with the Attorney for the District if the District wants to ask candidates about disqualifying convictions before the job

Protected Status	Do not ask	Permissible to ask
		offer state, due to Ill. Dept. of Human Rights guidance on 775 ILCS 5/2-103.1, ~~added by P.A. 101-656,~~ at: https://dhr.illinois.gov/conviction-record-protection-frequently-asked-questions.html. ~~www2.illinois.gov/dhr/Pages/Conviction_Record_Protection_Frequently_Asked_Questions.aspx.~~ See Board Policy 5.30, *Hiring Process and Criteria*, at f/n 6 for additional explanation.
Use of lawful products during non-working hours	▪ Do you smoke or use tobacco products during non-working hours? ▪ Do you consume alcoholic beverages during non-working hours?	▪ Have you been disciplined by an employer for violating its rules forbidding the use of alcohol or tobacco products?
Genetic information	▪ What were the results of any diagnostic, predictive, or pre-symptomatic genetic testing that you've had?	▪ See section on *disability* below.
Whether applicant has ever filed a claim or received benefits under the Illinois Workers' Compensation Act or Workers' Occupational Diseases Act	▪ Have you ever filed a claim or received benefits under the Illinois Worker's Compensation Act or Workers' Occupational Disease Act?	
Credit history/report, unless the Employee Credit Privacy Act permits a satisfactory credit history to be a job requirement, such as, the position's duties include custody of or unsupervised access to cash or marketable assets value~~d~~ds at $2,500 or more. 820 ILCS 70/10(b).	Unless specifically permitted, do not ask: ▪ Do you have a good credit score? ▪ Have you been denied a credit card within the last 5 years? ▪ Have you ever filed bankruptcy?	▪ How long have you lived at your current address?
Wage or salary history, including benefits or other compensation, unless: the applicant's wage or salary history is a matter of public record, or is contained in a	What is your current wage/salary? What was your previous wage/salary?	This position provides the following wage/salary, benefits, and compensation: [insert details]. Does that meet your expectations?

Protected Status	Do not ask	Permissible to ask
document completed by the applicant's current or former employer and then made available to the public by the employer, or then submitted or posted by the employer to comply with State or federal law; or the applicant is a current employee applying for a position with the same current employer. 820 ILCS 112/10, amended by P.A. 103-539.~~1-177.~~ For further discussion, see f/n 19 in Board P~~p~~olicy 5.30, *Hiring Process and Criteria*.	What benefits or other compensation do you currently receive? What benefits or other compensation did you previously receive? What was your highest paid position? This position pays $X; is that more or less than what you are making now? Have you ever filed a complaint with the Ill. Dept. of Labor regarding a job posting?	What are you looking for in terms of wage/salary, benefits, and other compensation for this position?
Victim of domestic violence or being protected un an order of protection	Have you ever requested a restraining order or order of protection against your spouse or other person?	

Disability

Inquiries that are likely to elicit information about a disability, before a bona fide job offer is made, are prohibited. Inquiries about the ability to perform job functions that do not ask about disabilities are permissible.

Protected Status	Do not ask	Permissible to ask, provided all applicants are asked
Disability	▪ Have you had any recent illnesses or operations? ▪ Do you have AIDS? ▪ Do you have asthma? ▪ Do you have a disability which would interfere with your ability to perform the job? ▪ How many days were you sick last year? ▪ Have you ever filed for Workers' Compensation? ▪ Have you ever been injured on the job? ▪ How much alcohol do you drink each week? ▪ Have you ever been treated for alcohol problems? ▪ Have you ever been treated for mental health needs?	▪ Can you perform the functions of this job (essential and/or marginal), with or without reasonable accommodation? ▪ Please describe or demonstrate how you would perform these functions (essential and/or marginal)? ▪ Have you ever been disciplined (oral or written reprimand, suspension or termination) for attendance violations or problems? ▪ Are you a current user of illegal drugs? ▪ Do you have the required licenses to perform this job?

	▪ What prescription drugs are you currently taking?	

Administrative Procedure ~~/~~ - General Personnel - Investigations

Immigration Investigation~~s~~

All newly hired employees must complete section one of the U.S. Citizenship and Immigration Services Form I-9 (Form I-9) no later than three business days following their first working day (Immigration Reform and Control Act, 8 U.S.C. §1324a, 8 C.F.R. §274a.2). See: www.uscis.gov/i-9. If an individual is unable to provide the required documents to complete it, the individual may present a receipt for the application of the required documents within three days of the hire. The individual must then present the required documents within 90 days of the hire. The Superintendent or designee completes section two of the Form I-9 and confirms the employee's information.

If the Employment Eligibility Verification System (E-Verify) is used to complete Form I-9, the Superintendent or designee will review the Ill. Dept. of Labor's website and its E-Verify factsheet, available at: https://labor.illinois.gov/content/dam/soi/en/web/idol/laws-rules/legal/documents/e-verification-facts-poster.pdf. If the District contends that there is a discrepancy in an employee's employment verification information, follow the procedures required by the Right to Privacy in the Workplace Act, 820 ILCS 55/14,~~2, amended~~ added by P.A. ~~103-879~~104-455.~~, and 55/13, added by P.A. 103-879, eff. 1-1-25.~~

The completed Form I-9 shall be maintained in a file separate from other personnel records in order to prevent unauthorized review of personnel files. The Form I-9 shall be retained for a period of three years after the date of hire or one year after individual employment is terminated, whichever is later.

Fingerprint-based Criminal History Records Information (CHRI) Check (105 ILCS 5/10-21.9, amended by P.A.103-154)~~2-702)~~

A fingerprint-based criminal history records information check must be initiated prior to employment, but the District may permit the individual to be hired and begin employment pending its outcome. ~~See *Criminal History Information (CHRI) Checks for Certified and Non-certified School Personnel* at: www.isbe.net/Documents/guidance_chr.pdf.~~ See Administrative Procedure 5.30-AP4, *Fingerprint-Based Criminal History Record Information*, for procedures regarding the handling of sensitive CHRI provided through the Federal Bureau of Investigation's national databases.

A *complete criminal history records check* pursuant to 105 ILCS 5/10-21.9, amended by P.A. 103-154, consists of:

1. Fingerprint-based checks through (a) the Ill. State Police (ISP) for ~~criminal history records information (~~CHRI~~)~~ pursuant to the Ill. Uniform Conviction Information Act (20 ILCS 2635/), and (b) the Federal Bureau of Investigation (FBI) national crime information databases pursuant to the Adam Walsh Child Protection and Safety Act (Pub .L. 109-248),

2. *A check of the Ill. Sex Offender Registry (see the Sex Offender Community Notification Law, 730 ILCS 152/ et seq.), and

3. *A check of the Murderer and Violent Offender Against Youth Registry (see the Murderer and Violent Offender Against Youth Registration Act, 730 ILCS 154/75 - 154/105).

*These checks must be conducted by the District once every five years that an individual remains employed by the District. 105 ILCS 5/10-21.9(a-5), (a-6).~~, amended by P.A.102-552.~~

See also Board Policy 4.175, *Convicted Child Sex Offender; Screening; Notifications*, and Administrative Procedure 4.175-AP1*, Criminal Offender Notification Laws; Screening*. **Important**: 20 ILCS 2630/5.2 outlines how an individual may petition to have an arrest record expunged by the arresting authority and the records of the arrest sealed by the circuit court clerk. It also details offenses for which an individual cannot have his or her conviction sealed.

Note: The following criminal history records check guides ~~is~~are ~~also~~ available:

Guide to Understanding Criminal History Record Check Information is available at: https://dph.illinois.gov/content/dam/soi/en/web/idph/files/forms/background-check-guide-071817.pdf.

~~1. Ill. State Board of Education non-regulatory guidance document, Criminal History Records Information (CHRI) Checks for Certified and Non-certified School Personnel, at: www.isbe.net/Documents/guidance_chr.pdf.~~

The following individuals are responsible for the actions listed:

Applicant - Each applicant for employment in any position (except bus drivers employed by a private student transportation contractor) must provide a written authorization for a complete criminal history records check at the time the applicant~~he or she~~ submits the application.

Individual Student Teaching or beginning a required internship - Each individual student teaching or beginning a required internship must provide written authorization for, and pay the costs of, the student's ~~his or her criminal~~ history records check (including any applicable vendor's fees) prior to participating in any field experiences in the District. See 105 ILCS 5/10-21.9(g).

Superintendent or designee - Note: Add any additional steps to efficiently receive a complete criminal history records check.

1. Fingerprint-Based Criminal History Records Check:

    a. For all applicants, the Superintendent or designee completes the required forms to request the criminal history records checks from an appropriate ISP or LiveScan vendor. When the applicant is a successful superintendent candidate who has been offered employment by the Board, the ~~School~~ Board President shall ensure that these checks are completed. This may include submitting the applicant's name, sex, race, date of birth, social security number, fingerprint images, and other identifiers to the ISP and FBI on the forms prescribed by each agency.

    b. The Superintendent or designee, or when the applicant is a successful superintendent candidate who has been offered employment by the Board, the Board President, will provide the applicant with a copy of the ISP and FBI reports. Required by 105 ILCS 5/10-21.9(b) and 20 ILCS 2635/7. The applicant has the obligation and responsibility to notify the District within seven (7) working days if information in the report furnished by the ISP is inaccurate or incomplete. Id.

    c. The Superintendent or designee notifies the State Superintendent of Education in writing within 15 business days when a CHRI returns a *conviction* of a crime set forth in 105 ILCS 5/21B-80. 105 ILCS 5/10-21.9(e)~~, and:~~ The Superintendent or designee also:

i. Makes a preliminary determination that the applicant will be disqualified based on a *conviction record* when: (1) the District is prohibited by 105 ILCS 5/10-21.9, amended by P.A. 103-154, from employing the individual because the conviction is an offense listed in 105 ILCS 5/21B-80~~, amended by P.A. 102-552~~; (2) there is a *substantial relationship* between one or more of the previous criminal offenses and the employment sought or held; or (3) the employment would involve an *unreasonable risk* to property or to the safety or welfare of specific individuals or the general public.

Conviction record means information indicating that a person has been convicted of a felony, misdemeanor or other criminal offense, placed on probation, fined, imprisoned, or paroled pursuant to any law enforcement or military authority. 775 ILCS 5/1-103(G-5). It includes the results of a *complete criminal history records check* conducted pursuant to 105 ILCS 5/10-21.9, amended by P.A. 103-154.

Substantial relationship means a consideration of whether a job position offers the opportunity for the same or a similar offense to occur and whether the circumstances leading to the conduct for which the person was convicted will recur in the position. 775 ILCS 5/2-103.1(A).

To determine whether an applicant is disqualified based on a *substantial relationship* or *unreasonable risk*, considers the following factors: (1) length of time since the conviction; (2) number of convictions that appear on the conviction record; (3) nature and severity of the conviction and its relationship to the safety and security of others; (4) the facts or circumstances surrounding the conviction; (5) the age of the employee at the time of the conviction; and (6) evidence of rehabilitation efforts. 775 ILCS 5/2-103.1(B). See also Ill. Dept. of Human Rights (IDHR) *Conviction Record Protection – Frequently Asked Questions* (March 2021), at: https://dhr.illinois.gov/conviction-record-protection-frequently-asked-questions.html.

ii. When the applicant's conviction record disqualifies ~~him/her/them~~the applicant, notifies the applicant of the preliminary decision in writing. The written notice shall contain: (1) the disqualifying convictions that are the basis for the preliminary decision and the District's reasoning for the disqualification; (2) a copy of the *complete criminal history records check* conducted pursuant to 105 ILCS 5/10-21.9, amended by P.A. 103-154; and (3) an explanation of the applicant's right to submit evidence challenging the accuracy of the conviction record that is the basis for the disqualification within seven (7) working days of the applicant's receipt of the copy of the conviction record if the applicant wishes to dispute the accuracy of the conviction record and/or submit evidence in mitigation, such as rehabilitation. 775 ILCS 5/2-103.1(C)(1) and (2). See Exhibit 5.30-AP2, E1, *Notice of Preliminary Hiring Decision Based on Conviction Record*, for a sample letter template.

Note: Evidence of rehabilitation may include education, training, stable employment, family and community involvement, and recovery from substance abuse. For more information, see *EEOC Enforcement Guidance on the Consideration of Arrest and Conviction Records in Employment Decision under Title VII of the Civil Rights Act*, at: www.eeoc.gov/laws/guidance/enforcement-guidance-consideration-arrest-and-conviction-records-employment-decisions.

iii. When the final decision disqualifies the applicant based on the conviction record, provides a second written notice to the applicant that contains: (1) notice of the disqualifying conviction(s) that are the basis for the final decision and the District's reasoning for the disqualification; (2) any existing procedure the employer has for the applicant to challenge the decision or request reconsideration (this is not required); and (3) the right to file a charge with the IDHR. 775 ILCS 5/2-103.1(C)(3). See Exhibit 5.30-AP2, E2, *Notice of Final Hiring Decision Based on Conviction Record*, for a sample letter template.

d. The Superintendent or designee, or as applicable the entity that provides background checks for public schools, notifies the State Superintendent of education in writing within 10 business days after receiving information of a *pending* criminal charge for an offense set forth in 105 ILCS 5/21B-80. Required by 105 ILCS 5/10-21.9(e).

Note: For substitute teachers, the Superintendent will need to ensure that the~~ir~~ District performs these checks. Contact the Attorney for the District and/or ISBE regarding the validity of a *certificate of authorization*, if a substitute teacher presents one.~~ From 1-1-11 through 7-1-11, the Regional Superintendent was allowed to issue *certificates of authorization* to substitute teachers. Issuance of a *certificate of authorization* was proof that the substitute teacher applicant had met all of the requirements to substitute teach in the educational service region; i.e., a fingerprint-based criminal history records check, a physical examination, and a negative tuberculin test. Because P.A. 97-607 deleted *certificates of authorization*, substitute teachers no longer receive them because they no longer exist.~~

e. For individuals student teaching or beginning a required internship, the Superintendent or designee ensures that the individual completes the required forms, authorizations, and provides payment to the District for the costs of completing a complete criminal history records check prior to student teaching or beginning a required internship (105 ILCS 5/10-21.9(g), and Board P~~p~~olicy 5.260, *Student Teachers*).~~ For more information, see also ISBE's non-regulatory guidance document, *Criminal History Records Information (CHRI) Checks for Certified and Non-certified School Personnel*, available at: www.isbe.net/Documents/guidance_chr.pdf.~~

2. Screen of the Statewide offender databases upon hire and every five years thereafter that an individual remains employed by the District. 105 ILCS 5/10-21.9(a-5), (a-6).~~, amended by P.A.s 102-552.~~ The Superintendent or designee, or when the applicant is a successful superintendent candidate who has been offered employment by the Board, the Board President, performs a screen for each applicant of:

   a. The Statewide Sex Offender Registry, https://sor.isp.illinois.gov/sorpublic/, ~~https://isp.illinois.gov/SOR/Disclaimer,~~ as authorized by the Sex Offender Community Notification Law (730 ILCS 152/ et seq.), and

   b. The Statewide Child Murderer and Violent Offender Against Youth Registry https://sor.isp.illinois.gov/sorpublic/, ~~https://isp.illinois.gov/MVOAY/Disclaimer,~~ as authorized by the Child Murderer and Violent Offender Against Youth Registration Act (730 ILCS 154/75-154/105).

   The Superintendent or designee, or when the applicant is a successful superintendent candidate who has been offered employment by the Board, the Board President, notifies

the individual if they are ~~he or she is~~ identified in the database as a sex offender. Required by 105 ILCS 5/10-21.9 (a-5), (a-6), and (b). The Superintendent or designee notifies the State Superintendent of Education in writing within 15 business days, when a database screen finds a *registration* for an individual licensed by ISBE. 105 ILCS 5/10-21.9(e).

ISP and FBI - The ISP and FBI furnish records of convictions (until expunged), pursuant to the District's request, to the Board President. **Note**: The ISP and FBI must "furnish, pursuant to a fingerprint-based criminal history records check, records of convictions, until expunged, to the President of the Board…". See 105 ILCS 5/10-21.9(a) and (g), 20 ILCS 2630/3.3, establishes authority for the ISP to collect fees from the District if the Board wishes to participate in a Federal *Rap Back Service*. Rap Back Service is a capability of the FBI's Next Generation Identification (NGI) system that provides authorized agencies notification of criminal activity and, in limited cases, of civil activity, that occurs after the initial processing and retention of criminal or civil transactions, e.g., an initial fingerprint-based criminal history records check. The Board may determine that it wants to participate. Participation includes ISP submitting fingerprints that the District orders to the FBI Rap Back Service to be retained for the purpose of being searched by future submissions to the FBI Rap Back Service. For a student teacher, the report shall be returned to the Superintendent or designee. ~~(see ISBE's non-regulatory guidance document, *Criminal History Records Information (CHRI) Checks for Certified and Non-certified School Personnel*, at: www.isbe.net/Documents/guidance_chr.pdf).~~

Board President - The School Code requires the Board President to keep a conviction record confidential. The information may only be shared between the Board President, the Superintendent or designee, Regional Superintendent (if the check was requested by the District), State Superintendent of Education, State Educator Preparation and Licensure Board, any other person necessary to the hiring decision, the ISP and/or Statewide Sex Offender Registry for clarification purposes, or the Teachers' Retirement System of the State of Illinois (TRS) when the Board learns that a teacher has been convicted of a felony. See 105 ILCS 5/10-21.9(b), 105 ILCS 5/21B-10, amended by P.A. 104-128, and 105 ILCS 5/21B-85, amended by P.A. 103-51.~~2 552.~~

Regional Superintendent - The Superintendent or designee may require the applicant to authorize the Regional Superintendent to conduct the check when an applicant is (1) seeking employment in more than one District simultaneously as (a) a substitute teacher, (b) a concurrent part-time employee, and/or (c) educational support personnel, or (2) the employee works for a contractor holding contracts with more than one d~~D~~istrict. The Regional Superintendent also performs a check of the Statewide Sex Offender Registry, https://sor.isp.illinois.gov/sorpublic/, ~~www.isp.state.il.us/sor,~~ as authorized by the Sex Offender Community Notification Law (730 ILCS 152/115) and the Violent Offender Against Youth Registry, https://sor.isp.illinois.gov/sorpublic/, ~~www.isp.state.il.us/cmvo/,~~ as authorized by the Murderer and Violent Offender Against Youth Registry Act ~~Community Notification Law~~ (730 ILCS 154/7 - 154-105). See 105 ILCS 5/10-21.9 (a-5), (a-6), and (b). ~~, amended by P.A.s 101-72 and 102-552.~~

Contractors - The above requirements for a *complete criminal history records check* apply to all employees and agents of contractors who have direct, daily contact with students. 105 ILCS 5/10-21.9(f). Every contractor with the District shall: ~~-~~ (1) make every employee or agent who will have direct, daily contact with students submit to a complete criminal history records check, (2) confirm that it will make those employees available to the District for the criminal history records check, and (3) submit payment for the costs of the check(s) to the District.

Note: The provisions in 105 ILCS 5/10-21.9(f) and (g)~~,~~ apply to employees of contractors who have "direct, daily contact" with students. To be comprehensive and to eliminate uncertainty, this Procedure and Board Policy 4.175, *Convicted Child Sex Offender; Screening; Notifications*, may require a criminal history records check on *all* employees of contractors who may work in any school

building or on school property. Whether the District uses the comprehensive language or the direct language from the School Code, the District, not the contractor, must perform the background checks. Contractors are not authorized under any State or federal law to: (1) conduct the required criminal history background checks, or (2) see the employee's criminal history furnished by the ISP and the FBI. All contracts should also require the contractor to purchase insurance to cover misconduct by their employees and/or an indemnification clause. Additionally, the Superintendent or designee should check its own insurance coverage to determine whether employees of contractors are covered. See also Board Policy 4.175, *Convicted Child Sex Offender; Screening; Notifications*, and Administrative Procedure 4.60-AP3, *Criminal History Records Check of Contractor Employees*, for the responsibilities of contractors. Last, if the District has received, within the last year, information that concerns the record of conviction and identification as a sex offender of any contractors' employees, the District must provide the information to another school or school district that requests it. ~~(~~ 105 ILCS 5/10-21.9(f-5)~~)~~. ~~For more information, see ISBE's non-regulatory guidance document, *Criminal History Records Information (CHRI) Checks for Certified and Non-certified School Personnel*, available at: www.isbe.net/Documents/guidance_chr.pdf.~~ Unless notified by the individual named in a criminal history records information (CHRI) request or by the ISP that the information furnished in a CHRI report is inaccurate or incomplete, the District cannot be liable for damages to any person to whom the CHRI pertains for actions it reasonably took in reliance on the accuracy and completeness of the CHRI report. 20 ILCS 2635/7(A)(3).

District - The District complies with 105 ILCS 5/10-21.9, amended by P.A.103-154,~~2-552 and 102-702,~~ and 5/21B-80~~., amended by P.A. 102-552.~~ It will not knowingly employ a person, or allow a person to work or student teach/complete a required internship (105 ILCS 5/10-21.9(g)) on school grounds, who:

1. Has been convicted of any one or more of the following offenses, until seven years following the end of the sentence for the criminal offense:

    a. Those defined in the Cannabis Control Act, 720 ILCS 550/, except 720 ILCS 550/4(a), 550/4(b), 550/4(c), 550/5(a), 550/5(b), and any offense for which the holder of a license is placed on probation under the provisions of 550/10 provided that if the terms and conditions of probation required by the court are not fulfilled, the offense is not eligible for this exception.

    b. Those defined in the Ill. Controlled Substances Act, 720 ILCS 570/100 et seq., amended by P.A. 103-881, except: any offense for which the holder of a license is placed on probation under the provisions of 570/410, amended by P.A.s 103-702, 103-881, and 104-417, provided that if the terms and conditions of probation required by the court are not fulfilled, the offense is not eligible for this exception.

    c. Those defined in the Methamphetamine Control and Community Protection Act, 720 ILCS 646/, except: any offense for which the holder of a license is placed on probation under the provisions of 646/70, amended by P.A. 103-702, provided that if the terms and conditions of probation required by the court are not fulfilled, the offense is not eligible for this exception.

    d. Any attempt to commit any of the offenses listed in (a)-(c) of this section.

    e. Any offense committed or attempted in any other State or against the laws of the United States that, if committed or attempted in Illinois, would have been punishable as one or more of the offenses listed in (a)-(d) of this section.

2. Has been convicted of attempting to commit, conspiring to commit, soliciting, or committing ~~or attempting to commit~~ any one or more of the following offenses:

   a. ~~Attempting to commit, conspiring to commit, soliciting, or committing~~ first-degree murder or any Class X felony.

   b. ~~Attempting to commit, conspiring to commit, soliciting, or committing~~ any offense defined in Article 9 (Homicide) of the Criminal Code of 1961 or the Criminal Code of 2012.

   c. ~~Attempting to commit, conspiring to commit, soliciting, or committing~~ any *sex offense*. Sex offense means any offense defined in:

      i. Sections 11-6 and 11-9 through 11-9.5, inclusive, and 11-30 (if punished as a Class 4 felony) of the Criminal Code of 1961 or the Criminal Code of 2012;

      ii. Sections 11-14.1 through 11-21, inclusive, of the Criminal Code of 1961 or the Criminal Code of 2012;

      iii. Sections 11-23 (if punished as a Class 3 felony), 11-24, 11-25, and 11-26 of the Criminal Code of 1961 or the Criminal Code of 2012; and

      iv. Sections 11-1.20, 11-1.30, 11-1.40, 11-1.50, 11-1.60, 12-4.9, 12-13, 12-14, 12-14.1, 12-15, 12-16, 12-32, 12-33, 12C-45, and 26-4 (if punished pursuant to 26-4(d)(4) or (5)) of the Criminal Code of 1961 or the Criminal Code of 2012.

   c. Any offense committed or attempted in any other state or against the laws of the United States, which if committed or attempted in Illinois, would have been punishable as one or more of the foregoing offenses.

3. Has been found to be the perpetrator of sexual or physical abuse of any minor less than 18 years of age pursuant to proceedings under Article II of the Juvenile Court Act of 1987.

Reporting New Hires

The Superintendent or designee shall timely file an IRS Form W-4 or IDES *New Hire Reporting Form* for each newly hired employee with the Ill. Department of Employment Security. See 820 ILCS 405/1801.1, amended by P.A. 103-343. When the applicant is a successful superintendent candidate who has been offered employment by the Board, the Board President shall ensure either the retiring Superintendent or designee performs the task.

Administrative Procedure ~~I -~~ 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/, amended by P.A. 104-832, eff. 1-1-27. 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 Pp~~p~~olicy 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 5/11-1.50~~9.1A~~) that is alleged to have been perpetrated by school personnel, including a school vendor or volunteer, that occurred either: (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)~~, added by P.A. 101-531~~.

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. 105 ILCS 5/22-85(c). As of March 2020the publication of PRESS Issue 121 (March 2026), ISBE has not identified any persons.~~
Superintendent or designee	Establishes a CAC Coordination Committee (Committee) to operate as a Superintendent committee. See Administrative Procedure 2.150-AP1, *Superintendent Committees*. Consider including: • District Nondiscrimination Coordinator (see Board Policies 2.~~:~~260, *Uniform Grievance Procedure*; and 2.265, *Title IX Grievance Procedure*) • District Safety Coordinator (see Administrative Procedure 4.170-AP1, *Comprehensive Safety and Security Plan,* **Part C, ~~District Safety Coordinator~~Director of Safety and Security and District Safety Team; Responsibilities**) • 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, *Abused and Neglected Child Reporting*) • School personnel • Employees from the accredited CAC that serves the District Chairs and convenes Committee meetings for the purpose of implementing the **Alleged Incidents of Sexual Abuse; Investigations** subhead of Board Policy 5.90, *Abused and Neglected Child Reporting*. The CAC Coordination Committee will coordinate the interaction between school personnel and a student after an alleged incident of sexual abuse is reported including supportive measures for the student and safety concerns. **Note:** To achieve the minimum requirement of State law that the District coordinate with its local CAC, this procedure establishes an administrative committee. Establishing a committee provides a best practice for aligning with governance principles and examining implementation issues specific to each individual school district and the CACs that serve each district. While smaller school districts, e.g., one-building districts, may be able to implement a program through one meeting, larger school districts will likely require the uniform coordination this Committee provides. Informs the School Board of the Committee's progress and needs by adding information items to the Board's agendas as needed.

Actor	Action
	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(b-25), added by P.A. 103-542~~, eff. 1-1-24 and operative 7-1-24~~, 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: 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. At a minimum, school personnel must be trained to understand, provide information and referrals, and address issues pertaining to such students. 4. Procedures for responding to incidents of teen dating violence that take place at school, on school grounds, at school-sponsored activities, or in vehicles used for school-provided transportation as outlined in 105 ILCS 5/27-240~~110/3.10~~.
School Personnel	Upon suspecting or receiving knowledge of an alleged incident of sexual abuse, shall perform each of the following (105 ILCS 5/22-85(c)): 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. Prepare an internal ~~Follow directions given by DCFS concerning filing a~~ written report documenting your report to DCFS~~within 48 hours with the nearest DCFS field office. 325 ILCS 5/7~~. The written report shall include, ~~if known,~~ each of the following: a. The name ~~and address~~ of the child, ~~his or her~~the ~~parents/guardians, or other persons having custody~~; b. The ~~child's age~~date and time of the report to DCFS, the first name and last initial of the DCFS hotline employee receiving the call, and the intake number;

Actor	Action
	~~c.~~ The ~~child's condition, including any evidence of previous injuries or disabilities; and~~ ~~d.~~c. ~~Any other~~ information ~~that the reporter believes may be helpful~~reported to DCFS ~~for its investigation~~. 3. Promptly notify the Superintendent or Building Principal that a report to DCFS has been made~~.~~; and ~~3.~~4. Participate in the CAC's multidisciplinary investigation when the CAC deems such participation appropriate (55 ILCS 80/4(c)(1)(viii), amended by P.A. 104-832, eff. 1-1-27).
Superintendent or Building Principal	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. Notifies the District's Nondiscrimination Coordinator of the reported alleged incident of sexual abuse.
DCFS and/or Appropriate Law Enforcement Agency	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 CAC serving the District. 105 ILCS 5/22-85(d). **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.
CAC	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). 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: 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 appropriate school personnel or Board members, and a contact person for questions regarding the protocol. 105 ILCS 5/22-85(e)(2).
Nondiscrimination Coordinator	Upon being notified of the reported alleged incident of sexual abuse by the Superintendent or Building Principal, shall: Open and conduct the District's investigation into the alleged incident of sexual abuse in accordance with Board Policy 7.20, *Harassment of Students Prohibited*. 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.

Actor	Action
	If DCFS/law enforcement investigation is not opened, stops using this procedure and continues the District's investigation in accordance with Board P~~p~~olicy 7.20, *Harassment of Students Prohibited*. **If DCFS/law enforcement investigation is opened, continues with the following steps.** Notes the date DCFS/law enforcement opened its investigation and sets a reminder for 15 calendar days after it. **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. 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: 1. Continues the District's investigation, which may include interviewing the alleged witnesses and/or the alleged perpetrator. 2. May request information from the alleged victim or ~~his or her~~the alleged victim's parent/guardian to ensure ~~his or her~~the alleged victim's safety and well-being at school during the investigations. 105 ILCS 5/22-85(f). 3. Refrains from interviewing the alleged victim until after the CAC completes its forensic interview. 105 ILCS 5/22-85(f). 4. Upon request, must inform DCFS/law enforcement investigators of any evidence it has gathered, ~~as~~ to the extent permitted by federal or State law. 105 ILCS 5/22-85(f). **Note:** Evidence gathered by the Nondiscrimination Coordinator during the District's investigation may be confidential under the Ill.~~inois~~ 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 DCFS and/or law enforcement and conditions that must be met prior to disclosure**. Schedule regular follow-up calls with the CAC to inquire about the status of the forensic interview of the alleged victim.
CAC	Informs the Nondiscrimination Coordinator that:

Actor	Action
	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 has determined a forensic interview will not be conducted. 105 ILCS 5/22-85(g), (h).
Nondiscrimination Coordinator	If the electronic recording of the forensic interview of the alleged victim is available for viewing: 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 appropriate school personnel or Board members to view the forensic interview (105 ILCS 5/22-85(h)); and **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). 2. Views the electronic recording of the forensic interview. 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.
CAC	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).
Nondiscrimination Coordinator	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. Id. 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). 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).

Agency and Law Enforcement Requests

The District recognizes the right of every student to equal access to a free public education under State and federal law, consistent with Board Policy 7.10, *Equal Educational Opportunities*. District administrators and staff stand *in loco parentis* when government agency and law enforcement agency requests occur at school.

Immigration Status Considerations

No student shall be denied an education based on the student's, or their parent's/guardian's, actual or perceived citizenship or immigration status. Based on such status, the District will not:

1. Exclude a student from participating in, or deny them the benefits of, any District program or activity.

2. Use policies or procedures or engage in practices that have the effect of excluding a student from participating in or denying the benefits of any District program or activity.

3. Use policies or procedures or engage in practices that have the effect of excluding participation of a student's parent/guardian from District parental engagement activities or programs.

4. Threaten to disclose information related to the actual or perceived citizenship or immigration status of a student or a person associated with the student to any other person, entity, or immigration or law enforcement agency.

5. Disclose information related to the perceived citizenship or immigration status of a student or a person associated with the student to any other person, entity, or immigration or law enforcement agency if the District does not have direct knowledge or the student's or associated person's actual citizenship or immigration status, subject to the requirements of 105 ILCS 5/22-~~105~~106(c)(3).

6. Disclose information related to the actual citizenship or immigration status of a student of a person associated with the student to any other person or nongovernmental entity if the District has direct knowledge of the student's or associated person's actual citizenship status, subject to the requirements in 105 ILCS 5/22-~~105~~106(c)(3).

Responding to Agency and Law Enforcement Requests

The Superintendent or designee shall develop procedures to manage requests by ~~agency officials~~government agencies or law enforcement agencies ~~to interview~~regarding students at school. Procedures will:

1. Recognize individual student rights and privacy;

2. Recognize the potential impact the release of information or an interview may have on an individual student;

3. Minimize potential disruptions;

4. Foster a cooperative relationship with government agencies and law enforcement agencies; and

5. Maintain discipline and recognize that school employees stand in the relationship of parents/ ~~and~~ guardians to the students during the school day;

6. Comply with State law including, but not limited to, ensuring that before an outside law enforcement agent, school resource officer, or other school security person detains and questions on school grounds a student under 18 years of age who is suspected of committing a criminal act, the Superintendent or designee will:

   a. Notify or attempt to notify the student's parent/guardian and document the time and manner in writing;

   b. Make reasonable efforts to ensure the student's parent/guardian is present during questioning or, if they are not present, ensure that school employees (including, but not limited to, a school social worker, psychologist, nurse, counselor, or any other mental health professional) are present during the questioning; and

   c. If practicable, make reasonable efforts to ensure a trained law enforcement officer to promote safe interactions and communications with the student is present during questioning.

7. ~~-~~Manage reviewing and authorizing requests from outside law enforcement agents attempting to enter a school or school facility, in accordance with the requirements of 105 ILCS 5/22-~~105~~106(c)(4).

LEGAL REF.: U.S. Constitution, Amend. IV.
8 U.S.C. §1373 and §1644.
Plyer v. Doe, 457 U.S. 202 (1982).
Ill. Constitution, Art. I, §6.
105 ILCS 5/10-20.64, 5/22-88, 5/22-106, and 5/24-24.
55 ILCS 80/, Children's Advocacy Center Act.
325 ILCS 5/, Abused and Neglected Child Reporting Act.
720 ILCS 5/31-1 et seq., Interference with Public Officers Act.
725 ILCS 120/, Rights of Crime Victims and Witnesses Act.

CROSS REF.: 2.160 (District Legal Services), 2.260 (Uniform Grievance Procedure), 2.270 (Discrimination and Harassment on the Basis of Race, Color and National Origin Prohibited), 5.90 (Abused and Neglected Child Reporting), 7.10 (Equal Educational Opportunities), 7.130 (Student Rights and Responsibilities), 7.140 (Search and Seizure), 7.190 (Student Behavior)

Adopted: July 9, 1997
Reviewed: November ~~2025~~2026
Amended: December 17, 2025

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~~22-110 of the *School Code* (105 ILCS 5/~~27-23.7~~22-110)

Artificial intelligence means a machine-based system that, for explicit or implicit objectives, infers, from the input it receives, how to generate outputs such as predictions, content, recommendations, or decisions that can influence physical or virtual environments. *Artificial intelligence* includes generative artificial intelligence.

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, posting or distributing sexually explicit images, 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*. *Cyber-bullying* also includes the posting or distribution of an unauthorized digital replica by electronic means if the posting or distribution creates any of the effects enumerated in the definition of *bullying*.

Digital replica means a newly created, electronic representation of the identity of an actual individual created using a computer, algorithm, software, tool, artificial intelligence, or other technology that is fixed in a sound recording or audiovisual work in which that individual did not actually perform or appear and that is so realistic that a reasonable observer would believe it is a performance by the individual being portrayed and no other individual.

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.

Unauthorized digital replica means the use of a digital replica of an individual without the consent of the depicted individual.

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.

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, Title IX 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.

Nondiscrimination Coordinator, Title IX Coordinator, and Complaint Manager:	Name: Address: Email: Telephone:	M. Curt Richardson 1809 W. Hovey Ave. Normal, IL 61761 richardmc@unit5.org (309) 557-4082
Complaint Managers:	Name: Address: Email: Telephone:	Heather Rogers 1809 W. Hovey Ave. Normal, IL 61761 rogersh@unit5.org (309) 557-4041
	Name: Address: Email: Telephone:	Dr. Kristal Shelvin 1809 W. Hovey Ave. Normal, IL 61761 shelvik@unit5.org (309) 557-4035
	Name: Address: Email: Telephone:	Dr. Brandon Caffey 1809 West Hovey Ave. Normal, IL 61761 caffeyb@unit5.org (309) 557-4027

4. Consistent with federal and State laws and rules governing student privacy rights, the parent(s)/guardian(s) of all students involved in an alleged incident of bullying will be notified of such, along with threats, suggestions, or instances of self-harm determined to be the result of bullying, within 24 hours after the school's administration is made aware of the student's involvement in the incident. As appropriate, the school's administration shall also discuss 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 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 Board 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 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. 2.270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*. Any person may use this policy to complain about discrimination or harassment on the basis of race, color, or national origin in violation of Title VI of the Civil Rights Act of 1964 and/or the Illinois Human Rights Act.

d. 6.60, *Curriculum Content.* Bullying prevention and character instruction is provided in all grades in accordance with State law.

e. 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.

f. 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.

g. 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).

h. 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.

i. 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.

j. 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), 5/22-110, and 5/24-24.
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 Grievance Procedure), 2.270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 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), 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)

Communicable and Chronic Infectious Disease

A student with or carrying a communicable and/or chronic infectious disease has all rights, privileges, and services provided by law and the Board's policies.

The Superintendent or designee will develop procedures to safeguard these rights while managing health and safety concerns.

LEGAL REF.: 105 ILCS 5/10-21.11.
~~410 ILCS 315/2a.~~
23 Ill. Admin. Code §§1.610 and 226.300.
77 Ill. Admin. Code Part 690, Control of Notifiable Diseases and Conditions Code.
~~Individuals With Disabilities Education Act,~~ 20 U.S.C. §1400 et seq., Individuals With Disabilities Education Act.
~~Rehabilitation Act, Section 504,~~ 29 U.S.C. §794(a), Rehabilitation Act of 1973, Section 504.

CROSS REF.: 2.150 (Committees), 5.40 (Communicable and Chronic Infectious Disease)

~~ADMIN. PROC.: 5.40-AP1, 7.280-AP1, 7.280-E1, 7.280-E2, 7.280-E3~~

Adopted: August 9, 1988
Reviewed: November 2026~~February 2016~~
Amended: March 16, 2016

Administrative Procedure – Managing Agency and Outside Law Enforcement Requests

The District responds to all requests from various government agencies and law enforcement agencies regarding access to school property, records, students, and staff. The Attorney for the District should be consulted, as needed, regarding the legal requirements presented by this Administrative Procedure.

The Ill. Council of School Attorneys, with participation from the DuPage County State's Attorney's Office and Regional Superintendent of Schools, developed *Guidelines for Interviews of Students at School by Law Enforcement Authorities (ICSA Guidelines)* to assist law enforcement agencies and school officials in determining when it is appropriate for law enforcement agencies or the Ill. Dept. of Children and Family Services to interview students at school or while participating in school-related activities. The document is available at: https://www.iasb.com/policy-services-and-school-law/guidance-and-resources/guidelines-for-interviews-of-students/.

Use this procedure to implement 105 ILCS 5/22-~~105~~106(c)(4), added by P.A. 104-0288~~, eff. July 1, 2026~~, for reviewing and authorizing requests from government agencies and/or outside law enforcement agents attempting to enter a school or school facility, in particular requests relating to citizenship or immigration status. Use the *ICSA Guidelines* and this procedure in consultation with the ~~Board~~ Attorney for the District to customize the District's response to any agency or law enforcement requests.

The topics outlined in this Administrative Procedure include: Glossary of Terms; Procedures, Roles, and Responsibilities; and Training.

Glossary of Terms

Citizenship or immigration status - means all matters regarding citizenship of the United States or any other country or the authority or lack thereof to reside in or otherwise to be present in the United States, including an individual's nationality and country of citizenship.

Outside law enforcement agent - means an agent of federal, State, or local law enforcement authorized with the power to arrest or detain individuals or manage the custody of detained individuals for a law enforcement purpose, including civil immigration enforcement. Law enforcement agent does not include a School Resource Officer (SRO) as defined in 105 ILCS 5/10-20.68 and below.

Nonjudicial warrant - means a warrant issued by a federal, State, or local agency authorized with the power to arrest or detain individuals or manage the custody of detained individuals for any law enforcement purpose, including civil immigration enforcement. *Nonjudicial warrant* includes an immigration detainer or civil immigration warrant as defined in the Illinois TRUST Act. *Nonjudicial warrant* does not include a criminal warrant issued upon a judicial determination of probable cause, in compliance with the requirements of the Fourth Amendment to the U.S. Constitution and Section 6 of Article I of the Ill. Constitution.

~~*Prevailing party* includes any party: (1) who obtains some of their requested relief through a judicial judgment in their favor; (2) who obtains some of their requested relief through a settlement agreement approved by the court; or (3) whose pursuit of a non-frivolous claim was a catalyst for a unilateral change in position by the opposing party relative to the relief sought.~~

School - means every public school, school district, and governing body, including a special charter district or charter school, organized under this Code, and its agents, including a contracted party.

School resource officer (SRO) - means a law enforcement officer who has been primarily assigned to a school or the District under a memorandum of understanding between a law enforcement agency and the District.

Procedures, Roles, and Responsibilities

Actor	Action
Superintendent	Ensures the District does not use procedures or engage in practices that, due to the actual or perceived citizenship or immigration status of a student or a student's parent/guardian, have the effect of: 1. Excluding a student from participation in, or denying the benefits of, any District program or activity. 2. Excluding participation of the student's parent/guardian from parental engagement activities or programs. Examples of prohibited practices include, but are not limited to: requesting or collecting information or documentation from a student or the student's parent/guardian about citizenship or immigration status unless required by State or federal law; and designating immigration status, citizenship, place of birth, nationality, or national origin as directory information. Ensures the District does not: 1. Threaten to disclose anything related to the actual or perceived citizenship or immigration status of a student or a person associated with the student to any other person or entity or an immigration or law enforcement agency. 2. Disclose anything related to the actual or perceived citizenship or immigration status of a student or a person associated with the student to any other person or entity or an immigration or law enforcement agency if the school does not have direct knowledge of the student's or associated person's actual citizenship or immigration status, subject to applicable State and federal requirements governing the disclosure of such records or information. 3. Disclose anything related to the actual citizenship or immigration status of a student or a person associated with the student to any other person or nongovernmental entity if the District has direct knowledge of the student's or associated person's actual citizenship or immigration status, subject to applicable state and federal requirements governing the disclosures of such records or information. Develops a process for documenting all interactions with outside law enforcement agents while on a school's premises and for monitoring or accompanying agents during the process.

	Reviews current Board policies and administrative procedures to ensure that no discriminatory practices are in place regarding citizenship or immigration status. Ensures that no questions related to citizenship or immigration status are asked during enrollment, unless explicitly required by federal or State law. Prohibits requesting or collecting information or documentation from a student or the student's parent/guardian about citizenship or immigration status, unless required by State or federal law. Determines changes as needed to the District's designation of *directory information* to prevent collection of information relating to immigration status, citizenship, place of birth, nationality, or national origin. Develops a standardized form for documenting law enforcement requests for access to students, school grounds, or records. See Exhibit 7.150-AP1, E1, *Record of Agency and Law Enforcement Requests*. Ensures all such documentation is reviewed by the Attorney for the District and appropriately maintained.

Requests for Access by Outside Law Enforcement Agents

Building Principal or Administrator	Requests the purpose of the outside law enforcement agent's visit. Verifies the outside law enforcement agent's credentials (name, title, badge number, and law enforcement agency or unit) and any legal process, including judicial warrants, nonjudicial warrants, and subpoenas. Records this and the other information needed to complete Exhibit 7.150-AP1, E1, *Record of Agency and Law Enforcement Requests*. Note: Federal law prohibits photocopying or scanning of a federal employee's badge, identification card, or insignia, but notes should be made of the showing of the badge, or giving of a business card, and of any information on the badge without making a scan or copy. Communicates to the outside law enforcement agent that the District is consulting with the Attorney for the District and will respond as soon as possible or with an estimated amount of time if available. If the outside law enforcement agent claims there are exigent circumstances and they are unable to wait (see below). Contacts the Attorney for the District to discuss the request and provides the Attorney for the District with any legal process received from the outside law enforcement agent. The Attorney for the District will determine whether a warrant is a judicial warrant, an Immigration and Customs Enforcement (ICE) administrative warrant, or another administrative agency warrant. If a subpoena is presented seeking student records, the Attorney for the District will direct that the student's parent/guardian be informed immediately.

	Notifies and seeks consent from a student's parent/guardian, or from the student if the student is 18 years old or older or emancipated, prior to allowing access to the student unless such access is in: 1. Compliance with a judicial warrant or subpoena that restricts disclosures of the information to the student's parent/guardian; or 2. Exigent circumstances (see below). If notice to and consent from a student's parent/guardian cannot be made prior to allowing access to the student, the notice should be made as soon as possible unless the outside law enforcement agent requests the parent/guardian not be notified because: 1. There is a risk that notification to the student's parent/guardian may pose imminent danger to the health or safety of the student, other students, school employees, or other persons in the community; or 2. The student's parent(s)/guardian(s) are suspected of serious criminal activity or of co-involvement with the student in criminal activity. Requests by outside law enforcement agents not to notify the parent/guardian should be in writing. Documents attempts to notify the student's parent/guardian. Monitors and accompanies the outside law enforcement agent while on school premises and documents the interaction including any interview. <u>Requests for the District to Comply under Exigent Circumstances</u> If the outside law enforcement agent claims exigent circumstances: 1. Explains to the outside law enforcement agent the District's need to take caution and contact the Attorney for the District as well as to notify the student's parent/guardian. If the agent insists on exigent circumstances, then complies with the agent's request while providing an escort to monitor and accompany the agent; 2. Consults the Attorney for the District immediately; 3. Contacts the student's parent/guardian unless the outside law enforcement agent requests the parent/guardian not be notified because: a. There is a risk that notification to the student's parent/guardian may pose imminent danger to the health

	or safety of the student, other students, school employees, or other persons in the community; or b. The student's parent(s)/guardian(s) are suspected of serious criminal activity or of co-involvement with the student in criminal activity; 4. Documents the outside agent's claim of exigent circumstances. See Exhibit 7.150-AP, E1 *Record of Agency and Law Enforcement Requests*. Outside law enforcement agent access to a student for immigration enforcement purposes is not an exigent circumstance. Examples of exigent circumstances include, but are not limited to the follow instances: 1. There is a risk that delay in access to the student may pose imminent danger to the health or safety of students, school employees, or other persons in the community. In such case, the student's parent/guardian will be contacted as soon as soon as possible once the imminent danger is no longer present. 2. Law enforcement authorities need to act promptly to prevent destruction of evidence of a serious crime, or flight from the jurisdiction by a person suspected of serious criminal activity. <u>Requests to Take a Student into Custody</u> **Consults the Attorney for the District immediately.** No student shall be removed from the school by an outside law enforcement agent without the consent of a parent/guardian, except upon service of a valid warrant of arrest, in cases of warrantless temporary protective custody, or when probable cause for arrest exists. When an outside law enforcement officer has no warrant and asserts that probable cause exists, the Building Principal or designee will inform the outside law enforcement officer that removal of the student from the school should occur through the least disruptive means as possible (i.e. through the shortest, least conspicuous route), as determined by the Building Principal or designee. To minimize disruption, consider offering to have the individual student escorted to the office by a staff member instead. If a parent/guardian is absent, the Building Principal or designee and one other adult witness, selected by the Building Principal or designee, will be present during the removal of the student from the school building. **Note:** A judicial warrant authorizes the agent to enter the school and go directly to the person who is the subject of the warrant. <u>Requests to Question a Student</u>

	Consults the Attorney for the District immediately if a warrant, court order, or subpoena is presented. Notifies the student's parent/guardian of the request unless the outside law enforcement agent requests the parent/guardian not be notified because: 1. There is a risk that notification to the student's parent/guardian may pose imminent danger to the health or safety of the student, other students, school employees, or other persons in the community; or 2. The student's parent(s)/guardian(s) are suspected of serious criminal activity or of co-involvement with the student in criminal activity; or 3. Law enforcement authorities need to act promptly to prevent destruction of evidence of a serious crime, or flight from the jurisdiction by a person suspected of serious criminal activity.~~.~~ At the discretion of the school administration, parents/guardians notified of a request by an outside law enforcement agent to question their student should be given the opportunity to be present unless there are exigent circumstances. If a parent/guardian is absent, the Building Principal or designee should be present during any interview. If questioning is going to take place during school hours, arranges to make a private office location available. Alternatively, asks the agent to wait and arranges a meeting time after school or away from school. Documents all consent granted. <u>Requests for Student Records</u> Informs the outside law enforcement agent that the school does not collect immigration documentation. Explains to the outside law enforcement agent that most student records are confidential under federal and State student records laws and cannot be immediately released. **Note:** Parents/guardians have the right to be informed of all directory information and to opt out of directory information even if the records sought by the law enforcement agent appear to be directory information. Informs the outside law enforcement agent that the District requires time to cross-check the agent's request with the list of students for whom directory information is not available due to opt out by the student's parent/guardian.

	Explains to the outside law enforcement agent that the Attorney for the District is reviewing the matter so that the District may respond in compliance with law.
Attorney for the District	Immediately notifies the Superintendent or designee. Provides legal guidance to Building Principals and Administrators and reviews any legal documentation provided, including judicial warrants, nonjudicial warrants, and subpoenas.
Classroom Teachers	If in a position of responding to an outside law enforcement agent, e.g., while in the front office, at a door as a door monitor, or anywhere on school grounds, follows the procedures for All School Personnel below.
All School Personnel	Refrain from disclosing or threatening to disclose anything related to the actual or perceived citizenship or immigration status of a student or a person associated with the student to any person, entity, or immigration or law enforcement agency, unless directed by the Superintendent, Building Principal, or designee. Respond courteously to an outside law enforcement agent by informing the agent that only an authorized administrator may provide responses to law enforcement requests regarding students, employees, or records. **Note:** Public-facing staff should not speculate or try to answer any of the agent's questions. Inform the outside law enforcement agent that the Building Principal or Administrator will be notified. Call the Building Principal or Administrator using any method available, e.g., telephone, walkie talkie, public announcement system, to request to meet the outside law enforcement agent in a designated location (front office) and escort the agent to that location if necessary. Ask the law enforcement agent to please wait in the designated location. **Note:** This is a complicated determination that may be made by the Superintendent, Building Principal, or designee. A federal law enforcement agent must have certain authorization to enter an area of a school building that is not open to the public, specifically in one of the following ways: A judicial warrant issued by a federal judge or magistrate. Only the Attorney for the District or the Superintendent or designee, in the absence of the Attorney for the District, should verify that such a warrant is presented. Consent from the Superintendent, Building Principal or Administrator, or designee. The Superintendent, Building Principal or Administrator, or designee can grant consent to access the building but is not required to grant consent. Even if consent is granted, the outside law enforcement agent should

	be escorted by a Building Principal or Administrator, or designee at all times. Exigent circumstances, such as risk to public safety or destruction of evidence. If a law enforcement agent states that exigent circumstances exist, document that the officer relied on this standard and allow the agent to proceed with an escort. Call the Superintendent, Building Principal or Administrator, or designee based on the priority list until the Superintendent, Building Principal or Administrator, or designee is found and confirms ability to promptly respond in person to the office in need or communicate with the agent over the phone.

Requests for Access by the Illinois Department of Children and Family Services (DCFS)

Building Principal or Administrator	Follows the Agreed Protocol for Child Abuse and Neglect Reporting by and Between Unit 5 and DCFS adopted by the Board as Exhibit 7.150-E1. Notifies the school resource officer (SRO) or local law enforcement and the Attorney for the District of a DCFS investigator's request to interview a student at school, verify the investigator's name and State of Illinois identification badge, review any papers pertaining to a legal process, and obtain a completed copy of the School Protocol Letter from the investigator. If the DCFS investigator presents a court order, an interview must be allowed. If no court order is presented by DCFS, the Building Principal or designee will allow reasonable access to interview the student. Makes a written record of the DCFS investigator's name, request, and any accompanying paperwork. Coordinates the timing with DCFS and the SRO or local law enforcement of any notifications to the student's parents/guardians that the student is subject to an interview. If the DCFS investigator does not want parent(s)/guardian(s) to be notified or present during the interview, this stipulation should be in writing and signed by the DCFS agent. Interviews will be conducted in a private, interior setting. The Building Principal or designee will be present during the interview and sign a CANTS 23 (non-disclosure form). If circumstances warrant, the student may be removed from school by the DCFS investigator pursuant to the Juvenile Court Act, or if a law enforcement officer or a DCFS investigator assumes temporary protective custody pursuant to the Illinois Abused and Neglected Child Reporting Act. The Building Principal or designee will request that the DCFS investigator/agent or law enforcement officer 1. Sign an appropriate document memorializing that fact before assuming custody; or

	2. Provide permission for the Building Principal or designee to create a copy of the documentation presented authorizing the temporary custody of the student. The person taking or retaining a child in temporary protective custody shall immediately make every reasonable effort to notify the person responsible for the child's welfare and shall immediately notify the Department.

Training

Superintendent	Reviews and approves training for all school personnel based on this procedure. Provides training for all District administrative office personnel on implementation of this procedure.
Building Principal	Provides training for all school personnel on implementation of this procedure. Provides resources and guidance for school personnel in responding appropriately to agency and law enforcement requests, including scenarios.

LEGAL REF.: U.S. Constitution, Amend. IV.
8 U.S.C. §1373 and §1644.
Plyler v. Doe, 457 U.S. 202 (1982).
Ill. Constitution, Art. I, §6.
105 ILCS 5/10-20.64, 5/10-20.68, 5/22-88, 5/22-~~105~~106, and 5/24-24.
55 ILCS 80/1 et seq., Children's Advocacy Center Act.
325 ILCS 5/1 et seq., Abused and Neglected Child Reporting Act.
720 ILCS 5/31-1 et seq., Interference with Public Officers Act.
725 ILCS 120/1 et seq., Rights of Crime Victims and Witnesses Act.

Administrative Procedure - Anaphylaxis Prevention, Response, and Management Program

The following procedure implements Board ~~policy~~ Policy 7.285, *Anaphylaxis Prevention, Response, and Management Program*, which is based upon the Ill. State Board of Education's (ISBE) *Anaphylaxis Response Policy for Schools* (*ISBE Model*), available at: www.isbe.net/Documents/Anaphylactic-policy.pdf (105 ILCS 5/2-3.~~182~~190, amended by P.A. 104-391). The District's Anaphylaxis Prevention, Response, and Management Program is developed and collectively implemented by local school officials, District staff, students and their families, and the community. This administrative procedure contains three sections as follows:

1. Glossary of Terms
2. Anaphylaxis Prevention, Response, and Management Program
3. Individual Allergy Management (Three Phases)
   Phase One: Identification of Students with Allergies
   Phase Two: Plan to Reduce Risk of Allergic Reactions
   Phase Three: Response to Allergic Reactions

Glossary of Terms

The Terms Related to This Model Anaphylaxis Response Policy of the *ISBE Model* (p. 4) is incorporated here by reference. In this procedure, the term **epinephrine ~~injector~~ delivery system** is used in lieu of **epinephrine auto-injector** (*ISBE Model*, p. 4) because that is the term used in the School Code~~, but they have the same meaning~~.

Anaphylaxis - A severe systemic allergic reaction from exposure to allergens that is rapid in onset and can cause death. An anaphylactic reaction can occur up to one to two hours after exposure to the allergen. Common allergens include animal dander, fish, latex, milk, shellfish, tree nuts, eggs, insect venom, medications, peanuts, soy, and wheat.

Anaphylaxis Prevention, Response, and Management Program (Program) - The overall process that the Superintendent and other District-level administrators use to implement Board ~~policy~~ Policy 7~~:~~.285, *Anaphylaxis Prevention, Response and Management Program*, which is based upon the *ISBE Model*.

CDC Guidelines - The *Voluntary Guidelines for Managing Food Allergies in Schools and Early Care and Education Programs*, published by the Centers for Disease Control and Prevention (2013) and available at: ~~www.cdc.gov/healthyschools/foodallergies/pdf/20_316712-A_FA_guide_508tag.pdf~~www.cdc.gov/school-health-conditions/media/pdfs/20_316712-A_FA_guide_508tag.pdf. The CDC Guidelines are referred to in the *ISBE Model* as "a full food allergy and prevention of allergen exposure plan." The CDC Guidelines are focused on the management of food allergies, but they also mention other allergens that may result in anaphylaxis (p. 21).

Individual Allergy Management - The process at the building level used to manage and prevent anaphylaxis. The process identifies: (a) students with allergies, (b) procedures to prevent exposure to known allergens, and (c) appropriate responses to allergic reactions. It is synonymous with the third section in this sample administrative procedure.

Individualized Educational Program/Plan (IEP) - A plan or program developed to ensure that a child who has a disability identified under the law and is attending a public elementary or secondary school receives specialized instruction and related services.

Individual Health Care Plan (IHCP) - A document that outlines an allergic student's needs, and at minimum, includes the precautions necessary for allergen avoidance and emergency procedures and treatments. Its function is similar to a 504 Plan (see below).

Wellness Committee (Committee) – A Superintendent Committee that develops an Anaphylaxis Prevention, Response, and Management Program. It monitors the District's Anaphylaxis Prevention, Response, and Management Program for effectiveness and establishes a schedule for the Superintendent to report information back to the Board once every three years.

504 Plan - A document that outlines an allergic student's needs, necessary accommodations, and individual staff member responsibilities. Its function is identical to an IHCP while also including procedural protections (see above). This Program's procedures implement 504 Plans only. **Important**: Consult the Attorney for the District about whether implementing only 504 Plans is the best method. Many attorneys agree that a 504 Plan is the best (although not universal) practice for a student with a diagnosis of an allergy.

504 Team - A building-level team that implements the phases of Individual Allergy Management in a student's 504 Plan. Insert "IHCP Team" in place of or in addition to "504 Team" if the district will also implement IHCPs. **Note**: If the District implements IHCPs, gathering information, identifying methods to prevent exposure, and assigning staff responsibilities will rely heavily on the Nurse/Designated School Personnel (DSP), not a 504 Team.

Anaphylaxis Prevention, Response and Management Program

This section relies heavily upon District-level administrators to implement the Program even if the District has no students with food or other allergies. 105 ILCS 5/2-3.~~182~~190, amended by P.A. 104-391. This is because identification of students at risk of anaphylaxis cannot be predicted, and it is possible that a student who has not been identified could have his or her first reaction at school. CDC Guidelines, p. 9. This section references the *ISBE Model* and aligns with governance principles so that District-level administrators can: (a) integrate the Program into the District's existing policies and procedures, (b) engage in ongoing monitoring of the Program, (c) assess the Program's effectiveness, and (d) inform the Board about the Program along with recommendations to enhance its effectiveness.

Actor	Action
Wellness Committee	Identify existing policies, procedures and exhibits which affect implementation of the Program, including, but not limited to: 1.20, *District Organization, Operations, and Cooperative Agreements* 2.20, *Powers and Duties of the School Board; Indemnification* 2.240, *Board Policy Development* 4.110, *Transportation* 4.120, *Food Services* 5.100, *Staff Development Program* 5.100-AP1, *Staff Development Program* 6.65, *Student Social and Emotional Development* 6.120, *Education of Children with Disabilities*

Actor	Action
	6.120-AP1, *Special Education Procedures Assuring the Implementation of Comprehensive Programming for Children with Disabilities* 6.240, *Field Trips* 7.180, *Prevention of and Response to Bullying, Intimidation, and Harassment* 7.250, *Student Support Services* 7.270, *Administering Medicines to Students* 7.270-AP1, *Dispensing Medication* 7.270-AP2, *Checklist for District Supply of Undesignated Asthma Medication, Epinephrine Injectors, Opioid Antagonists, and/or Glucagon* 7.270-E1, *School Medication Authorization Form with the Allergy and Anaphylaxis Emergency Plan (AAEP)* 8.100, *Relations with Other Organizations and Agencies*. At least once every three years, recommend to the Superintendent any necessary policy changes that must be brought to the School Board for consideration. See Board ~~policy~~ Policy 2.240, *Board Policy Development*. Recommend to the Superintendent any amendments to administrative procedures. Convene a District-wide meeting with all Building Principals, other appropriate administrative and special education staff, and the Attorney for the District to discuss this Program, the *ISBE Model*, and prepare each individual Building Principal to implement it in his or her building. **Note**: The Attorney for the District will be a necessary participant in the District's efforts to manage anaphylaxis management issues. The Superintendent may want to authorize individual Principals to consult with the Attorney in some circumstances. If so, the Superintendent should outline this process during this meeting. Educate and train all staff by coordinating, through the Superintendent or Building Principals, the required annual in-service training program(s) for staff working with students. The in-service must be conducted by a person with expertise in anaphylactic reaction management ~~and include administration of medication with an auto-injector~~ (105 ILCS 5/10-22.39(~~e~~b-5)(2) added by P.A. 103-542). This training will also be incorporated into new school employee training. **Note:** State law requires the in-service training to be conducted every two years, but the ISBE Model states that schoolwide training be conducted annually, when new employees are onboarded, and when an individual is identified as being at risk. Person with expertise is not defined, but the use of the word expertise suggests that using a lay person to provide training is not appropriate. 23 Ill. Admin. Code 1.540(e)(6) provides a school nurse or physician with knowledge of allergies and anaphylaxis and CPR and AED certification who possesses skill in administering or demonstrating the use of epinephrine injector devices shall certify by written signature that the personnel being trained passed the test required under Section 22-30(h)(7) of the Code. This training should also include (CDC Guidelines, p. 36):

Actor	Action
	• A review of policies and building procedures • An overview of food allergies • Definitions of key terms, including *food allergy*, *major allergens*, *epinephrine*, and *anaphylaxis* • The difference between a potentially life-threatening food allergy and other food-related problems • Signs and symptoms of a food allergy reaction and anaphylaxis (see *ISBE Model*, p. 5) and information on common emergency medications • General strategies for reducing and preventing exposure to allergens (in food and non-food items) • Policies on bullying and harassment and how they apply to children with food allergies • The District's emergency plans, including who will be contacted in the case of an emergency, how staff will communicate during a medical emergency, and what essential information they will communicate Monitor the Program by assessing its effectiveness at least once every three years. Incorporate updated medical best practices into all areas of the Program. Establish a schedule for the Superintendent to report any recommendations to enhance the Program's effectiveness to the Board for consideration.
Building Principal	Inform the school community about the Program by providing the information to students and their parents/guardians. For a sample letter, see www.stlouischildrens.org/sites/legacy/files/2022-09/FAMEToolkit2022-section3-Admin.pdf, p. 14. Inform the school community of the opportunities to better understand food allergy management issues. Implement the Program in the building by meeting with the School Nurse in the building to examine the *ISBE Model*. Identify: Best practices that apply to the conditions in the school building, including classrooms and the cafeteria, as well as on school transportation, at school-sponsored events (including activities before and after school, and field trips), and during physical education/recess to reduce exposure to allergens. See ISBE Model, p.3, and CDC Guidelines, p. 43-45. Items from the actions for School Administrators and Registered School Nurses that apply to the working conditions in the school settings listed immediately above. CDC Guidance, p. 59-64.

Actor	Action
	Educate staff members about the Program and their likely involvement with the daily management of food (or non-food) allergies for individual students (Individual Allergy Management). CDC Guidelines, p. 27-31. Inform staff members about constructive classroom rewards, see: www.actionforhealthykids.org/activity/healthy-active-non-food-rewards/. Identify at least two employees in the building, in addition to the School Nurse, to be trained in the administration of epinephrine by auto-injection. Only *trained personnel* may administer epinephrine to a student believed to be having an anaphylactic reaction. (ISBE Model, p. 6). For training requirements, see 7:270-AP2, *Checklist for District Supply of Undesignated Medication(s)*. Note: Although 105 ILCS 5/22-30 permits any "personnel authorized" under a student's specific individual plan to administer an undesignated epinephrine injector, the ISBE Model makes no such distinction and requires all personnel administering epinephrine (whether prescribed to a student or undesignated) to a student to complete the training required of trained personnel. Annually notify parents/guardians in the student handbook(s) of Board ~~policy~~ Policy 7~~:~~.285, *Anaphylaxis Prevention, Response, and Management Program*, and include the contact information of a staff member who parents/guardians can contact if they have questions about how the policy applies to their child. To increase awareness of the bullying issues faced by students with allergies, consider including information for students and their parents/guardians about the goals established in Board ~~policy~~ Policy 7~~:~~.180, *Prevention of and Response to Bullying, Intimidation, and Harassment*.
School Board	Monitor Board policy 7.285, *Anaphylaxis Prevention, Response, and Management Program*, at least once every three years, and consider changes recommended by the Committee. See Board ~~policy~~ Policy 2~~:~~.240, *Board Policy Development*. Consider all policy changes recommended by the Superintendent. Provide the appropriate resources for the Superintendent to successfully implement the Program.

~~2.~~ Individual Allergy Management

This section's procedures are implemented each time the school identifies a student with a food allergy. It follows Board ~~policy~~ Policy 6~~:~~.120, *Education of Children with Disabilities*, and references additional considerations based upon the ISBE Model. It relies heavily upon Building Principals and School Nurses to identify the necessary accommodations for each student and determine which staff members are responsible to provide them. Accommodations are impacted by a number of factors, e.g., the student's age, the allergen(s) involved, the facilities at each school building, etc.

A. Phase One: Identification of Students with Allergies

Actor	Action
Parents / Guardians	Inform the Building Principal of the student's food allergy.

Actor	Action
	Complete a Student Health History Form and School Medication Authorization Form (see Exhibit 7~~:~~.270-E1, School Medication Authorization Form). Return them to the School Nurse. **Note:** The Food Allergy & Anaphylaxis Emergency Care Plan should be used in conjunction with Exhibit 7~~:~~.270-E1, *School Medication Authorization Form*. If the District participates in the U.S. Dept. of Agriculture's Child Nutrition Programs and the student has a disability that requires meal modifications, complete a medical statement signed by a licensed healthcare provider. CDC Guidelines, p. 28. See https://www.isbe.net/Documents/2017-ACCOM-MANUAL-SP40.pdf for information and the Medical Authority Modified Meal Request Form at: www.isbe.net/_layouts/Download.aspx?SourceUrl=/Documents/Medical-Authority-Modified-Meal-Request-Form.docx. Cooperate with school staff to provide the medical information necessary directly from the student's health care provider to develop plans for managing individual care and emergency actions. CDC Guidelines, p. 27. Participate in all meetings to assess and manage the individual student's health needs
Building Principal and/or School Nurse	Follow the District's procedural safeguards for convening a meeting to assess the individual student's allergy management needs.
IHCP (Individual Health Care Plan) Team	1. Gather appropriate health information by using the completed: General Registration Information Form and Student Health History Form. 2. Identify all necessary accommodations and complete an Food Allergy & Anaphylaxis Emergency Care Plan and Individual Health Care Plan. For meal substitutions, the parent/guardian must submit a medical statement signed by a licensed healthcare provider. 3. Assign responsibilities to individual staff members for providing the identified accommodations. Remember that accidental exposures are more likely to happen when an unplanned event or non-routine event occurs and special care should be taken to address procedures for staff members who provide transportation, substitute teaching, coaching or other activities, field trips, and classroom celebrations. 4. Identify willing staff members (i.e., student's teacher and principal designees) in addition to the School Nurse trained in emergency response to respond to any allergic reactions the student may have. Only trained personnel may administer epinephrine to a student believed to be having an anaphylactic reaction. ISBE Model, p. 6. **Note**: Consult the Attorney for the District if options are limited or the classroom teacher is not willing to administer epinephrine. While classroom teachers are a logical choice to provide emergency response due to their continual close proximity to students, such an

Actor	Action
	assignment may: (1) impact terms and conditions of employment and may trigger collective bargaining rights, and/or (2) violate 105 ILCS 5/10-22.21b, which states that under no circumstances shall teachers or other non-administrative school employees, except certified school nurses and non-certificated registered professional nurses, be required to administer medication to students. 5. Provide the required procedural safeguard notices if a related service under the Individuals with Disabilities Education Act or if the student has a disability under Section 504. See 23 Ill. Admin. Code §226.510; Section 504 of the Rehabilitation Act of 1973 (34 C.F.R. Parts 104 and 300); and 6:120-AP1, E1, *Notice to Parents/Guardians Regarding Section 504 Rights*.

B. Phase Two: Prevention of Exposure to Known Allergens

Actor	Action
Building Principal and/or School Nurse	Convene a meeting to educate all the staff members who will provide the IHCP accommodations about their responsibilities. Ensure individual staff members perform their responsibilities and provide the necessary accommodations for the student's individual health needs. Facilitate the dissemination of accurate information in the building about the student's allergy while respecting privacy rights. Consider providing a medical alert to other parents/guardians that does not name the student when requested by the parent/guardian of the student with the allergy. See CDC Guidelines, p. 71, #5. The communication should inform other students and their parents/guardians about the importance of keeping their educational setting free of the food allergen. For a sample letter, see Notification of a Food Allergy in the Classroom – Parent Letter, available at: www.nasn.org/nasn-resources/resources-by-topic/allergies-anaphylaxis. Prepare a list of answers to anticipated questions about managing the student's health needs. Check with the School Nurse regarding any known competing educational interests with the student's health needs among other students attending the school (i.e., diabetes, service animals, etc.). Manage identified students' competing educational interests by: 1. Consulting the Attorney for the District. 2. Creating a method to monitor identified competing educational interests between students.

	3. Responding to future unidentified competing educational interests and managing them immediately. 4. Modifying any other conditions as the facts of the situation require.
IHCP Team	Implement and follow all identified responsibilities in the IHCP. Understand that accidental exposures are more likely to occur when an unplanned event occurs, which makes is critical to follow the exact accommodations in the student's Plan. Practice emergency procedures outlined in the student's Food Allergy & Anaphylaxis Emergency Care Plan or Individual Health Care Plan and be prepared to follow them

C. Phase Three: Response to Allergic Reactions

Actor	Action
IHCP Team	Follow the student's Food Allergy & Anaphylaxis Emergency Care Plan or Individual Health Care Plan.
Anyone implements item #1 of the first numbered list School Nurse or other *Trained Personnel* implements the remaining items	If the Nurse or *trained personnel* have a good faith belief that a person is having an anaphylactic reaction, and the District needs to use its undesignated (not student-specific) supply of epinephrine to respond (ISBE Model, p. 5-6): 1. Call the Nurse or front office personnel and advise of the emergency situation so that trained personnel can be activated to respond with undesignated epinephrine dose(s). 2. Instruct someone to call 911 immediately. 3. Implement the District's undesignated epinephrine standing protocol. See 7~~:~~.270-AP2, *Checklist for District Supply of Undesignated Medication(s)*. 4. Select the appropriate dose according to the standing protocol and administer epinephrine. Note the time. Act quickly. It is safer to give epinephrine than to delay treatment. This is a life-and-death decision. 5. Stay with the person until EMS arrives. 6. Monitor the person's airway and breathing. 7. Reassure and attempt to calm the person, as needed. 8. Direct another staff member to call the parent/guardian, or emergency contact (if known). 9. If symptoms continue and EMS is not on the scene, administer a second dose of epinephrine five to 15 minutes after the initial injection. Note the time. 10. Administer CPR, if needed.

	11. EMS transports the individual to the emergency room. Document the individual's name, date, and time the epinephrine was administered on the epinephrine injector that was used and give to EMS to accompany individual to the emergency room. Even if symptoms subside, EMS must still respond, and the individual must be evaluated in the emergency department or by the individual's health care provider. A delayed or secondary reaction may occur, which can be more severe than the first-phase symptoms. Post-Event Actions 1. Document the incident and complete all reporting requirements. See 7:270-AP2, *Checklist for District Supply of Undesignated Medication(s),*. 2. Replace epinephrine stock medication, according to the District's standing protocol. Reorder epinephrine stock medication, as necessary.
School Nurse	If the student has no Food Allergy & Anaphylaxis Emergency Care Plan or Individual Health Care Plan, provide the parents/guardians with these documents in addition to the *Student Health History* forms and refer them to the process outlined in **Phase One: Identification of Students with Allergies** phase above. After each allergy emergency, review how it was handled with the Building Principal, health aides/assistants (if applicable), parents/guardians, staff members involved in the response, and the student to identify ways to prevent future emergencies and improve emergency response. CDC Guidelines, p. 63. Collaborate with the students' medical provider as needed to determine if a new or different plan is advised. Assist students with allergies with transitioning back to school after an emergency. CDC Guidelines, p. 63. Storage, Access, and Maintenance of Undesignated Supply of Epinephrine (105 ILCS 5/22-30(f); ISBE Model, p. 6-7) 1. Store, access, and maintain the stock of undesignated epinephrine injectors as provided in the District's standing protocol. 2. Maintain the supply of undesignated epinephrine in accordance with the manufacturer's instructions. Epinephrine should be stored in a safe, unlocked, and accessible location in a dark place at room temperature (between 59-86 degrees F). Epinephrine should not be maintained in a locked cabinet or behind locked doors. Trained staff

	should be made aware of the storage location in each school. It should be protected from exposure to hot, cold, or freezing temperatures. Exposure to sunlight will hasten deterioration of epinephrine more rapidly than exposure to room temperatures. The expiration date of epinephrine solutions should be periodically checked; the drug should be replaced if it is approaching the expiration date. The contents should periodically be inspected through the clear window of the injector. The solution should be clear; if it is discolored or contains solid particles, replace the unit. 3. Regularly (e.g., monthly) check stock epinephrine to ensure proper storage, expiration date, and medication stability. Maintain documentation when checks are conducted. Expired injectors or those with discolored solutions or solid particles should not be used. 4. Dispose of epinephrine injectors in a sharps container.

LEGAL REF.: 105 ILCS 5/2-3.182, 5/10-22.21b, 5/10-22.39, and 5/22-30.
23 Ill. Admin. Code §1.540
Anaphylaxis Response Policy for Illinois Schools, published by the Ill. State Board of Education.

Administrative Procedure - School Student Records

This procedure implements Board Policy 7.340, *Student Records*. It contains a **Table of Contents** and lettered **Sections**.

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Sections

A. Legal Citations and Definitions

The legal requirements contained in this procedure are followed by a citation to the controlling rule and/or statute. Citations in parentheses indicate the location of a named law. For additional clarification regarding a requirement, the cited law should be reviewed.

Definitions are found in the Illinois School Student Records Act and the Ill.~~inois~~ State Board of Education (ISBE) rules. 105 ILCS 10/2; 23 Ill. Admin. Code §375.10. For easy reference, some definitions are re-printed in this procedure.

The release of confidential information given by a student to a therapist (e.g., school counselor or psychologist) is not included in these procedures but is governed by the Mental Health and Developmental Disabilities Confidentiality Act (MHDDCA). 740 ILCS 110/.

B. School Student Records Defined

School Student Record means any writing or other recorded information concerning a student and by which a student may be individually identified that is maintained by a school or at its direction or by an employee of a school, regardless of how or where the information is stored. 105 ILCS 10/2(d).

Special Education Records means school records that relate to identification, evaluation, or placement of, or the provision of a free and appropriate public education to, students with disabilities under the Individuals with Disabilities Education Act (20 U.S.C. §1400 et seq.) and Article 14 of the School Code. These records include the report of the multidisciplinary staffing conference on which placement or nonplacement was based and all records and audio recordings in any format relating to special education placement hearings and appeals. 23 Ill. Admin. Code §375.10.

A school student record does not include any of the following:

1. Writings or other recorded information maintained by an employee for ~~his or her~~the employee's exclusive use, provided they are destroyed not later than the student's graduation or permanent withdrawal, and are not released or disclosed to any other person except a substitute teacher. 105 ILCS 10/2(d).

2. Information maintained by law enforcement professionals working in the school. 105 ILCS 10/2(d).

3. Any information, either written or oral, received from law enforcement officials pursuant to 105 ILCS 5/22-20 concerning a student less than the age of 18 years who has been arrested or taken into custody. 23 Ill. Admin. Code §375.10.

C. Eligible Students Accorded the Rights of Parent/Guardian

All rights and privileges concerning school student records that are accorded to parents/guardians become exclusively those of the student when the student reaches 18 years of age, graduates from high school, marries, or enters military service, whichever occurs first. 105 ILCS 10/2(g). Such students are called *eligible students* in this procedure.

D. Official Records Custodians

Each Building Principal is designated the Official Records Custodian for his or her respective school and has the duties, without limitation, listed below.

1. Is responsible for the maintenance, care, and security of all school student records, whether or not the records are in his or her personal custody or control, and shall take all reasonable measures to protect school student records through administrative, technical, and security safeguards against risks, such as unauthorized access, release, or use. 105 ILCS 10/4(a) & (b); 23 Ill. Admin. Code §375.40(g).

2. Reviews student temporary records at least every four years, or upon a student's change in attendance centers, whichever occurs first, to verify entries and to eliminate or correct all out-of-date, misleading, inaccurate, unnecessary, or irrelevant information. The records review is required in any given school year at the time a student first changes attendance centers within the District, but it does not need to be conducted if the student enrolls in a different attendance center later in that same school year. 23 Ill. Admin. Code §375.40(b).

3. When requested by the Ill. Dept. of Children and Family Services (DCFS)~~,~~ due to an indicated finding being overturned in an appeal or hearing, purges DCFS's final finding report from the student's record in accordance with the Ill. School Student Records Act (105 ILCS 10/) on the date of expungement provided by the report. 325 ILCS 5/8.6, amended by P.A. 103-624~~, eff. 1-1-25~~.

4. Manages requests to access school student records.

5. Transfers a certified copy of the records of students transferring to another school and retains the original records.

6. Provides all required notices to parents/guardians and students, including without limitation, each of the following:

a. Upon initial enrollment or transfer to the school and annually thereafter, notification of rights concerning school student records; the notification may be delivered by any means likely to reach parents, including direct mail or email, delivery by the student to the parent, or incorporation into a student handbook. 23 Ill. Admin. Code §375.30; 34 C.F.R. §99.7.

b. Annual notification of information that is considered to be *directory information* and of the procedures to be used by parents/guardians to request that specific information not be released. 23 Ill. Admin. Code §375.80.

c. Notification to secondary students and their parents/guardians that they may opt out of the disclosure of students' names, addresses, electronic mail (email) addresses, birth dates, and telephone listings to military recruiters and institutions of higher learning by submitting a written request that such information not be released without the prior written consent of the parent/guardian. 20 U.S.C. §7908; 10 U.S.C. §503(c); 105 ILCS 5/10-20.5a, amended by P.A. 104-15.

d. Notification of their right to a hearing to challenge any entry in the school student records (except for academic grades) and Official Records Custodian's name and contact information. 23 Ill. Admin. Code §375.90.

e. Upon a student's graduation, transfer, or permanent withdrawal, notification to the parents/guardians, and if the student is in the legal custody of DCFS, DCFS' Office of Education and Transition Services, of the destruction schedule for the student's permanent and temporary school student records and of their right to request a copy. Notice to parents/guardians or the student may be provided through: (1) the school's parent or student handbook, (2) publication in a newspaper published in the District or, if no newspaper is published in the District, in a newspaper of general circulation within the district, (3) U.S. mail delivered to the last known address of the parent/guardian or student, or (4) other means provided notice is confirmed to have been received, e.g., hand delivery, return receipt, or read receipt email. 105 ILCS 10/4(h)~~, amended by P.A. 102-199~~; 23 Ill. Admin. Code §375.40(c).

~~6.~~7. Takes all action necessary to ensure that school personnel are informed of the provisions of the School Student Records Act. 105 ILCS 10/3(c).

~~7.~~8. Performs all actions required of the District described in this procedure and the laws governing school student records.

The Building Principal may delegate any of these duties to an appropriate staff member but shall remain responsible for the duties' execution.

E. Maintenance of School Student Records 105 ILCS 10/2; 23 Ill. Admin. Code §375.10.

The District maintains two types of school records for each student: a *permanent* record and a *temporary* record.

The *student permanent record* shall consist of the following~~ and only the following~~:

1. Basic identifying information, including the student's name and address, birth date and place, gender, and the names and addresses of the student's parent(s)/guardian(s).

2. Evidence required by the Missing Children's Records Act (325 ILCS 50/5(b)(1)).

3. Academic transcripts, including grades, class rank, graduation date, and grade level achieved, as applicable; scores received on college entrance examinations if that inclusion is requested in writing by an eligible student or the student's parent/guardian; the unique student identifier assigned and used by ISBE's Student Information System (23 Ill. Admin. Code §1.75.); as applicable, designation of an Advanced Placement computer science course as a mathematics-based, quantitative course for purposes of meeting State graduation requirements set forth in 105 ILCS 5/27-605, renumbered by P.A. 104-39122; as applicable, designation of the student's achievement of the State Seal of Biliteracy, awarded in accordance with 105 ILCS 5/2-3.159 and 23 Ill. Admin. Code Part 680; as applicable, designation of the student's achievement of the State Commendation Toward Biliteracy, awarded in accordance with 23 Ill. Admin. Code §680.20(c); and as applicable, designation of the student's achievement of the Global Scholar Certification, awarded in accordance with 105 ILCS 5/2-3.169. amended by P.A. 103-979, eff. 1-1-25, and 23 Ill. Admin. Code §1.443.

4. Attendance record.

5. A summary of performance for students who received special education services, unless the District has obtained the informed written consent of the student and parents or guardians to exclude it, in accordance with the requirements of 105 ILCS 10/2(e), added by P.A. 104-356, eff. 7-1-26.

5.6. Health record, defined by ISBE rule as "medical documentation necessary for enrollment and proof of having certain examinations, as may be required under Section 27-8.1 of the [School] Code."

6.7. Record of release of permanent record information that contains the information listed in Section I, **Record of Release**, below.

7.8. Scores received on all State assessment tests administered at the high school level (that is, grades 9 through 12). 105 ILCS 5/2-3.64a-5.

If not maintained in the temporary record, the *permanent record* may include:

1. Honors and awards received.

2. Information concerning participation in school-sponsored activities or athletics, or offices held in school-sponsored organizations.

No other information shall be placed in the permanent record.

The *student temporary record* contains all information not required to be kept in the student permanent record and must include:

1. Record of release of temporary record information that contains the information listed in Section I, **Record of Release**, below.

2. Scores received on the State assessment tests administered in the elementary grade levels (kindergarten through grade 8).

3. Completed home language survey. 23 Ill. Admin. Code §228.15(d).

4. Information regarding serious disciplinary infractions (that is, those involving drugs, weapons, or bodily harm to another) that resulted in expulsion, suspension, or the imposition of punishment or sanction.

5. Any final finding report received from a DCFS provided to the school under the Abused and Neglected Child Reporting Act; no report other than what is required under Section 8.6 of that Act (325 ILCS 5/8.6) shall be placed in the student record. 23 Ill. Admin. Code §375.40(f).

6. Information concerning a student's status and related experiences as a parent, expectant parent, or victim of domestic or sexual violence, as defined in 105 ILCS 5/26A, including a statement of the student or any other documentation, record, or corroborating evidence and the fact that the student has requested or obtained assistance, support, or services related to that status. 105 ILCS 10/2(f), a/k/a Ensuring Success in School (ESS) Law. See Board Policy 7.255, Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence and the Confidentiality subhead of Administrative Procedure 7.255-AP1, Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence.

~~6.~~7. Any biometric information that is collected in accordance with 105 ILCS 5/10-20.40.

~~7.~~8. Health-related information, defined by ISBE rule as "current documentation of a student's health information, not otherwise governed by the MHDDCA or other privacy laws, that includes identifying information, health history, results of mandated testing and screenings, medication dispensation records and logs (e.g., glucose readings), long-term medications administered during school hours, documentation regarding a student athlete's and his or her parents' acknowledgment of the District's concussion policy adopted under Section 22-80 of the [School] Code, and other health-related information that is relevant to school participation (e.g., nursing services plan, failed screenings, yearly sports physical exams, interim health histories for sports)".

~~8.~~9. Accident report, defined by ISBE rule as "documentation of any reportable student accident that results in an injury to a student, occurring on the way to or from school or on school grounds, at a school athletic event or when a student is participating in a school program or school-sponsored activity or on a school bus and that is severe enough to cause the student not to be in attendance for one-half day or more or requires medical treatment other than first aid. The accident report shall include identifying information, nature of injury, days lost, cause of injury, location of accident, medical treatment given to the student at the time of the accident, or if the school nurse has referred the student for a medical evaluation, regardless of whether the parent or guardian, student (if 18 years or older) or an unaccompanied youth … has followed through on that request."

~~9.~~10. Any documentation of a student's transfer, including records indicating the school or school district to which the student transferred (23 Ill. Admin. Code §375.75(e)).

~~10.~~11. Completed course substitution form for any student who, when under the age of 18, is enrolled in vocational and technical course as a substitute for a high school or graduation requirement (23 Ill. Admin. Code §1.445).

~~11.~~12. Information contained in related service logs maintained by the District for a student with an individualized education program under 105 ILCS 5/14-8.02f(d), including for speech and language services, occupational therapy services, physical therapy

services, school social work services, school counseling services, school psychology services, and school nursing services.

The *temporary record* may also consist of:

1. Family background information
2. Intelligence test scores, group and individual
3. Aptitude test scores
4. Reports of psychological evaluations, including information on intelligence, personality, and academic information obtained through test administration, observation, or interviews
5. Elementary and secondary achievement level test results
6. Participation in co-curricular activities, including any offices held in school-sponsored clubs or organizations
7. Honors and awards received
8. Teacher anecdotal records
9. Other disciplinary information
10. Special education records
11. Records associated with plans developed under section 504 of the Rehabilitation Act of 1973 (29 U.S.C. §701 et seq.)
12. Verified reports or information from non-educational persons, agencies, or organizations of clear relevance to the student's education

F. Retention and Destruction of School Student Records

The permanent record is maintained for at least 60 years after the student transfers, graduates, or permanently withdraws. 105 ILCS 10/4(e). The temporary record is maintained for at least five years after the student transfers, graduates, or permanently withdraws. 105 ILCS 10/4(f). Individuals adding information to a student's temporary record must include their name, signature, and position and the date the information was added. 105 ILCS 10/4(d). Temporary records that may be of assistance to a student with a disability who graduates or permanently withdraws, may, after five years, be transferred to the parent(s)/guardian(s) or to the eligible student. Appropriate District personnel shall explain to the student and the parent/guardian the future usefulness of these records. 23 Ill. Admin. Code §375.40(d). Be sure to provide notice of destruction of school student records pursuant to 105 ILCS 10/4(h)~~, amended by P.A. 102-199~~, as noted in D(6)(e), above.

G. Social Security Numbers

School officials, with limited exceptions, may not require students or their parents/guardians to provide social security numbers. 5 ILCS 179/, Identity Protection Act. The collection and retention of social security numbers shall be in accordance with Board P~~p~~olicy 4.15, *Identity Protection*.

H. Access to School Student Records

The phrase "access to a school student record" means any release or disclosure of information from a student's school record, whether or not any record is copied. Access in all cases is limited to the designated portion of the record to which the consent or statutory authority applies.

Neither the District nor any of its employees shall release, disclose, or grant access to information found in any school student record except under the conditions set forth in the Ill.~~inois~~ School Student Records Act. 105 ILCS 10/6, amended by P.A. 104-356, eff. 7-1-26. Absent a court order, school officials do not provide educational records to U.S. ~~the~~ Immigration and Customs Enforcement for immigration enforcement activities.

The Building Principal shall grant access to school student records as detailed below. The Building Principal shall consult with the Superintendent and, if authorized, the Attorney for the District concerning any questions.

Access to Parent/Guardian, Eligible Student, or DCFS

1. A student's parent(s)/guardian(s) or eligible student, or designee, or DCFS' Office of Education and Transition Services, when a student is in the legal custody of DCFS, are entitled to inspect and copy information in the student's school record; a student less than 18 years old may inspect or copy information in his or her permanent school record. 105 ILCS 10/5. A request to inspect or copy school student records shall be made in writing and directed to the Building Principal. Access to the records shall be granted within 10 school days after the receipt of such a request. 105 ILCS 10/5(c). The District may extend this timeline by up to five additional business days if one or more of these six reasons applies:

    a. The requested records are stored in whole or in part at other locations than the office having charge of the requested records;

    b. The request required the collection of a substantial number of specified records;

    c. The request is couched in categorical terms and requires an extensive search for the records responsive to it;

    d. The requested records have not been located in the course of routine search and additional efforts are being made to locate them;

    e. The request for records cannot be complied with by the school district within the time limits prescribed by subsection (c) without unduly burdening or interfering with the operations of the school district; or

    f. There is a need for consultation, which shall be conducted with all practicable speed, with another public body or school district among two or more components of a public body or school district having a substantial interest in the determination or in the subject matter of the request.

    105 ILCS 10/5(c-5).

    The District and the person making the request may also agree in writing to extend the timeline for response. Id. The response to an access request for a special education student's records shall include those school student records located in the special education office.

2. The parent(s)/guardian(s), DCFS, if applicable, or the District may request a qualified professional to be present to interpret the student's records. 105 ILCS 10/5(b)~~, amended by P.A. 102-199~~. If the District makes the request, it is responsible for securing and bearing the cost of the professional's presence.

3. Unless the District has actual notice of a court order or a notice of a *parenting plan* under the Ill.~~inois~~ Marriage and Dissolution of Marriage Act, indicating otherwise:

   a. Divorced or separated parents/guardians with and without *parental responsibility* (formerly custody) are both permitted to inspect and copy the student's school student records 750 ILCS 5/602.11.

   b. The Building Principal shall send copies of the documents listed below to both divorced or separated parents/guardians, or if the student is in the legal custody of DCFS, DCFS' Office of Education and Transition Services, at ~~either's~~ their request. 105 ILCS 5/10-21.8.

      1) Academic progress reports or records

      2) Emotional and physical health reports

      3) Notices of school-initiated parent-teacher conferences

      4) School calendar regarding the student

      5) Notices about open houses, graduations, and other major school events including student-parent/guardian interaction

4. The school will deny access to a student's school records to a parent against whom an order of protection (OP) was issued if the OP prohibits the parent from inspecting or obtaining such records pursuant to the Domestic Violence Act of 1986 or the Code of Criminal Procedure of 1963. See the Ill. Marriage and Dissolution of Marriage Act, 750 ILCS 5/602.11(a), and 750 ILCS 60/214(b)(15), and 222(f). Also see **Orders of Protection**, below.

5. Parent(s)/guardian(s) or the student, or if applicable, DCFS' Office of Education and Transition Services, shall not be granted access to confidential letters and recommendations concerning the admission to a post-secondary educational institution, applications for employment or the receipt of an honor or award which were placed in the records prior to 1/1/75, provided such letters and statements are not used for purposes other than those for which they were specifically intended. Access shall not be granted to such letters and statements entered into the record at any time if the student has waived his or her right of access after being advised of his or her right to obtain the names of all persons making such confidential letters and statements. 105 ILCS 10/5(e)~~, amended by P.A. 102-199~~.

Access With Consent of Parent/Guardian or Eligible Student

1. Access will be granted to any person possessing a written, dated consent, signed by the parent(s)/guardian(s) or eligible student, stating to whom the records may be released, the information or record to be released, and the reason for the release. 105 ILCS 10/6(a)(8); 23 Ill. Admin. Code §375.70(e). Whenever the District requests the consent to release

records, the Building Principal shall inform the parent(s)/guardian(s) or eligible student in writing of the right to inspect, copy, and challenge their contents and to limit such consent to designated portions of the records. 105 ILCS 10/6(a)(8).

2. Access to any record that is protected by the ~~Mental Health and Developmental Disabilities Confidentiality Act~~MHDDCA, ~~(MHDDCA, 740 ILCS 110/),~~ specifically that of a therapist, social worker, psychologist, nurse, agency, or hospital that was made in the course of providing mental health or developmental disabilities services to a student, will be granted according to the consent requirements contained in MHDDCA. 740 ILCS 110/4 and 5.

Access Without Notification to or Consent of Parent/Guardian or Eligible Student

1. District employees or officials of the ~~Illinois State Board of Education~~ISBE will be granted access, without parental/guardian consent or notification, when a current, demonstrable, educational or administrative need is shown. Access in such cases is limited to the satisfaction of that need. 105 ILCS 10/6(a)(2). Individual board members do not have a right to see student records merely by virtue of their office, unless they have a current demonstrable educational or administrative interest in the student and seeing his or her record(s) would be in furtherance of the interest. 105 ILCS 10/6(a)(2).

2. Access will be granted, without parental/guardian consent or notification, to any person for the purpose of research, statistical reporting, or planning, provided that no student or parent/guardian can be identified from the information released, and the person to whom the information is released signs an affidavit agreeing to comply with all applicable statutes and rules pertaining to school student records. 105 ILCS 10/6(a)(4).

3. Access will be granted, without parental/guardian consent or notification, to another school district that overlaps attendance boundaries with the District, if the District has entered into an intergovernmental agreement that allows for sharing of student records and information between them. 105 ILCS 10/6(a)(13)~~, added by P.A. 102-557~~.

4. The District will comply with an *ex parte* court order requiring it to permit the U.S. Attorney General or designee to have access to a student's school records without notice to or the consent of the parent(s)/guardian(s). 20 U.S.C. §1232(g)(j), as added by the Sec. 507 of the U.S.A. Patriot Act of 2001. An *ex parte* order is an order issued by a court of competent jurisdiction without notice to an adverse party.

5. A Serious Habitual Offender Comprehensive Action Program (SHOCAP) committee member will be granted access, but only to the extent that the release, transfer, disclosure, or dissemination is consistent with the Family Educational Rights and Privacy Act (FERPA). 105 ILCS 10/6(a)(10) allows disclosure to SHOCAP committee members who are "state and local officials and authorities" as those terms are used in ~~the federal Family Educational Rights and Privacy Act~~FERPA. This federal law does not define "state and local officials and authorities;" rather, it limits when disclosure may be made to such officials and authorities.

6. Juvenile authorities will be granted access when necessary for the discharge of their official duties upon their request before the student's adjudication, provided they certify in writing that the information will not be disclosed to any other party except as provided under law or order of court. *Juvenile authorities* means: (a) a circuit court judge and court staff members designated by the judge; (b) parties to the proceedings under the Juvenile Court Act of 1987 and their attorneys; (c) probation officers and court appointed advocates for the juvenile authorized by the judge hearing the case; (d) any individual, public or private

agency having court-ordered custody of the child; (e) any individual, public or private agency providing education, medical or mental health service to the child when the requested information is needed to determine the appropriate service or treatment for the minor; (f) any potential placement provider when such release is authorized by the court to determine the appropriateness of the potential placement; (g) law enforcement officers and prosecutors; (h) adult and juvenile prisoner review boards; (i) authorized military personnel; and (j) individuals authorized by court. 105 ILCS 10/6(a)(6.5).

7. Pursuant to federal law, ~~Military~~ military recruiters and institutions of higher learning will be granted access to secondary students' names, addresses, and telephone ~~listings~~numbers, unless the student's parent/guardian or eligible student submits a written request that such information not be released without the prior written consent of the parent/guardian or eligible student. Only this written consent process may be used, no other processes, such as an opt-in process, etc., may be used. Military recruiters also have access to secondary students' email addresses under the same conditions. Military recruiters and institutions of higher learning have access to ~~students' names, addresses, and phone numbers~~this information even if the District does not release directory information under FERPA or the Ill. School Student Records Act. 20 U.S.C. §7908; 10 U.S.C. §503(c). No later than 30 days after receiving a request for student information from military recruiters for military recruiting purposes, the District must provide access to secondary school student names, addresses, email addresses (which shall be the email addresses provided by the school, if available), and telephone and mobile phone listings, unless the student's parent/guardian or eligible student submits a written request that such information not be released without the prior written consent of the parent/guardian or eligible student.

   Pursuant to State law, by July 1, 2026, and each July 1 thereafter, military recruiters, the Ill. Student Assistance Commission, and State public institutions of higher education will also be granted access through a secure centralized system to high school students' names, home addresses, birth dates, and telephone numbers, unless the student's parent/guardian or eligible student submits a written request before the end of the student's sophomore year (or if the student is a transfer student, by another time set by the District) that such information not be released. 105 ILCS 5/10-20.5a, amended by P.A. 104-15. These entities have access to this student information even if the District does not release directory information under FERPA or the Ill. School Student Records Act.

   For more information, see Exhibit 7.340-AP1, E3, *Letter to Parents and Eligible Students Concerning Military Recruiters and Postsecondary Institutions Receiving Student Directory Information;* Exhibit 7.340-AP1,E4, *Frequently Asked Questions Regarding Military Recruiters Access to Students and Student Information;* ISBE Military Recruitment Access Reminder, announced in State Superintendent Smith's *Weekly Message*, 11-27-18, at: www.isbe.net/Documents/Military-Access-Reminder.pdf. ~~The requirements in this paragraph apply only if the District receives funds under the Elementary and Secondary Education Act. Id.~~

8. DCFS' Office of Education and Transition Services will be granted access if the student is in the legal custody of DCFS. 105 ILCS 10/6(a)(12.5)~~, added by P.A. 102-199 and renumbered by P.A. 102-813~~.

~~8.~~9. The Ill. Dept. of Human Services (IDHS) will be granted access for the sole purpose of assessing or evaluating the student's eligibility for Medicaid waiver benefits consistent with rules adopted by IDHS. 105 ILCS 10/6(a)(14), added by P.A. 104-356, eff. 7-1-26.

Access Without Consent of, but With Notification to, Parent/Guardian or Eligible

Student

1. In accordance with the procedures described in Section L below (Transmission of Records for Transfer Students), access will be granted, without parental/guardian consent, to the official records custodian of another school within Illinois or an official with similar responsibilities of a school outside Illinois, in which the student has enrolled or intends to enroll, upon the request of such official or student. 105 ILCS 10/6(a)(3).

2. Access will be granted pursuant to a court order, provided that the parent(s)/guardian(s) shall be given prompt written notice of such order's terms, the nature and substance of the information proposed to be released, and an opportunity to inspect and copy such records and to challenge their contents. 105 ILCS 10/6(a)(5). Parents of students who are named in a court order or parenting plan shall be deemed to have received the required written notice. The Building Principal shall respond to the order no earlier than five school days after its receipt in order to afford parents/guardians the opportunity to review, inspect, and challenge the records if the parents/guardians choose to do so. 23 Ill. Admin. Code §375.70(d).

   For the purposes of these procedures, a court order is a document signed by a judge. A subpoena signed by a court clerk, an attorney, or an administrative agency official shall not be considered a court order unless signed by a judge. 23 Ill. Admin. Code §375.40(a).

3. Information may be released without parental consent, in connection with an articulable and significant threat to the health or safety of a student or other individuals, to appropriate persons if the knowledge of the requested information is necessary to protect the health or safety of the student or other individuals. The Building Principal shall make this decision taking into consideration the seriousness of the threat to the health or safety of the student or other individuals, the need for such records to meet the emergency, whether the persons to whom such records are released are in a position to deal with the emergency, and the extent to which time is of the essence in dealing with the emergency. 105 ILCS 10/6(a)(7); 23 Ill. Admin. Code §375.60. The Building Principal shall notify the parent(s)/guardian(s) or eligible student, no later than the next school day after the date that the information is released, of the date of the release, the person, agency or organization to whom the release was made, and the purpose of the release.

4. The District will grant access as specifically required by federal or State statute, provided the individual complies with the requirements in 23 Ill. Admin. Code §375.70(b). 105 ILCS 10/6(a)(6). Prior to granting access, the Building Principal shall provide prompt written notice to the parent(s)/guardian(s) or eligible student of this intended action. 105 ILCS 10/6(b); 23 Ill. Admin. Code §375.70. This notification shall include a statement concerning the nature and substance of the records to be released and the right to inspect, copy, and challenge the contents. If the release relates to more than 25 students, a notice published in the newspaper is sufficient.

   The District may charge for copying information from a student's records. No parent/guardian or student shall be precluded from copying information because of financial hardship. 23 Ill. Admin. Code §375.50.

I. Record of Release

Except as provided below, a record of all releases of information from school student records (including all instances of access granted whether or not records were copied) shall be kept and maintained as part of such records. 105 ILCS 10/6(c). This record shall be maintained for the life

of the school student record and shall be accessible only to the parent(s)/guardian(s) or eligible student, Building Principal, or other authorized person. The record of release shall include each of the following:

1. The nature and substance of the information released ~~or made accessible~~;

2. The name and signature of the Building Principal releasing such information;

3. The name ~~and capacity~~ of the person requesting the information, in what capacity the request was made, and the purpose of the request;

4. The date of the release ~~or grant of access~~;

5. A copy of any consent to such release.

No record of a disclosure is maintained when records are disclosed according to the terms of an *ex parte* court order entered under 20 U.S.C. §1232g(j)**,** *Investigation and prosecution of terrorism*. 20 U.S.C. §1232g(j)(4)~~.~~.

J. Orders of Protection

Upon receipt of a court ~~order of protection~~OP that prohibits a Respondent's access to records, the Building Principal shall file it in the temporary record of a student who is the *protected person* under the ~~order of protection~~OP. No information or records shall be released to the Respondent named in the ~~order of protection~~OP. 750 ILCS 60/222(f).

K. Parenting Plans

Upon receipt of a parenting plan under the Ill.~~inois~~ Marriage and Dissolution of Marriage Act (750 ILCS 5/), the Building Principal shall file it in the temporary record of a student who is the subject of the parenting plan.

L. Transmission of Records for Transfer Students 105 ILCS 10/6(a)(3); 23 Ill. Admin. Code §§375.70 and 375.75.

The Building Principal shall:

1. Within 14 calendar days after enrolling a transfer student, request directly from the student's previous school a certified copy of the student's record. The District shall exercise due diligence in obtaining the copy of the record requested.

2. Upon the student's request or that of the official records custodian of another school in which the student has enrolled or intends to enroll, within 10 calendar days, transfer a certified copy of the student's record (that is, the student's permanent and temporary record) to the official records custodian of the appropriate school and retain the original records. The records transfer is subject to prior notice to the student's parent(s)/guardian(s) or eligible student as described above in Section H (Access to School Student Records). See Board Policy 7.50, *School Admissions and Student Transfers To and From Non-District Schools*.

3. Determine if the school or special education office has any record that is protected by the MHDDCA concerning the transferring student, specifically a record or report made by a therapist, social worker, psychologist, nurse, agency, or hospital that was made in the

course of providing mental health or developmental disabilities services. If so, ask the appropriate person as identified in 740 ILCS 110/4 whether to send the record protected by MHDDCA to the new school and, if *yes*, obtain a written consent for disclosure as provided in 740 ILCS 110/5.

This requirement does not apply to special education records and reports that are related to the identification, evaluation, or placement of, or the provision of a free and appropriate public education to, students with disabilities. 23 Ill. Admin. Code §375.10.

4. Provide the parent(s)/guardian(s) or eligible student prior written notice of the nature and substance of the information to be transferred and opportunity to inspect, copy, and challenge it. If the parent's/guardian's address is unknown, notice may be served upon the official records custodian of the requesting school for transmittal to the parent/guardian. This service is deemed conclusive, and ten calendar days after this service, if the parent(s)/guardian(s) make no objection, the records may be transferred to the requesting school.

5. Destroy any biometric information collected and do not transfer it to another school district.

6. Refrain from transferring the records if a student's record has been flagged as a "missing child" as provided in Section 5 of the Missing Children Records Act and Section 5 of the Missing Children Registration Law. The District shall notify the Ill. State Police or the local law enforcement authority of the request.

7. Retain the original records in accordance with the requirements of 105 ILCS 10/4.

8. Include information about whether or not the student is in *good standing* and whether or not the student's medical records are up-to-date and complete. 105 ILCS 5/2-3.13a.

9. Maintain any documentation of the student's transfer, including records indicating the school or school district to which the student transferred, in that student's temporary record.

If the student has unpaid fines, fees, or tuition charged pursuant to 105 ILCS 5/10-20.12a and is transferring to a public school located in Illinois or any other state, the Building Principal shall, unless otherwise prohibited by State law (23 Ill. Admin. Code §375.75(i)):

1. Transfer the student's *unofficial record of student grades* in lieu of the student's official transcript of scholastic records. The *unofficial record of student grades* means written information relative to the grade levels and subjects in which a student was enrolled and the record of academic grades achieved by that student prior to transfer. These records shall also include the school's name and address, the student's name, the name and title of the school official transmitting the records, and the transmittal date.

2. Within 10 calendar days after the student has paid all of his or her unpaid fines or fees and at this District's own expense, forward the student's official transcript of scholastic records to the student's new school.

The Building Principal shall include the following information with the transferred records if the student is transferring to another public school located in Illinois or any other state and at the time of the transfer is currently serving a term of suspension or expulsion for any reason: 105 ILCS 5/2-3.13a; 23 Ill. Admin. Code §375.75(j).

1. The date and duration of the period of any current suspension or expulsion; and

2. Whether the suspension or expulsion is for: (a) knowingly possessing in a school building or on school grounds a weapon as defined in the Gun Free Schools Act (20 U.S.C. §7961 et seq.); (b) knowingly possessing, selling, or delivering in a school building or on school grounds a controlled substance or cannabis; or (c) battering a school staff member.

M. Directory Information 23 Ill. Admin. Code §375.80

The District may release certain directory information regarding students as permitted by law, except that a student's parent(s)/guardian(s) may prohibit the release of the student's directory information. Directory information is limited to:

1. Student's Name
2. Student's Grade level
3. Student's Birth date
4. Parents'/guardians' names and electronic mail addresses
5. Photographs, videos, or digital images used for informational or news-related purposes (whether by a media outlet or by the school) of a student participating in school or school-sponsored activities, organizations, and athletics that have appeared in school publications, such as yearbooks, newspapers, or sporting or fine arts programs
6. Academic awards, degrees, and honors
7. Information in relation to school-sponsored activities, organizations, and athletics
8. Major field of study
9. Period of attendance in school

No photograph highlighting individual faces shall be used for commercial purposes, including solicitation, advertising, promotion, or fundraising, without the prior, specific, dated, and written consent of the parent or eligible student (see 765 ILCS 1075/30). 23 Ill. Admin. Code §375.80. The following shall not be designated as directory information: (a) an image on a school security video, or (b) student social security number or student identification or unique student identifier. Id.

The notification to parents/guardians and students concerning school student records, provided upon initial enrollment or transfer to the school and annually thereafter, will inform them of their right to object toopt out of the release of directory information. See Eexhibit 7.340-AP1, E1, *Notice to Parents/Guardians and Students of Their Rights Concerning a Student's School Records*.

N. Student Record Challenges

Parents/guardians have the right to a hearing to challenge the accuracy, relevancy, or propriety of any entry in their student's school records, exclusive of academic grades and references to expulsions or out-of-school suspensions, if the challenge is made at the time the student's school student records are forwarded to another school to which the student is transferring. 105 ILCS 10/7; 23 Ill. Admin. Code §375.90. A request for a hearing should be submitted to the Superintendent and shall contain notice of the specific entry or entries to be challenged and the basis of the

challenge. The following procedures apply to a challenge: Id.~~105 ILCS 10/7; 23 Ill. Admin. Code §375.90.~~

1. The Superintendent or designee will invite the parent(s)/guardian(s) to an initial informal conference, within 15 school days of receipt of the request for a hearing.

2. If the challenge is not resolved by the informal conference, formal procedures shall be initiated. The Superintendent will appoint a hearing officer, who is not employed in the attendance center in which the student is enrolled.

3. The hearing officer will conduct a hearing within a reasonable time, but no later than 15 days after the informal conference, unless an extension of time is agreed upon by the parent(s)/guardian(s) and school officials. The hearing officer shall notify parents and school officials of the time and place of the hearing.

4. At the hearing each party shall have the right to:

   a. Present evidence and ~~to~~ call witnesses;

   b. Cross-examine witnesses;

   c. Counsel;

   d. A written statement of any decision and the reasons therefore; and

   e. Appeal an adverse decision to an administrative tribunal or official to be established or designated by the State Board.

5. A verbatim record of the hearing shall be made by a tape recorder or a court reporter. A transcript may be prepared by either party in the event of an appeal of the hearing officer's decision. However, a transcript is not required in an appeal.

6. The written decision of the hearing officer shall, no later than 10 school days after the conclusion of the hearing, be transmitted to the parent(s)/guardian(s) and the District. It shall be based solely on the information presented at the hearing and shall be one of the following:

   a. To retain the challenged contents of the school student record;

   b. To remove the challenged contents of the school student record; or

   c. To change, clarify or add to the challenged contents of the school student record.

7. Any party has the right to appeal the decision of the local hearing officer to the Regional Superintendent, within 20 school days after the decision is transmitted to the parties. The parent(s)/guardian(s), if they appeal, shall so inform the District and within 10 school days the school shall forward a transcript of the hearing, a copy of the record entry in question, and any other pertinent materials to the Regional Superintendent. The District may initiate an appeal by the same procedures.

8. The final decision of the Regional Superintendent may be appealed to the circuit court of the county in which the District is located.

9. The parent(s)/guardian(s) may insert a written statement of reasonable length describing their position on disputed information. The District will include a copy of the statement in any release of the information in dispute. 105 ILCS 10/7(d).

O. Amendment of Records

Students may request a change in the legal name associated with school student records by presenting a certified new or amended birth certificate or court order indicating a change in the student's legal name. Transgender, nonbinary, or gender nonconforming students may request a change in the name identified on school records by presenting a Name or Gender Identity Change Request (see ~~Board~~ Exhibit 7.10-E3) signed by the student and the student's parent or guardian if the student is a minor; provided, however, that no change shall be made to the legal name associated with school student records until a certified new or amended birth certificate or court order indicating a change in the student's legal name has been presented. Students may request a change in the gender identified on school student records by presenting a certified new or amended birth certificate indicating a change in the student's sex designation, a Physician's Affidavit (see ~~Board~~ Exhibit 7.10-E2) indicating the student has a medical diagnosis of gender dysphoria, or a Name or Gender Identity Change Request (see ~~Board~~ Exhibit 7.10-E3) signed by the student and the student's parent or guardian if the student is a minor. School student records will be amended to the extent it is reasonably practicable.

LEGAL REF.: 10 U.S.C. §503.
20 U.S.C. §1232g, Family Educational Rights and Privacy Act; 34 C.F.R. Part 99.
20 U.S.C. §7908.
105 ILCS 5/10-20.5a.
105 ILCS 10/, Illinois School Student Records Act; 23 Ill. Admin. Code Part 375.
740 ILCS 110/, Mental Health and Developmental Disabilities Confidentiality Act.
750 ILCS 5/, The Illinois Marriage and Dissolution of Marriage Act.

Exhibit – Record of Agency and Outside Law Enforcement Agent Requests

105 ILCS 5/22-~~105~~106, added by P.A. 104-288~~, eff. 1-1-26~~ and renumbered as 5/22-106 throughout by P.A. 104-852, places restrictions on government agency and law enforcement authority access to district property, in particular for requests related to citizenship or immigration status. Use this form to document all interactions with law enforcement agents while they are on the District's premises, as required by 105 ILCS 5/22-~~105~~106(c)(4)(B), added by P.A. 104-288~~, eff. 1-1-26~~. An authorized administrator or the ~~board attorney~~Attorney for the District must review law enforcement requests to enter a school or school facility, including judicial warrants, nonjudicial warrants, and subpoenas. 105 ILCS 5/22-~~105~~106(c)(4)(A), added by P.A. 104-288~~, eff. 1-1-26~~. This form also documents that review. Consult the ~~board attorney~~Attorney for the District regarding the use and maintenance of this form and marking of any attorney-client privileged information.

To be completed by District staff member (*Please print*):

Name of District Staff

Title of District Staff Member

Name of District or School Building

Name of Law Enforcement Agent(s)

Name of Agency or Law Enforcement Unit

Contact Name

Contact Number

Badge Number or Identification Number (*Handwritten only, no photocopies*)

Title of Law Enforcement Agent

School Visit Location

Date and Time of Visit

Authorization Presented by the Law Enforcement Agent (*Make photocopies and attach to form*):

☐Warrant
☐Subpoena
☐Exigent Circumstances (*Please be specific*):

☐Other (*Please be specific*):

Describe the Request from the Law Enforcement Agent to access the above-listed school or District office:

Adopted: December 17, 2025
Reviewed: November ~~2025~~2026
Amended:

Request to access the school or District office for the following reason(s):
☐To obtain student or employment records.
☐To question a student or employee.
☐To take a student or employee into custody.
☐Other (Please be specific):_____

_____

The following is to be completed by the District Superintendent, Building Principal or designee only (Please print):

_____
Name of Superintendent, Building Principal or designee ~~(*Please print*)~~

_____
Name of District Office or School Building

_____
Name of ~~Board~~ Attorney for the District Contacted~~, if any (*Please print*)~~

☐**Permission Granted** ☐**Permission Denied**

_____ _____
Date Signature (*Superintendent, Building Principal, or designee*)

Access Granted to the following (*Please be specific*):_____
_____
_____
_____
_____
_____
_____

Visit Supervision (*To be completed by the staff member monitoring or accompanying the law enforcement agent*)

_____
Supervisor's Name (*Please print*)

Visitor Time In: _____ Visitor Time Out: _____

_____ _____
Date Supervisor's Signature

Adopted: December 17, 2025
Reviewed: November ~~2025~~2026
Amended:

Exhibit – Notice to Parents/Guardians and Students of Their Rights Concerning a Student's School Records

Upon the initial enrollment or transfer of a student to the school and annually thereafter, the school must notify the student and the student's parents/guardians of their rights concerning school student records.
This notification may be distributed by any means likely to reach the parents/guardians.

The contact information for each School's Official Records Custodian follows:

_____
_____
_____

This notice contains a description of your and your student's rights concerning school student records.

A *school student record* is any writing or other recorded information concerning a student and by which a student may be individually identified that is maintained by a school or at its direction or by a school employee, regardless of how or where the information is stored, except for certain records kept in a staff member's sole possession; records maintained by law enforcement officers working in the school; video and other electronic recordings that are created in part for law enforcement, security, or safety reasons or purposes; and electronic recordings made on school buses. The District maintains two types of school records for each student: *permanent record* and *temporary record*.

The *permanent record* includes:

1. Basic identifying information, including the student's name and address, birth date and place, gender, and the names and addresses of the student's parents/guardians.
2. Evidence required under the Missing Children's Records Act. 325 ILCS 50/5(b)(1).
3. Academic transcripts, including: grades, graduation date, and grade level achieved; the unique student identifier assigned and used by the Ill. State Board of Education's (ISBE) Student Information System (SIS); as applicable, designation of an Advanced Placement computer science course as a mathematics-based, quantitative course for purposes of meeting State graduation requirements set forth in 105 ILCS 5/27-60522; as applicable, designation of the student's achievement of the State Seal of Biliteracy, awarded in accordance with the School Code Section105 ILCS 5/2-3.159; as applicable, designation of the student's achievement of the State Commendation Toward Biliteracy; and as applicable, designation of the student's achievement of the Global Scholar Certification, awarded in accordance with 105 ILCS 5/2-3.169.
4. Attendance record.
5. Health record defined by the Ill. State Board of Education (ISBE) as "medical documentation necessary for enrollment and proof of dental examinations, as may be required under Section 27-8.1 of the School Code".
6. Record of release of permanent record information that includes each of the following:
    a. The nature and substance of the information released;
    b. The name and signature of the official records custodian releasing such information;
    c. The name and capacity of the requesting person and the purpose for the request;
    d. The date of release; and
    e. A copy of any consent to a release.

7. Scores received on all State assessment tests administered at the high school level (that is, grades 9-12). (105 ILCS 5/2-3.64a-5).

If not maintained in the *temporary record*, the *permanent record* may include:

1. Honors and awards received.
2. Information concerning participation in school-sponsored activities or athletics, or offices held in school-sponsored organizations.

All information not required to be kept in the student *permanent record* is kept in the student *temporary record* and must include:

1. Record of release of temporary record information that includes the same information as listed above for the record of release of permanent records.
2. Scores received on the State assessment tests administered in the elementary grade levels (that is, kindergarten through grade 8).
3. Completed home language survey.
4. Information regarding serious disciplinary infractions (that is, those involving drugs, weapons, or bodily harm to another) that resulted in expulsion, suspension, or the imposition of punishment or sanction.
5. Any final finding report received from a Child Protective Service Unit provided to the school under the Abused and Neglected Child Reporting Act; no report other than what is required under Section 8.6 of that Act (325 ILCS 5/8.6) shall be placed in the student record.
6. Information concerning a student's status and related experiences as a parent, expectant parent, or victim of domestic or sexual violence, as defined in 105 ILCS 5/26A, including a statement of the student or any other documentation, record, or corroborating evidence and the fact that the student has requested or obtained assistance, support, or services related to that status.
5.7. Any biometric information that is collected in accordance with 105 ILCS 5/10-20.40.
6.8. Health-related information, defined by the ISBE as "current documentation of a student's health information, not otherwise governed by the Mental Health and Developmental Disabilities Confidentiality Act or other privacy laws, which includes identifying information, health history, results of mandated testing and screenings, medication dispensation records and logs, e.g., glucose readings, long-term medications administered during school hours, documentation regarding a student athlete and his or her parent/guardian's acknowledgment of the District's concussion policy adopted under 105 ILCS 5/22-80 and other health-related information that is relevant to school participation, e.g., nursing services plan, failed screenings, yearly sports physical exams, interim health histories for sports."
7.9. Incident report, defined as an *accident report* by the ISBE as "documentation of any reportable student accident that results in an injury to a student, occurring on the way to or from school or on school grounds, at a school athletic event, or when a student is participating in a school program or school-sponsored activity or on a school bus and that is severe enough to cause the student not to be in attendance for one-half day or more or requires medical treatment other than first aid. The accident report shall include identifying information, nature of injury, days lost, cause of injury, location of accident, medical treatment given to the student at the time of the accident, or whether if the school nurse has referred the student for a medical evaluation, regardless of whether the parent or, guardian, student (if 18 years or older), or an unaccompanied homeless youth … has followed through on that request."
8.10. Any documentation of a student's transfer, including records indicating the school or school district to which the student transferred.
11. Completed course substitution form for any student who, when under the age of 18, is enrolled in vocational and technical course or a registered apprenticeship program under 23 Ill. Admin. Code Part 255 as a substitute for a high school or graduation requirement.

~~9.~~12. Information contained in related service logs maintained by the District for a student with an individualized education program under 105 ILCS 5/14-8.02f(d), including for speech and language services, occupational therapy services, physical therapy services, school social work services, school counseling services, school psychology services, and school nursing services.

The *temporary record* may include:

1. Family background information
2. Intelligence test scores, group and individual
3. Aptitude test scores
4. Reports of psychological evaluations, including information on intelligence, personality and academic information obtained through test administration, observation, or interviews
5. Elementary and secondary achievement level test results
6. Participation in extra~~co-~~curricular activities, including any offices held in school-sponsored clubs or organizations
7. Honors and awards received
8. Teacher anecdotal records
9. Other disciplinary information
10. Special education records
11. Records associated with plans developed under section 504 of the Rehabilitation Act of 1973
12. Verified reports or information from non-educational persons, agencies, or organizations of clear relevance to the student's education

The Family Educational Rights and Privacy Act (FERPA) and the Ill. School Student Records Act (ISSRA) afford parents/guardians and students over 18 years of age (*eligible students*) certain rights with respect to the student's school records. They are:

1. **The right to inspect and copy the student's education records within 10 business days of the day the District receives a request for access.**

   The degree of access a student has to his or her records depends on the student's age. Students less than 18 years of age have the right to inspect and copy only their permanent record. Students 18 years of age or older have access and copy rights to both permanent and temporary records. Parents/guardians or students should submit to the Building Principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The Principal will make arrangements for access and notify the parents/guardians or student of the time and place where the records may be inspected. The District shall make the records available to inspect and copy within 10 business days, unless the District extends the response timeline to 15 business days in accordance with ISSRA. The District may charge for copying but no one will be denied their right to copies of their records for inability to pay this cost.

   These rights are denied to any person against whom an order of protection has been entered concerning a student. 105 ILCS 5/10-22.3c and 10/5(a); ~~and~~ 750 ILCS 60/214(b)(15).

2. **The right to have the ~~SAT test score~~college entrance examination scores administered by the District included on the student's academic transcript.**

   Parents/guardians or eligible students may have ~~the SAT test~~college entrance examination score administered by the District included on their student's academic transcript upon the written request of the parent/guardian or eligible student.

3. **The right to request the amendment of the student's education records that the parents/guardians or eligible student believes are inaccurate, irrelevant, or improper.**

   Parents/guardians or eligible students may ask the District to amend a record that they believe is inaccurate, irrelevant, or improper. They should write the Building Principal or the Official Records Custodian, clearly identify the record they want changed, and specify the reason.

   If the District decides not to amend the record as requested by the parents/guardians or eligible student, the District will notify the parents/guardians or eligible student of the decision and advise ~~him or her~~them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parents/guardians or eligible student when notified of the right to a hearing.

4. **The right to permit disclosure of personally identifiable information contained in the student's education records, except to the extent that the FERPA or ISSRA authorizes disclosure without consent.**

   Disclosure is permitted without consent to school officials with legitimate educational or administrative interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board. A school official may also include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of personally identifiable information from education records (such as an attorney, auditor, medical consultant, therapist, or educational technology vendor); or any parents/guardians or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing the official's~~his or her~~ tasks. Individual Board members do not have a right to see student records merely by virtue of their office unless they have a current demonstrable educational or administrative interest in the student and seeing ~~his or her~~the student's record(s) would be in furtherance of the interest.

   A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility or contractual obligations with the District.

   Upon request, the District discloses education records without consent to officials of another school district in which a student has enrolled or intends to enroll, as well as to any person as specifically required by State or federal law. Before information is released to these individuals, the parents/guardians or eligible student will receive prior written notice of the nature and substance of the information, and an opportunity to inspect, copy, and challenge such records.

When a challenge is made at the time the student's records are being forwarded to another school to which the student is transferring, there is no right to challenge: ~~-~~(1) academic grades, or (2) references to expulsions or out-of-school suspensions.

Disclosure is also permitted without consent to: any person for research, statistical reporting or planning, provided that no student or parent(s)/guardian(s) can be identified; any person named in a court order; appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons; to the Ill. Department of Human Services (IDHS) for the sole purpose of assessing or evaluating the student's eligibility for Medicaid waiver benefits consistent with rules adopted by the IDHS; and juvenile authorities when necessary for the discharge of their official duties who request information before adjudication of the student.

5. **The right to a copy of any school student record proposed to be destroyed or deleted.**

   The permanent record is maintained for at least 60 years after the student transfers, graduates, or permanently withdraws. The temporary record is maintained for at least five years after the student transfers, graduates, or permanently withdraws. Temporary records that may be of assistance to a student with a disability who graduates or permanently withdraws, may, after five years, be transferred to the parents/guardians or to the student, if the student has succeeded to the rights of the parents/guardians. Student temporary records are reviewed every four years or upon a student's change in attendance centers, whichever occurs first.

6. **The right to prohibit the release of directory information concerning the parent's/ guardian's child.**
   Throughout the school year, the District may release *directory information* regarding students, limited to:
   - Name
   - ~~Address~~
   - Grade level
   - Birth date ~~and place~~
   - Parents'/guardians' names, ~~addresses,~~ electronic mail addresses, and telephone numbers
   - Photographs, videos, or digital images used for informational or news-related purposes (whether by a media outlet or by the school) of a student participating in school or school-sponsored activities, organizations, and athletics that have appeared in school publications, such as yearbooks, newspapers, or sporting or fine arts programs
   - Academic awards, degrees, and honors
   - Information in relation to school-sponsored activities, organizations, and athletics
   - Major field of study
   - Period of attendance in school

   Any parent/guardian or eligible student may prohibit the release of any or all of the above information by delivering a written objection to the Building Principal within 30 days of the date of this notice. No directory information will be released within this time period, unless the parent~~s~~/guardian~~s~~ or eligible student is specifically informed otherwise.

No photograph highlighting individual faces is allowed for commercial purposes, including solicitation, advertising, promotion or fundraising without the prior, specific, dated and written consent of the parent/guardian or student, as applicable; and no image on a school security video recording shall be designated as directory information.

7. **The right to request that military recruiters, ~~or~~ institutions of higher learning, and the Ill. Student Assistance Commission not be granted access to your secondary school student's name, address, electronic mail (email) addresses, ~~and~~ telephone numbers, and birth date without your prior written consent.**

   Federal law requires a secondary school to grant military recruiters and institutions of higher learning, upon their request, access to secondary school students' names, addresses, email addresses, and telephone numbers, unless the student's parent/guardian, or ~~student who is 18 years of age or older~~eligible student, submits a written request that the information not be released without the prior written consent of the parent/guardian or eligible student. Similarly, State law requires a secondary school to provide to military recruiters, public institutions of higher education, and the Ill. Student Assistance Commission access to the same types of information, in addition to a secondary student's birth date, unless the student's parent/guardian submits a written request before the end of the student's sophomore year (or if the student is a transfer student, by another time set by the District) that such information not be released. If you wish to exercise this option so that this information is not released without your prior written consent, notify the Building Principal where your student is enrolled for further instructions.

8. **The right contained in this statement: No person may condition the granting or withholding of any right, privilege or benefits or make as a condition of employment, credit, or insurance the securing by any individual of any information from a student's temporary record which such individual may obtain through the exercise of any right secured under State law.**

9. **The right to file a complaint with the U.S. Dept.~~artment~~ of Education concerning alleged failures by the District to comply with the requirements of FERPA.**

   The name and address of the Office that administers FERPA is:

   U.S. Department of Education
   Student Privacy Policy Office
   400 Maryland Avenue, SW
   Washington DC 20202-85204~~4605~~

Exhibit – Using a Photograph or Video Recording of a Student

Distribute to parents/guardians when they register a child for school and/or annually at the beginning of the school year. Return to the Building Principal to be kept in the student's temporary record.To be linked in the "Permissions" section of Online Registration.

On School Letterhead

Please Print

Student _____ **School Year** _____

Pictures of Unnamed Students

Students may occasionally appear in photographs and video recordings taken by District or school staff members, other students, or other individuals authorized by the Building Principal. The schoolThese pictures may used these pictures, without identifying the student, in various publications, including the school yearbook, school newspaper, and District or school website. No consent or notice is needed or will be given before the school uses pictures of unnamed students taken while they are at school or a school-related activity are used.

Pictures of Named Students

Sometimes the District or school may want to identify a student in a school picture. For example, District or school officials want to acknowledge those students who participate in a school activity or deserve special recognition.

In order for the District school to publish a picture with a student identified by name, one of the student's parents or guardians must sign the consent belowduring online registration. Please complete and sign this form to allow the school to publish and otherwise use photographs and video recordings, with your child identified, while he or she is enrolled in this school. The following statement will be included in the "Permissions" section of Online Registration, with the option for the parent to select "yes" or "no" from the dropdown.

I grant consent to McLean County Unit District No. 5 to identify a picture of my child, by full name and/or the school he or she attends,my child's name, picture, and work appearing in any District or school sponsored material, publication, video recording, or website. This consent is valid for the entire time my child is enrolled in Unit 5. I may revoke this consent at any time by notifying the Building Principal.

_____

Parent/Guardian *(if student is under age 18)(please print)* Signature _____

_____ _____

Student *(if student is under age 18)Parent/Guardian* Signature Date

Pictures of Students Taken By Non-School Agencies

Adopted: August 10, 2011
Reviewed: September 2012November 2026
Amended: October 10, 2012

While the school limits access to school buildings by outside photographers, it has no control over news media or other entities that may publish a picture of a named or unnamed student. School staff members will not, however, identify a student for an outside photographer

Exhibit – Letter to Parents Concerning Military Recruiters and Postsecondary Institutions Receiving Student Directory Information

For ease of administration, this letter combines the parent/guardian notices required by 10 U.S.C. §503(c), 20 U.S.C. §7908, and 105 ILCS 5/10-20.5a, amended by P.A. 104-15

On District Letterhead

Date

Re: Military Recruiters and Postsecondary Institutions Receiving Student Directory Information

Dear Parents/Guardians:

~~From time to time~~Periodically, military recruiters and postsecondary educational institutions, including in conjunction with the Ill. Student Assistance Commission (ISAC), are granted access to some or all of the following information: ~~request~~ the names, telephone numbers, ~~and~~ addresses, birth dates, and electronic mail (email) addresses of our secondary students. This information is used for recruiting purposes and/or to inform students of educational and career opportunities. The school must provide this information unless the parent~~s~~/guardian~~s~~, or the student if the student has attained the age of 18, submits a written request that the student's records it ~~disclosed~~ not be released without their prior written consent.

Important: If you do not want military recruiters, ~~or~~ institutions of higher learning, or ISAC to be given your secondary school student's name, address, ~~and~~ telephone number, birth date, and/or email address, please complete the form below and return it to the Building Principal.

Sincerely,

Superintendent

~ ~ ~

Student Name (please print) *Student ID Number*

Parent/Guardian Name (please print)

Parent/Guardian Signature (if the student is under age 18) *Date*

For students age 18 or older:

Please do not release my name, telephone numbers, address, birth date, and/or email address to:

☐ Military Recruiters

☐ Institutions of higher education

☐ ISAC

Student Name (please print) *Student ID Number*

Student Signature (if the student is age 18 or older *Date*

Exhibit – Frequently Asked Questions Regarding Military Recruiter Access to Students and Student Information

1. **What ~~do the U.S. Patriot Act and No Child Left Behind Act~~does the law require of schools with regard to allowing military recruiters access to students?**

   Schools receiving funds under the federal Elementary and Secondary Education Act (ESEA) must: 1) give military recruiters the same access to secondary school students as they provide to postsecondary educational institutions or to prospective employers or an institution of higher education, and 2) provide students' names, addresses, electronic mail (email) addresses (which must be the email addresses provided by the school, if applicable), and telephone listings (numbers) to military recruiters, when requested, unless parents/guardians or the student (18 years or older) have opted out (see Question 2, below). 20 U.S.C. §7908; 10 U.S.C. §503(c). Federal law requires schools to give military recruiters access to this information no later than 30 days after receiving a request from them. 10 U.S.C. §503(c)(1)(A)(iii). State law also requires schools to give access to this information, as well as students' birth dates, to military recruiters beginning on July 1, 2026, and every July 1 thereafter. 105 ILCS 5/10-20.5a.~~The Patriot Act has nothing to do with the military recruiter access to students or information. It requires schools to comply with an *ex parte* order issued in connection with the investigation or prosecution of terrorism. A court issues an *ex parte* order without notice to an adverse party. Student records may be disclosed pursuant to such an order without parents' consent or knowledge.~~

   ~~Two pieces of legislation require schools receiving funds under the Elementary and Secondary Education Act to: (1) give military recruiters the same access to secondary school students as they provide to postsecondary educational institutions or to prospective employers or an institution of higher education, and (2) provide students' names, addresses, and telephone listings to military recruiters, when requested. Those laws are:~~

   - ~~§9528 of the No Child Left Behind Act of 2001, 20 U.S.C. §7908.~~
   - ~~10 U.S.C. §503, as amended by the National Defense Authorization Act for Fiscal Year 2002.~~

2. **What information about students (and which students) must be disclosed to military recruiters by our administration?**

   Secondary schools must disclose names, addresses, email addresses, birth dates, and telephone numbers of secondary students, unless parents/guardians, or the student if the student has attained the age of 18 ("*eligible student*"), have ~~requested~~ submitted a written request that the information not be released without their prior written consent.

3. **What notification must schools provide to parents before disclosing students' names, addresses, email addresses, birth dates, and telephone numbers to military recruiters and institutions of higher education?**

   Under federal and State laws governing student records, schools must provide notice to parents of the types of student information that it releases publicly. This type of student information, commonly referred to as *directory information*, includes names, ~~addresses, and~~ birth dates, and telephone numbers. The notice must include an explanation of a parent/guardian's or eligible student's right to request that the information not be disclosed without prior written consent. Under the Elementary and Secondary Education Act~~No Child Left Behind~~ Act, schools must notify parents that the school routinely discloses names,

addresses, email addresses, and telephone numbers to military recruiters and institutions of higher education upon request, subject to a parent/guardian's or eligible student's written request not to disclose such information without written consent. Similarly, State law provides military recruiters and public institutions of higher education access to the same types of information, in addition to a secondary student's birth date, unless the student's parent/guardian submits a written request before the end of the student's sophomore year (or if the student is a transfer student, by another time set by the District) that such information not be released.

A notice provided through a mailing or student handbook informing parents/guardians and eligible students of the above information is sufficient to satisfy the parental notification requirements. The notification must advise parents/guardians and eligible students how to opt out of the public, nonconsensual disclosure of directory information and the method and timeline within which to do so.

~~If a parent opts out of providing directory information to third parties, the opt-out also applies to requests from military recruiters and institutions of higher education. For example, if the opt-out states that telephone numbers will not be disclosed to the public, schools may not disclose telephone numbers to military recruiters.~~

If a school does not release directory information, it still must provide students' names, addresses, email addresses, birth dates, and telephone numbers to military recruiters and institutions of higher education upon request. The school must notify parents/guardians and eligible students: (1) that it discloses information to military recruiters and institutions of higher education, and (2) ~~noting~~ that parents/guardians and eligible students have the right to opt ~~their children~~ out of this disclosure.

4. Does recruitment take place in a private office or out in a common area?

Neither federal nor State law addresses where recruitment takes place. These laws only require that guidelines imposed on military recruiters be the same as those imposed on postsecondary educational institutions recruiters and/or prospective employers. Federal law does not require school districts to provide military access to career fairs or similar events upon request made by military recruiters for recruiting purposes.

5. How frequently are recruiters present?

Neither federal nor State law addresses how often recruiters may have access to students. These laws only require that guidelines imposed on military recruiters be the same as those imposed on postsecondary educational institutions and prospective employers.

6. What information does a military recruiter request of students during the interview?

The type of questions military recruiters may ask students is generally not limited. Of course, students may refuse to cooperate or even refuse to be interviewed.

7. Can schools supervise recruiters to ensure they do not approach impressionable students too strongly?

Federal law does not grant authority to schools to supervise military recruiting efforts. The school may, of course, require military and postsecondary recruiters to abide by the District's policy governing conduct on school property.

8. What are parents' rights relative to military recruiters on campus?

Parents may instruct their children to forgo being interviewed by military and/or postsecondary recruiters or prospective employers.

9. What information do schools provide to families relative to recruiting that goes on at school?

Aside from the notice described in #3, neither federal nor State law addresses what information schools must provide to parents regarding the recruiting that takes place at school – this is a local issue to be determined by the Superintendent or Building Principal.

10. Where can I get more information on the requirements of 10 U.S.C. §503?

The Office of the Secretary of Defense may be contacted for copies of the statute, or questions relating to it. Please contact the Accession Policy Directorate as follows:

Director, Accession Policy
4000 Defense Pentagon
Washington, DC 20301-4000
Telephone: 703/695-5529

11. Where can I get more information on the requirements of §7908 of the ESEA?

The Student Privacy Policy Office (SPPO) in the Department of Education administers FERPA as well as 20 U.S.C. §7908. School officials with questions on this guidance, or FERPA, may contact the SPPO by submitting an online form at https://studentprivacy.ed.gov/contact or calling the SPPO's Student Privacy Help Desk at 1-855-249-9072.

Requests for Information Pursuant to the Illinois Freedom of Information Act
The District has received and processed the following requests for information:

1. B. Miller, responded 11.09.26
2. David Heisner - The Data Branch, responded 11.17.26
3. David Heisner - The Data Branch, responded 11.17.26

School	Location	Event	Start Date of Event	End Date of Event	Students/Grades/ Groups Participating	Organizer
NCWHS	Indianapolis, IN	FFA National Convention	10/20/2026	10/23/2026	FFA	Caitlin Hays, Mackenzie Kraft, Larry Lewis, Jennifer Earing
NCHS	Bloomington/ Normal	Illinois FBLA Fall Retreat	11/14/26	11/15/26	FBLA	Tara Pendleton and Nicole Nordman
NCHS/NCWHS	Peoria, IL	Illinois Music Education Conference	1/28/27	1/30/27	Students selected as All-State Musicians	Kimberley Boehm, Ryan Budzinski, Paul Carter, Ben Luginbuhl, Melissa Siebenthal, Sara Williams
CJHS/EJHS/ KJHS/PJHS	Convocation Center, NIU, DeKalb, IL	IESA State Wrestling Tournament	3/12/27	3/13/27	Wrestling Team/Individual State Qualifiers of Junior High Schools Grades 6-8	**CJ**: Cory Yokel, Bill Reidy. **EJ**: Robert Harris, Danny Hafley. **KJ**: Christopher Merrill, Andrew Leggett. **PJ**: Jose (Danny) Valdes Vazquez, Evan Willock.
NCHS	University of Illinois, Urbana-Champaign	Illinois High School Theatre Fest	1/7/2027	1/9/2027	Drama Club	Cassie Adelman, Meg Keogh, Raymond Zaloudek, Ben Luginbuhl, Kristy Luginbuhl, Kevin Vernon

Master Energy Purchase Agreement – Electric Commodity Sales

(Solutions/Key Accounts GTC v.07.08.26)

This Master Energy Purchase Agreement – Electric Commodity Sales, which comprises the below General Terms and Conditions (these "GTC") and all schedules, attachments, riders, and exhibits hereto, including any Attachment A-1 (each, an "Attachment" and, collectively, this "Agreement"), is entered into as of November 13, 2026 by and between AEP Energy, Inc. ("AEP Energy") and Community Unit School District No.5, McLean and Woodford Counties, Illinois. ("Customer") (each a "Party" and, collectively, the "Parties") and governs the purchase and sale of Retail Energy (as defined herein) for Customer's account(s) identified in any Attachment (each, a "Service Location").

General Terms and Conditions

I. PURCHASE AND SALE OF RETAIL ENERGY

During the Term (as defined herein) and except as excused by Force Majeure, AEP Energy will sell to Customer, and Customer will exclusively purchase from AEP Energy, the commodity portion of Customer's retail electric requirements for each Service Location (the "Retail Energy"), subject to the additional terms and conditions specified in the Attachment(s). Retail Energy will be delivered to the applicable electric distribution company serving each Service Location (each, as specified in the relevant Attachment, the "EDC") at the applicable transmission system interconnection point (each, a "Delivery Point"). From the Delivery Point onward, the EDC is solely responsible for delivering Retail Energy to each Service Location, maintaining and reading meters, and providing outage, emergency, and field services. Customer acknowledges that AEP Energy has no operational control over the EDC's distribution system, metering equipment, service scheduling, or outage response functions and bears no responsibility or liability for any act, omission, delay, outage, interruption, service deficiency, or tariff change imposed or administered by the EDC. Customer authorizes AEP Energy to receive Customer's account, billing, and historical and ongoing usage information and consents to the EDC's disclosure of such data to AEP Energy, including account and meter numbers, interval and non-interval usage data, meter reading data, rate class, billing and payment information, account name, service and billing addresses, and telephone number. Customer further authorizes AEP Energy to use such EDC-provided information for non-marketing communications and account servicing purposes, including billing, collections, and other notices and communications related to this Agreement. Customer remains solely responsible for all EDC-assessed charges for services provided to Customer, including delivery/distribution charges, switching fees, telecommunications or data charges, and meter-related charges, whether billed by the EDC to AEP Energy or Customer.

If the Parties agree to a Retail Energy purchase and sale transaction under this Agreement, the Parties will execute an Attachment specifying the Service Location(s), term, pricing, and related commercial terms. Each Attachment is a non-binding negotiation instrument unless and until fully executed by both Parties. Unless transmission service is provided by the EDC, AEP Energy will serve as Customer's agent to secure and manage required transmission service throughout the Term (as defined herein). The Parties acknowledge that Attachment pricing reflects, among other factors, Customer's expected usage and EDC-specific costs and Customer's historical and forecasted load data, which is representative of each Service Location's anticipated Retail Energy requirements, and applies to all related Retail Energy usage, including unmetered and other non-interval loads. Any pricing reference to a published index includes any published successor index or replacement data source. Unless expressly conveyed by an Attachment, Retail Energy does not include renewable energy credits, emissions allowances, or other environmental attributes.

II. BILLING AND PAYMENT

A. General Billing and Payment Terms: AEP Energy or the EDC will issue monthly invoices for Retail Energy, based on the EDC's meter read cycle and the billing method specified in the Attachment, as a single invoice from either the EDC through utility/EDC consolidated billing (UCB) or AEP Energy through supplier consolidated billing (SCB) or separate invoices from AEP Energy for supply-related charges and the EDC for all other charges (Dual Bill), although the EDC retains full authority under its tariffs and operational practices to change the billing method. AEP Energy will issue SCB or Dual Bill invoices using the first available method in the following order of priority: (1) the billing email address specified in the "Customer Information" table (unless Customer requests paper billing) or later updated in writing (including via email or online customer portal), (2) the billing mailing address specified or later updated in writing, or (3) the physical address of any Service Location. Invoices will reflect metered usage. If actual billing determinants are unavailable, delayed, or incomplete, AEP Energy may issue estimated invoices and will reconcile them when actual data becomes available. Customer shall pay all invoiced amounts according to the payment instructions on the invoice by check or wire transfer of immediately available funds or Automated Clearinghouse (ACH). Time is of the essence for payment obligations, and AEP Energy must receive payments by close of business on the business day following the number of calendar days specified in the applicable Attachment after the invoice date. If the EDC bills Customer directly, Customer must pay the EDC under its applicable billing terms. Late amounts owed to AEP Energy, including outstanding late charges and any Settlement Amount(s) (as defined herein) (collectively, "Account Charges"), will accrue interest at a rate equal to one and one-half percent (1.5%) per month, or the maximum rate allowed by law, whichever is less, compounded monthly, from the due date until paid in full. Returned or rejected payments will incur a fee of $45, or the maximum amount allowed by law, whichever is less. Customer will reimburse AEP Energy for all reasonable costs, expenses, and fees, including reasonable attorneys' fees, incurred by AEP Energy in connection with the collection of overdue Account Charges or enforcement of its rights under this Agreement. Customer's payment obligations are absolute, unconditional, and not subject to setoff, deduction, withholding, or counterclaim.

B. Disputed or Revised Invoices: Customer may, in good faith, dispute an invoice by (1) delivering a written notice of dispute, which must specify the disputed amount, explain the basis for the dispute, and include all reasonably necessary supporting documentation (the "Notice of Dispute"), to AEP Energy by the invoice due date and (2) making payment of the undisputed portion of the invoice to AEP Energy within the applicable payment period. The Parties will cooperate in good faith to resolve the dispute during the forty-five (45) calendar-day period following AEP Energy's receipt of the Notice of Dispute (the "Dispute Period"). If the Parties do not reach a written resolution within the Dispute Period, either Party may pursue any remedy available at law, in equity, or under this Agreement. Any failure by Customer to follow this process renders the invoice final, binding, and non-contestable. AEP Energy may issue corrected invoices at any time to reflect updated or corrected billing determinants, with credits applied for amounts previously

paid. Customer agrees that meter data provided by the EDC is deemed final and binding for billing purposes after completion of the applicable regional transmission organization ("RTO") or independent system operator ("ISO") resettlement period.

III. TAXES

Each Party is solely responsible for all taxes, fees, levies, assessments, licenses, penalties, interest, and other charges imposed by any governmental authority with respect to Retail Energy on its side of the Delivery Point (collectively, "Taxes"), including any Taxes newly imposed, changed, reinterpreted, or retroactively applied after the date hereof. A Party claiming exemption from any Tax must timely deliver to the other Party all necessary supporting documentation and remains solely liable for any Taxes resulting from invalid, insufficient, or rejected exemption documentation.

IV. TERM AND TERMINATION

This Agreement is effective as of the date hereof and will remain in effect while any Attachment is outstanding or during any applicable Holdover Term (as defined herein) (the "Term"). The Parties acknowledge and agree that the EDC has sole operational control over, and exclusively determines, all timing, processing, acceptance, rejection, implementation of Customer's enrollment, switching, and initiation of Retail Energy supply. All switching and enrollment activities occur strictly in accordance with the EDC's applicable rules and processes, none of which are controlled by AEP Energy. Accordingly, AEP Energy will use commercially reasonable efforts to submit enrollment requests and to initiate supply on the EDC-provided enrollment date that is expected to align with the Anticipated Start Date in the applicable Attachment and only after receiving confirmation that the EDC has accepted and scheduled the switch (the "Commencement Date"), which cannot be sooner than three (3) calendar days after execution of the applicable Attachment. AEP Energy has no liability whatsoever for any delay in achieving the Commencement Date or for any consequences of such delay (including lost savings, lost opportunities, increased energy costs, or market price fluctuations), to the maximum extent permitted by applicable law, including any caused by EDC processing timelines, enrollment rejections, administrative holds, meter read schedules, utility system constraints, prior supplier obligations, Customer account inaccuracies, or other EDC-controlled or external factors. Customer is solely responsible for ensuring that prior supplier contracts do not interfere with enrollment and will cooperate with AEP Energy and the EDC and otherwise take all reasonable actions necessary, to enable the EDC to process the switch. Failure to meet these requirements does not affect the validity of this Agreement or impose any liability on AEP Energy, and Customer waives any defense based on impracticability, frustration of purpose, or similar doctrines.

Upon expiration of the term of any Attachment, AEP Energy may continue supplying Retail Energy to any affected Service Location on a month-to-month holdover basis (each, a "Holdover Term"). During a Holdover Term, the price for Retail Energy will be the applicable RTO EDC day ahead hourly locational marginal price (LMP) plus an adder of $0.005 per kWh, and any and all costs, charges, and fees for capacity, transmission, line losses, ancillary services, renewable portfolio standard (RPS), scheduling imbalances, and taxes, ABC/broker fees (as applicable), and any other related penalties, fees, charges, expenses, and other costs to serve incurred by AEP Energy of every kind and nature will be passed through in a commercially reasonable manner to Customer without mark-up. Customer acknowledges that no savings are guaranteed during any Holdover Term and such pricing reflects short-term market conditions and may be highly volatile. If interval usage data is unavailable, AEP Energy may reasonably estimate Customer's load weighted average LMP. Either Party may terminate a Holdover Term at any time, without penalty, by returning the Service Location to the EDC in accordance with applicable EDC procedures.

Upon expiration or termination of this Agreement or any Attachment, all future obligations under such shall cease, except that each Party remains liable for all accrued and outstanding obligations, including amounts owed for Retail Energy delivered prior to the effective termination, whether or not yet invoiced, including any further Account Charges. Obligations that by their nature survive expiration or termination, including payment, indemnification, limitations of liability, confidentiality, representations and warranties, and governing law, venue, and jury trial waiver provisions, remain in full force and effect. Expiration or termination for each Service Location becomes effective on the next switching date available from the EDC. If any governmental authority or the EDC suspends, materially modifies, or terminates its retail customer choice program, such that AEP Energy can no longer lawfully or feasibly provide Retail Energy, AEP Energy may terminate the affected Attachment(s) or this Agreement, without penalty to either Party.

V. CREDIT

Each Party represents and warrants that no bankruptcy, insolvency, receivership, reorganization, assignment for the benefit of creditors, or similar proceeding is pending or being contemplated by it or, to its knowledge, threatened against it. Customer acknowledges that credit conditions may change over time and agrees to provide commercially reasonable financial and credit information upon AEP Energy's request. If, at any time during the Term, AEP Energy reasonably determines that Customer's creditworthiness or financial condition is unsatisfactory, AEP Energy may require Customer to (A) provide additional credit or financial information, including financial statements, and (B) deliver to AEP Energy, as security, adequate assurance of performance, including a parental guaranty or irrevocable letter of credit, in each case from a creditworthy entity acceptable to AEP Energy, cash deposit, or prepayment arrangement, in such form, type, amount, and duration as AEP Energy may require ("Adequate Assurance of Performance"). Upon such requirement from AEP Energy, Customer has five (5) business days to provide the requested information and/or Adequate Assurance of Performance to AEP Energy.

VI. EVENTS OF DEFAULT

A. <u>Definition</u>: An "Event of Default" occurs with respect to a Party (the "Defaulting Party") upon the occurrence of any of the following, each of which is an independent basis for default: (1) the Defaulting Party fails to make, when due, any payment required pursuant to this Agreement if such failure is not cured within three (3) business days after written notice; (2) any representation, warranty, certification, or statement by the Defaulting Party under this Agreement is false or misleading in any material respect when made or later becomes materially untrue and is not corrected within fifteen (15) calendar days after written notice; (3) the Defaulting Party fails to perform any material covenant or obligation under this Agreement, including any unexcused failure to deliver or take Retail Energy under this Agreement, and such failure is not excused by Force Majeure and not fully cured within fifteen (15) calendar days after written notice; (4) either the Defaulting Party, or any provider of Adequate Assurance of Performance on its behalf, disaffirms, repudiates, rejects, terminates, or otherwise challenges the validity, enforceability, sufficiency, or binding effect of this Agreement or any Adequate Assurance of Performance, in whole or in part; (5) AEP Energy receives notice (other than as permitted hereunder) from Customer or any EDC indicating Customer's actual or intended discontinuation of supply prior to the end of any Attachment term; (6) Customer (A) files, authorizes, consents to, or has filed against

it any petition or proceeding under any bankruptcy, insolvency, reorganization, debtor-relief, assignment for benefit of creditors, receivership, or similar law; (B) becomes bankrupt or insolvent, however evidenced; (C) admits in writing its inability to pay debts as they become due; or (D) has a receiver, trustee, conservator, administrator, liquidator, or similar official appointed with respect to it or any portion of its property or assets, whether or not such appointment arises from a bankruptcy or restructuring process; (7) any default, breach, or termination event by Customer under any other agreement between the Parties; or (8) Customer fails to timely provide requested financial and credit information and/or to deliver, maintain, or replenish Adequate Assurance of Performance or otherwise satisfy the creditworthiness requirements under the "Credit" section.

B. Suspension and Early Termination: If an Event of Default occurs with respect to the Defaulting Party, the other Party (the "Non-Defaulting Party") may, at its option, in its sole discretion, and without limitation, exercise one or more of the following remedies: immediately suspend its performance under this Agreement and/or any Attachment; terminate this Agreement and/or any Attachment by written notice to the Defaulting Party; and/or pursue any remedies available at law, in equity, or as expressly provided herein, all of which are cumulative and may be exercised concurrently or sequentially. Upon any suspension or termination, Customer remains liable for all amounts owed under this Agreement to AEP Energy, including amounts owed for delivered performance, whether or not yet invoiced, including any further Account Charges. If early termination results from an Event of Default, AEP Energy will return the affected Service Location(s) to the EDC as soon as legally permitted, and Customer authorizes the use of any available expedited return or accelerated switch process. The Defaulting Party shall also pay to the Non-Defaulting Party any damages incurred by the Non-Defaulting Party related thereto, including liquidated settlement amount (the "Settlement Amount") calculated as follows: (1) Contract Value *minus* Wholesale Market Value (if Customer is the Defaulting Party) or (2) Retail Market Value *minus* Contract Value (if AEP Energy is the Defaulting Party); provided that the Settlement Amount shall not be less than zero, and no Settlement Amount is payable to a Party that is itself the Defaulting Party.

Definitions:

"Contract Value" means the amounts Customer would have paid for the Remaining Performance had no Event of Default occurred.

"Remaining Performance" means the quantity of Retail Energy expected to be supplied by AEP Energy during the remainder of the term of the applicable Attachment(s).

"Retail Market Value" means the commercially reasonable cost that Customer actually pays to procure the Remaining Performance from an alternative supplier, to the extent reasonably documented and reflective of then-current market conditions.

"Wholesale Market Value" means the value AEP Energy realizes from reallocating, terminating, or liquidating any portion of any energy supply contract, hedge, financial instrument, or related trading position or arrangement held by or for AEP Energy, or in avoiding related costs tied to the Remaining Performance. AEP Energy is not required to enter into any replacement transaction to establish Wholesale Market Value.

The Non-Defaulting Party will calculate the Settlement Amount using commercially reasonable discretion, which may include forward market prices, liquidity conditions, valuation curves, and internal risk-management and cost-valuation methodologies. Upon written request, the Non-Defaulting Party will make its calculation available to the Defaulting Party. The Defaulting Party shall pay the Settlement Amount to the Non-Defaulting Party within five (5) business days after notice of the amount due. The Parties acknowledge and agree that the Settlement Amount constitutes a fair and reasonable, good-faith estimate of damages and lost economic expectancy resulting from early termination, given the difficulty of determining actual damages and the volatility of energy markets and is not a penalty or punitive in any respect but is reasonable compensation for a Party's damages.

VII. SERVICE LOCATION CLOSURE

Customer must provide AEP Energy at least thirty (30) calendar days' prior written notice before terminating supply at any Service Location, including as a result of ceasing operations at, closing, vacating, selling, transferring, or otherwise removing any Service Location. Customer's obligation to take and pay for Retail Energy is unconditional and any notice, statement, action, omission, or communication by Customer or the EDC indicating Customer's intent to discontinue, reduce, or otherwise avoid receiving Retail Energy prior to the expiration of the term of the applicable Attachment will constitute anticipatory repudiation and an Event of Default by Customer. In such event, Customer shall be liable for related damages incurred by AEP Energy, calculated and invoiced in the same manner as the Settlement Amount as if Customer were the Defaulting Party. If Customer fails to timely pay these amounts, AEP Energy may adjust, using commercially reasonable discretion, the pricing for any remaining Service Location(s) to reflect changes in expected usage, load profile, and other conditions. All obligations under this Agreement remain in full force and effect for the remaining Service Location(s).

VIII. RELATIONSHIP OF PARTIES

The Parties are independent contracting parties engaged in an arm's-length commercial transaction for the purchase and sale of Retail Energy. Nothing in this Agreement creates, and the Parties expressly disclaim the creation of, any partnership, joint venture, fiduciary or agency relationship, or any other relationship that imposes duties, obligations, or liabilities beyond those stated herein. Customer acknowledges, affirms, and expressly agrees that, in entering into this Agreement and any Attachment, it has relied exclusively on its own judgment and independent evaluation of market risks, regulatory conditions, and pricing alternatives and expressly disclaims reliance on any statement, communication, assurance, course of dealing, forecast, analysis, projection, model, estimate, promise, guarantee, representation, or omission provided (whether written or oral) by AEP Energy or any representative. Customer further acknowledges that AEP Energy has made no representations, warranties, promises, or guarantees regarding potential savings, price comparisons, future market conditions, future Retail Energy prices, load shapes, any financial or operational advantages or disadvantages of any product or service, or any other matter and that EDC standard offer service rates and other utility charges fluctuate and are outside AEP Energy's control, such that AEP Energy does not and cannot guarantee any savings or price advantage relative to EDC rates. If a property manager or other agent ("Agent") executes this Agreement or any Attachment on behalf of the owner of any Service Location, Agent represents and warrants that it has full, valid, continuing, and non-revocable written authority to bind such owner for the entire Term of this Agreement and any Attachment. Agent shall defend, indemnify, and hold harmless AEP Energy from and against any and all Claims (as defined herein) arising out of or relating to Agent's lack of actual or continuing authority, any misrepresentation by Agent regarding authority, or any dispute between Agent and such owner concerning authority, consent, control, or responsibility for the Service Location. Customer acknowledges and agrees that any agent, broker, consultant, or other third party participating in any solicitation or transaction hereunder ("ABC") acts exclusively as an agent of Customer agent during sales process. If this Agreement or any Attachment involves an ABC, then such ABC will receive fees from

AEP Energy that are funded through payments received from Customer hereunder.

IX. ASSIGNMENT

This Agreement binds and inures to the benefit of each Party and its respective successors and permitted assigns. Except as expressly provided below, neither Party may assign, delegate, or transfer this Agreement or any right or obligation hereunder (whether voluntarily, involuntarily, by operation of law, merger, change of control, or otherwise) without the other Party's prior written consent, such consent not to be unreasonably withheld, conditioned, or delayed. Any attempted assignment in violation of this provision shall be null and void and constitute an Event of Default by the assigning Party. Notwithstanding the foregoing, either Party may assign this Agreement, without the other Party's prior consent but upon prior written notice, to an affiliate or a successor entity that acquires all or substantially all of the assigning Party's assets, or, for AEP Energy, all or substantially all of its retail electric supply business. As a condition precedent to any assignment by Customer, any proposed affiliate or successor must be reasonably determined in writing by AEP Energy to have creditworthiness reasonably acceptable to AEP Energy and deliver any enforceability assurances or credit support that AEP Energy may reasonably require. With respect to any assignment or transfer by AEP Energy, any affiliate or successor must be contractually obligated to continue supplying Retail Energy to Customer under the then-existing pricing.

X. FORCE MAJEURE

Neither Party is required to perform or fulfill its obligations (other than payment obligations then due or becoming due with respect to delivered performance prior to a Force Majeure) under this Agreement during, and only to the extent of, a Force Majeure event that actually prevents performance, provided the affected Party (the "Claiming Party") gives prompt written notice describing the event, its expected impact on performance, the steps being taken to mitigate the effects, and an estimate of the anticipated duration. "Force Majeure" means an event or circumstance that (A) directly prevents performance, (B) is beyond the Claiming Party's reasonable control, (C) could not reasonably have been avoided or overcome by commercially reasonable efforts, and (D) is not caused by the Claiming Party's fault, negligence, lack of planning or financial inability. Examples of qualifying events include, to the extent the above requirements are satisfied, acts of God, severe weather, fire, flood, lightning, landslides, earthquakes, regional weather-related events (including sustained low temperatures causing transmission or distribution system failures), pandemics, terrorism, sabotage, breach by the EDC, electric grid interruptions or curtailments, upstream-supplier force majeure, war, riots, or other civil unrest, and government actions or requirements. Force Majeure does not include economic hardship or changes in market prices, lack of profitability, failure or malfunction of Customer's equipment or facilities, systems, or equipment, or reductions in Customer's business or load for business reasons. If a Force Majeure event affecting a Party continues for more than thirty (30) consecutive calendar days, the other Party may terminate this Agreement or any affected Attachment by written notice to the Claiming Party, such termination not constituting an Event of Default.

XI. REGULATORY EVENT

If any new, or any change in any existing, law, statute, rule, regulation, order, decision (including any judgment or judicial or administrative interpretation), decree, tariff, charge, rate, rate class, methodology, market mechanism, dispatch protocol, or administrative requirement, or process, practice, procedure, protocol, design, or structure, or other event, including any change in any formula rate calculation or charge (e.g., any increase in network integration transmission service or capacity rates), or any recalculation or change in any interpretation or application of any of the foregoing, by any governmental authority, court, EDC, ISO, RTO, or other regulated service provider alters to the detriment of AEP Energy its costs to perform or economic returns under this Agreement (a "Regulatory Event"), AEP Energy may pass through such cost or economic effect to Customer to eliminate the impact of such Regulatory Event, effective automatically and without further action as of the date such Regulatory Event takes effect, and all other terms and conditions of this Agreement will remain in full force and effect.

XII. FORWARD CONTRACT AND NO COMMODITY TRADING

The Parties acknowledge and agree that this Agreement and each Attachment constitute "forward contracts" within the meaning of Section 101(25) of the U.S. Bankruptcy Code, that AEP Energy constitutes a "forward contract merchant" under Section 101(26) and is acting as such in connection with this Agreement, and that payments made by Customer to AEP Energy hereunder are "settlement payments" under Section 101(51A) and are entitled to the Bankruptcy Code's safe-harbor protections. Accordingly, if any event described in Section 365(e)(1) or any comparable provision of the Bankruptcy Code occurs, AEP Energy may, to the fullest extent permitted by applicable law, immediately terminate, liquidate, accelerate, close out, or otherwise enforce this Agreement and any related transactions, and such rights shall not be stayed, avoided, enjoined or otherwise limited by operation of the automatic stay or other bankruptcy provisions. Customer irrevocably waives any right to contest or argue that this Agreement or any transaction hereunder is not a forward contract or that AEP Energy is not a forward contract merchant and agrees not to challenge AEP Energy's exercise of remedies available to forward contract merchants. Customer further acknowledges that AEP Energy is not providing, promoting, or offering commodities trading advice and is not acting as Customer's advisor or fiduciary, is not providing trading advice regarding futures, options, swaps, or any other "commodity interests", and does not hold itself out as a commodity trading advisor or commodity pool operator under the Commodity Exchange Act or CFTC regulations.

XIII. CONFIDENTIALITY

Both Parties agree to keep confidential this Agreement and all proposed or completed transactions and Attachments, including pricing, product specifications, and quantity information, except for any required disclosure to any regulatory body, governmental entity, or agency having jurisdiction; any disclosure reasonably necessary to enforce the terms of this Agreement; or any disclosure to any accountant, attorney, or other professionals representing the receiving Party, any ABC, or any affiliated or third-party agent, advisor, or contractor involved in implementing this Agreement.

XIV. REPRESENTATIONS AND WARRANTIES

As a material inducement to entering into this Agreement and any Attachment, each Party represents and warrants to the other Party, as of the date hereof and the date of each Attachment, that: (A) it is duly organized, validly existing, and in good standing under the laws of its jurisdiction of organization; (B) the execution, delivery, and performance of this Agreement and any Attachment have been duly authorized by all necessary actions and/or approvals and will not violate or conflict with its organizational documents, applicable law, or any agreement, order, or instrument to which it is a party; (C) this Agreement and each Attachment constitute legal, valid, and binding enforceable obligations of such Party; and (D) it has had the opportunity to obtain independent legal and other professional advice concerning this Agreement and each Attachment and fully understands and voluntarily accepts all terms, which it acknowledges are fair, reasonable, and not unconscionable.

Customer further represents and warrants that it is a commercial end user of Retail Energy and is entering into this Agreement and each Attachment solely for business, not personal, speculative, or resale, purposes.

XV. TITLE, WARRANTY, AND LIMITATION OF LIABILITY

Title to, and possession and control of, Retail Energy transfers from AEP Energy to Customer at the applicable Delivery Point, and all risk of loss, responsibility, and related obligations transfer at that point as well. AEP Energy is solely responsible for any injury, loss, expense, penalty, liability, damage, or cost (each, a "Liability") relating to Retail Energy before delivery to the applicable Delivery Point and shall defend, indemnify, and hold Customer harmless from all related third-party claims, demands, actions, suits, proceedings, damages, judgments, settlements, and associated costs and expenses, including reasonable attorneys' fees ("Claims"), arising therefrom, except to the extent caused by Customer's negligence, willful misconduct, or breach of this Agreement. Customer is solely responsible for any Liability relating to Retail Energy at and after the applicable Delivery Point and shall defend, indemnify, and hold AEP Energy harmless from all related Claims arising therefrom, except to the extent caused by AEP Energy's negligence, willful misconduct, or breach of this Agreement. Customer acknowledges that AEP Energy does not own or operate the transmission or distribution systems used to deliver Retail Energy. Accordingly, AEP Energy has no liability whatsoever for damages or losses resulting from any failure, interruption, curtailment, outage, delay, or defect in those systems (including EDC actions), all of which are outside its control. AEP Energy warrants only that it will convey good and marketable title to Retail Energy at the Delivery Point, free and clear of all liens, encumbrances, and title defects. THIS WARRANTY IS AEP ENERGY'S SOLE AND EXCLUSIVE WARRANTY CONCERNING THE RETAIL ENERGY AND IS MADE EXPRESSLY IN LIEU OF (AND AEP ENERGY EXPRESSLY DISCLAIMS) ALL OTHER WARRANTIES AND REPRESENTATIONS, EXPRESS OR IMPLIED, INCLUDING ANY IMPLIED WARRANTIES OF FITNESS FOR A PARTICULAR PURPOSE, MERCHANTABILITY, NON-INFRINGEMENT, ANY WARRANTY ARISING BY USAGE OF TRADE, COURSE OF DEALING, OR COURSE OF PERFORMANCE, OR OTHERWISE. WITHOUT LIMITING A PARTY'S INDEMNIFICATION OBLIGATIONS UNDER THIS AGREEMENT, ANY PAYMENT OF A SETTLEMENT AMOUNT, OR OTHERWISE AS EXPRESSLY REQUIRED HEREUNDER, NEITHER PARTY WILL BE LIABLE UNDER ANY CIRCUMSTANCE FOR ANY SPECIAL, INCIDENTAL, INDIRECT, EXEMPLARY, PUNITIVE, OR CONSEQUENTIAL DAMAGES (INCLUDING LOST PROFITS, LOSS OF BUSINESS, OR BUSINESS INTERRUPTION), WHETHER BASED IN STATUTE, CONTRACT, TORT, STRICT LIABILITY, OR ANY OTHER THEORY. THE PARTIES AGREE THAT ARTICLE 2 OF THE UNIFORM COMMERCIAL CODE ("UCC") APPLIES TO THIS AGREEMENT AS THOUGH RETAIL ENERGY WERE A "GOOD," REGARDLESS OF ITS STATUS UNDER THE UCC OF THE GOVERNING LAW.

XVI. NOTICES

Any notice from AEP Energy to Customer must be in writing and sent to any of Customer's notice, billing, or email address specified in writing (including via email or online customer portal) by Customer or to any Service Location address (each, a "Customer Notice Address"). Any notice from Customer to AEP Energy must be in writing and delivered to AEP Energy, Inc., Attn: Contract Management, 1 Riverside Plaza, 20th Floor, Columbus, OH 43215, or any updated address designated in writing by AEP Energy. Absent proof of actual receipt, notice is deemed received: (A) if emailed, at the close of business on the day sent; (B) if sent by overnight mail or courier, on the next business day after it is sent; or (C) if sent by first class mail, on the fifth (5th) business day after mailing, in each case as established by business records or commercially reasonable evidence.

Customer must promptly notify AEP Energy in writing of any change to its billing, notice, or email address, ownership, business name, telephone number, contact person, or account number(s) for each Service Location, and in all cases within fifteen (15) calendar days of the change. AEP Energy may rely on the most recent information provided by Customer or the EDC, and Customer's failure to update such information will not invalidate or delay any notice from AEP Energy to the last information on file or relieve Customer of any obligation under this Agreement. Customer agrees that AEP Energy and its representatives may make calls or send messages to any telephone number(s) or email address(es) provided by Customer or the EDC, whether provided initially or updated during the Term, regarding Customer's account(s), including relating to amounts due, service matters, or other contract-related communications, which may include calls, text messages, and prerecorded or automated communications. By providing an email address, Customer expressly consents to receive legally effective electronic notices, invoices, and disclosures and acknowledges that electronic delivery constitutes valid, effective, and enforceable notice.

XVII. GOVERNING LAW, VENUE, AND WAIVER OF JURY TRIAL

This Agreement, with respect to each Service Location, is governed by and construed exclusively in accordance with the laws of the state in which such Service Location is located, without regard to choice of law provisions. Any action, suit, or proceeding, whether at law or in equity, directly or indirectly arising out of or relating to this Agreement (each, an "Action") must be brought exclusively in either a federal court within such state, if jurisdiction exists, or a state court of competent jurisdiction in that state, in the plaintiff Party's sole and exclusive discretion. Each Party irrevocably submits to, and unconditionally consents to the exclusive jurisdiction and venue of, such courts and waives any objection based on improper venue, inconvenient forum, lack of personal jurisdiction, or similar doctrine. Each Party irrevocably covenants not to commence, prosecute, or participate in any Action in any forum other than the courts identified above and agrees that any judgment entered by such courts shall be final, binding, and enforceable in all other jurisdictions. Customer irrevocably consents to service of process in any Action by delivery of process to Customer at any Customer Notice Address and waives any objection to the effectiveness of such service, which shall be deemed valid and effective to the fullest extent permitted by applicable law, whether or not Customer actually receives such process. Each Party expressly waives any rights or protections available to consumers under any law granting consumers special rights, remedies, or defenses. EACH PARTY IRREVOCABLY AND UNCONDITIONALLY WAIVES ANY AND ALL RIGHTS TO TRIAL BY JURY IN ANY ACTION, WHETHER BASED IN CONTRACT, TORT, STATUTE, EQUITY, OR OTHERWISE.

Any Action must be brought solely in the plaintiff or claimant Party's individual capacity and not as a plaintiff, class member, representative, or participant in any class, collective, representative, mass, consolidated, or similar action or proceeding. EACH PARTY IRREVOCABLY AND UNCONDITIONALLY WAIVES ANY RIGHT TO ASSERT ANY CLAIM OR PARTICIPATE IN ANY CLASS, COLLECTIVE, REPRESENTATIVE, MASS, OR SIMILAR ACTION AGAINST THE OTHER PARTY. TO THE EXTENT ANY SUCH CLAIM IS NEVERTHELESS PERMITTED BY APPLICABLE LAW: (A) THE PREVAILING PARTY SHALL NOT BE ENTITLED TO RECOVER ATTORNEYS' FEES, COSTS, OR EXPENSES ASSOCIATED WITH SUCH ACTION, REGARDLESS OF ANY OTHERWISE APPLICABLE STATUTE TO THE CONTRARY; AND

(B) ANY PARTY THAT INITIATES OR SERVES AS A NAMED REPRESENTATIVE IN SUCH AN ACTION IS BARRED FROM SUBMITTING, RECOVERING, ACCEPTING, OR SHARING IN ANY AWARD, SETTLEMENT, DISTRIBUTION, JUDGMENT, OR OTHER REMEDY ARISING FROM SUCH ACTION.

XVIII. MISCELLANEOUS

This Agreement constitutes the entire, final, complete, exclusive, and fully integrated understanding and agreement between the Parties with respect to its subject matter and supersedes, replaces, and merges all prior and contemporaneous contracts, negotiations, discussions, understandings, commitments, proposals, term sheets, representations, warranties, statements, or communications of any kind, whether oral, written, electronic, or otherwise, relating to such subject matter. This Agreement may be modified, amended, supplemented, waived, or altered only by a written amendment expressly states the Parties' intent to amend and is signed by duly authorized representatives of both Parties. This Agreement is intended to operate as a master agreement under which one or more Attachments may be executed for Retail Energy supply to specific Service Location(s). Transactions entered into under this Agreement are made in reliance on, and with the understanding that, these GTC and all Attachments form a single, integrated "one agreement" framework, and neither Party would enter into any such transaction absent such integrated structure. In the event of any conflict or inconsistency between these GTC and any Attachment, the terms of the most recent, fully executed Attachment shall control for the relevant Service Location(s) and time period. If multiple Attachments exist for overlapping or identical Service Locations or time periods, the Attachment with the most recent execution date controls.

If any provision of this Agreement is held invalid, void, unlawful, or otherwise unenforceable by a court or other tribunal of competent jurisdiction, the remaining provisions will remain in full force, and the affected provision will, to the fullest extent permitted by law, be automatically modified, reformed, or limited to the minimum extent necessary to make it valid, enforceable, and consistent with the Parties' original intent. If it cannot be modified, it will be severed without affecting the rest of this Agreement. All rights and remedies of the Parties under this Agreement, at law or in equity, are cumulative, non-exclusive and may be exercised singularly, concurrently, or successively at any time. No failure, delay, omission, or partial exercise constitutes a waiver or modification of any provision, nor impair any right or remedy available to such Party. Any waiver must be in a signed writing and applies only to the specific instance and purpose stated therein.

The words "include" and "including" mean "including without limitation," and the word "or" is non-exclusive. This Agreement shall be interpreted according to its fair meaning as a negotiated agreement between sophisticated commercial parties and not strictly for or against either Party. This Agreement confers no rights, benefits, claims, or remedies whatsoever upon any person or entity other than the Parties and shall not create, or be interpreted as creating, any duty, standard of care, or liability to any third party. This Agreement becomes effective only upon Customer's execution and AEP Energy's subsequent execution or, at AEP Energy's election, upon AEP Energy's performance (such as enrollment submission or commencement of supply) consistent with the terms hereof. This Agreement may be executed in multiple counterparts, each deemed an original but together forming one and the same instrument. Signatures may be executed and delivered electronically, and any such electronic signature or electronically delivered counterpart shall be valid, binding, and enforceable for all purposes as if an original handwritten signature.

Statutory disclosure to Ohio customers required pursuant to Ohio law: As applicable, Customer may be charged switching fees by the EDC.

Customer Information (***To be completed in full by Customer.***)		
	Billing Information: □ Please send paper invoices.	**Contract Notice Information:** □ Same as Billing Information
Email:		
Telephone:		
Address:	1809 West Hovey Avenue Normal, IL 61761-1096 US	
Attn:		

Each Party has executed this Agreement through a duly authorized representative, who, by signing below, represents and warrants full right, power, and authority to bind that Party as of the date first written above.

AEP Energy, Inc.		**Customer: Community Unit School District No.5, McLean and Woodford Counties, Illinois.**	
Signature:		Signature:	
Name:	Brian P. Whitlatch	Name:	
Title:	Sr. Vice President, Customer Solutions	Title:	

Attachment A-1

Product and Pricing Summary

Customer Identifier	**Community Unit School District No.5, McLean and Woodford Counties, Illinois.**		
Utility/EDC	**Ameren Illinois**		
No. of Service Location(s)	**23**		
Generation Date	**11/13/2026**	Earliest Anticipated Start Date*	**12/31/2026**
Pricing Expiration Time	**11/13/2026 3:00 CPT**	Term	**12 Months**
Billing Method	**Single Bill - Supplier Consolidated Billing**	Days to Pay	**30**
Product Name	**Index Flex® - Base**	Offercode	**910903256B093752471**

**Reference the Customer Service Location Information table for Service Location-specific Anticipated Start Date(s).*

Pricing Details

Default Energy (Index) Price — **Applicable RTO EDC Day Ahead Hourly Locational Marginal Price (LMP)**

Energy Price (Block) — **Per the terms of any FRCQ Attachment(s) (as defined below)**

Retail Charge — **0.00450** **$/kWh**

Retail Charge Includes:	Component Details	Component Description
Capacity	Pass-through at applicable RTO EDC zonal capacity formula.	Capacity obligations are administered by the applicable RTO and determined for Customer using applicable rates and its capacity peak load contribution (PLC), as provided by the EDC for each Service Location.
Transmission	Pass-through at applicable RTO EDC zonal transmission formula, using Customer's peak demand each billing cycle as the relevant transmission level determinant.	Transmission charges are associated with delivering electricity over network lines and equipment from the supply source to the Delivery Point. AEP Energy shall secure Customer's transmission service from the RTO. The Network Integration Transmission Service (NITS) or transmission obligations are administered by the RTO and determined for each Service Location using its monthly coincident peak (kW) and applicable rates.
Energy Losses	Pass-through at applicable EDC loss rate.	Energy losses are costs associated with Retail Energy delivery as prescribed in the applicable transmission and distribution tariffs and incurred based on the difference between EDC meter volumes and RTO settlement volumes.
Ancillary Services	Pass-through at applicable RTO EDC zonal ancillary formula using actual and reasonably-estimated costs.	Ancillary services costs include all other applicable RTO and Open Access Transmission Tariff (OATT) charges necessary to facilitate the transmission of Retail Energy to the EDC and not otherwise included in another cost component.
RPS	RPS is a non-bypassable charge billed by the EDC.	Renewable Portfolio Standards (RPS) costs are associated with compliance with applicable laws intended to incentivize the increased production of energy from certain renewable energy sources.

The Retail Charge is charged on all Retail Energy usage under this Attachment A-1. Customer acknowledges that the Default Energy (Index) Price reflects short-term market conditions and assumes all market risk associated with such variability. Any pass-through cost component shall be calculated by AEP Energy using commercially reasonable methodologies and applicable RTO, EDC, tax and other relevant planning year rates and other values and charged in addition to the Retail Charge.

[Remainder of page intentionally left blank]

Additional Terms

Offercode: 910903256B093752471

These additional terms and conditions are applicable to this Attachment A-1 only.

Subject to any modification set forth herein, this Attachment A-1 (including any attached rider) is subject to the General Terms and Conditions and any exhibit thereto most recently entered into between the parties on or prior to the date hereof (the "Agreement"), which become a part of, and govern, this Attachment A-1. Any term used, but not defined herein, has the meaning given in the Agreement. The pricing on this Attachment A-1 does not include any EDC or otherwise non-bypassable charge or any applicable (and not expressly included) tax.

Master FRCQ Attachment: This Attachment A-1 constitutes a master Attachment A-1 (this "Master FRCQ Attachment") under which additional Attachment A-1(s) (each, an "FRCQ Attachment") may be executed for the purpose of designating a price for a given block of Retail Energy (the Fixed Rate Contract Quantity or "FRCQ") with respect to the Service Location(s) listed on this Master FRCQ Attachment. AEP Energy shall allocate Service Location-specific FRCQ(s) using commercially reasonable methodologies, historical and/or forecasted usage data, customer profiles, and other relevant data. The Parties acknowledge and agree that each of this Master FRCQ Attachment and each FRCQ Attachment is (1) executed only in connection with Customer's anticipated physical Retail Energy needs (and the bona fide hedging of risks related thereto), under which Customer intends to take physical delivery of the Retail Energy, (2) not for the purposes of speculation, hedging or investment and (3) otherwise consistent with the terms of this Agreement. In cases where the Customer's EDC does not provide interval usage data, AEP Energy shall, using commercially reasonable methodologies, estimate the load weighted average of the applicable RTO EDC day ahead hourly locational marginal price (LMP).

Energy Pricing: Customer shall be charged the pricing specified in each FRCQ Attachment (each, an "FRCQ Price") for all Retail Energy usage under such FRCQ Attachment during the Term. In addition thereto, for hours during the Term of this Master FRCQ Attachment when Retail Energy usage hereunder is (1) greater than the sum of all outstanding FRCQ(s) during such time (the "Aggregate FRCQ"), Customer shall be charged for such additional Retail Energy usage at the Default Energy (Index) Price; and (2) less than the Aggregate FRCQ, Customer shall be charged the relevant FRCQ Price(s) (beginning with the first FRCQ Attachment signed hereunder and continuing thereafter) for all Retail Energy usage during such hours, and the amount of Customer's shortfall in Retail Energy usage (as compared to the Aggregate FRCQ, the "FRCQ Shortfall") shall be invoiced as a credit or debit, as applicable, in an amount equal to (I) the FRCQ Shortfall multiplied by (II) (A) the relevant FRCQ Price(s) minus (B) the Default Energy (Index) Price.

Component Pricing: The component pricing included in this Master FRCQ Attachment including, without limitation, with respect to Capacity, Transmission, Energy Losses, Ancillaries, and RPS and associated taxes, is charged on all Retail Energy usage under this Master FRCQ Attachment A-1 and any FRCQ Attachment.

Notwithstanding anything contained in this Agreement to the contrary and provided there is no then-current Event of Default by Customer, at any time when there is no FRCQ Attachment that is either (1) then-currently in effect or (2) executed for a future start date during the remainder of the Term of this Master FRCQ Attachment A-1 (each, an "Effective FRCQ"), then Customer may terminate this Master FRCQ Attachment A-1 by providing AEP Energy thirty (30) calendar days' prior written notice. Following the expiration of such notice period, such termination shall be effective on the next available switching date, as established by the EDC. At any time that there is an Effective FRCQ, no such termination shall be permitted. In the event Customer terminates this Master FRCQ Attachment A-1 in accordance with this paragraph, Customer shall not be obligated to pay any Settlement Amount that would otherwise be due under this Master FRCQ Attachment A-1. Notwithstanding such termination, Customer shall remain obligated to pay all amounts owed under this Agreement prior to the termination date, whether or not then invoiced.

Regulatory Disclosure: AEP Energy is a licensed Alternative Retail Electric Supplier (ARES). AEP Energy is an independent supplier of power certified by the Illinois Commerce Commission, and AEP Energy is not representing, endorsed by, or acting on behalf of, a utility or a utility program, a consumer group or consumer group program or a governmental body or program of a governmental body. AEP Energy is not the same entity as your electric delivery company. You are not required to enroll with AEP Energy.

This Attachment A-1 is not a firm offer and will not become effective unless and until executed by both parties. Each of the parties has caused this Attachment A-1 to be executed by a duly authorized representative, who, by applying his or her signature, represents and warrants full right, power, and authority to sign on behalf of the relevant party named below, effective as of the date hereof.

COMMUNITY UNIT SCHOOL DISTRICT NO.5, MCLEAN AND WOODFORD COUNTIES, ILLINOIS.	**AEP ENERGY, INC.**
Customer Signature	**Signature**
Name (Print)	**Name** **Brian P. Whitlatch**
Title	**Title** **Sr. Vice President, Customer Solutions**
Date	**Date**

Customer Identifier: Community Unit School District No.5, McLean and Woodford Counties, Illinois.
Offercode: 910903256B093752471

AEP ENERGY
An AEP Company

Customer Service Location* Information

* In the event that any Account Number below is revised, AEP Energy may, but is not required to, substitute and enroll any such substitute account number during the Term without further action or consent of Customer. To the extent required, Customer expressly consents to any such enrollment or substitution made by AEP Energy.

No.	Account Number	Service Location Address	Bill Cycle No.	Anticipated Start Date	Anticipated End Date	12-mo. Avg. PLC as of 2026-06-01 (kW)	Fwd. 12-mo. Avg. PLC as of 2027-06-01 (kW)
1	5910934578	3910 Timerwold Trl.	4	1/5/2027	1/5/2028	100.07	100.07
2	2187392651	300 S Walnut St	13	1/16/2027	1/16/2028	233.86	233.86
3	6296813452	1999 Eagle Rd	11	1/14/2027	1/14/2028	19.91	19.91
4	1464609618	200 N Towanda Ave	12	1/15/2027	1/15/2028	105.02	105.02
5	6216356337	304 S East St	6	1/7/2027	1/7/2028	39.76	39.76
6	1339841139	416 Fairview St	10	1/13/2027	1/13/2028	37.97	37.97
7	9789358579	600 Grandview Dr	12	1/15/2027	1/15/2028	103.25	103.25
8	2706819216	601 S Adelaide St	13	1/16/2027	1/16/2028	71.74	71.74
9	4500551375	2602 Danbury Dr	4	1/5/2027	1/5/2028	77.59	77.59
10	6549503379	400 E Cypress St	13	1/16/2027	1/16/2028	18.49	18.49
11	5837746250	301 W Washington St	16	1/21/2027	1/21/2028	44.33	44.33
12	4062620337	812 Kern St	14	1/19/2027	1/19/2028	4.30	4.30
13	1314608019	2022 Eagle Road,	14	1/19/2027	1/19/2028	0.00	1.06
14	2390258253	2000 Eagle Rd	11	1/14/2027	1/14/2028	42.40	42.40
15	8476962572	1809 W Hovey Ave	14	1/19/2027	1/19/2028	30.22	30.22
16	7887821616	300 Glenn St	18	1/23/2027	1/23/2028	38.97	38.97
17	7656230095	303 Kingsley St	13	1/16/2027	1/16/2028	268.57	268.57
18	3147865457	1999 Eagle Rd	14	1/19/2027	1/19/2028	1.91	1.91
19	7497751379	2022 Eagle Rd	11	1/14/2027	1/14/2028	33.96	33.96
20	0407071038	2808 Breezewood Blvd	2	12/31/2026	12/31/2027	164.74	164.74
21	5615651379	201 Brigham School Rd	2	12/31/2026	12/31/2027	89.00	89.00
22	0876658099	706 College Ave	13	1/16/2027	1/16/2028	1.07	1.07
23	6184477457	205 S McLean St	10	1/13/2027	1/13/2028	56.54	56.54
Total						**1,583.67**	**1,584.73**

Estimated Customer Usage Table (kWh)

Account Number	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Total
1314608019	516	431	418	374	347	317	356	364	404	471	469	511	4,977
6184477457	26,278	20,633	19,023	17,788	18,267	20,648	26,754	28,675	23,488	19,695	20,258	21,895	263,401
0876658099	375	313	275	294	263	504	733	957	755	390	260	310	5,427
5615651379	48,549	42,094	34,087	27,979	31,092	35,356	48,323	45,293	35,110	27,547	32,769	39,385	447,585
0407071038	75,542	63,311	63,429	58,113	58,675	52,100	50,186	60,286	64,780	57,832	57,005	76,565	737,825
7497751379	14,057	12,157	13,002	11,743	12,288	13,795	15,429	15,948	13,809	12,668	12,355	12,701	159,952

Account Number	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Total
3147865457	125	106	68	38	70	286	557	633	386	171	70	95	2,605
7656230095	113,943	93,681	82,304	94,472	89,754	85,210	106,407	150,118	141,540	104,964	86,342	103,144	1,251,880
7887821616	22,667	19,670	17,216	13,702	13,270	9,832	10,696	16,007	17,610	14,259	17,471	20,543	192,945
8476962572	11,468	9,524	10,567	10,652	11,755	13,589	15,039	16,181	14,177	10,033	8,965	10,144	142,093
2390258253	38,955	20,733	18,351	10,386	7,684	7,102	6,905	9,258	10,734	10,634	28,974	36,434	206,151
5910934578	34,757	29,845	30,124	40,238	45,440	51,429	60,874	66,741	58,800	37,937	28,664	32,500	517,350
4062620337	2,890	2,326	1,929	1,440	1,015	1,384	1,627	1,614	1,346	1,489	2,592	3,046	22,698
5837746250	26,938	22,540	17,488	13,413	13,336	13,773	14,218	16,604	16,595	14,070	18,387	22,367	209,728
6549503379	7,392	6,524	6,365	5,811	5,595	6,115	7,063	9,155	8,242	6,749	6,529	6,461	82,000
4500551375	30,112	30,162	30,504	38,814	40,125	47,629	70,585	78,922	71,710	47,560	31,675	28,276	546,075
2706819216	43,574	28,907	25,492	20,789	24,029	27,605	30,400	32,385	24,465	18,530	25,086	35,407	336,669
9789358579	41,253	34,237	31,922	30,543	25,523	30,371	33,270	40,758	38,942	31,745	31,954	36,650	407,169
1339841139	24,197	18,746	16,727	13,746	12,586	13,717	15,184	17,850	17,237	14,682	17,268	19,873	201,813
6216356337	23,513	17,655	15,913	14,615	14,281	11,772	12,816	23,862	18,343	13,464	16,421	20,497	203,152
1464609618	56,174	46,807	42,296	35,933	30,873	26,141	27,738	34,140	32,062	29,347	40,422	51,677	453,611
6296813452	13,442	10,819	9,944	7,933	6,812	7,228	7,687	9,099	8,490	9,994	12,637	12,898	116,982
2187392651	97,788	90,550	92,147	96,534	81,090	107,613	114,031	122,557	113,303	89,774	79,029	86,160	1,170,576
Total	**754,507**	**621,771**	**579,590**	**565,349**	**544,169**	**583,519**	**676,877**	**797,408**	**732,329**	**574,005**	**575,603**	**677,538**	**7,682,664**

Customer's historical usage specified above will be used to calculate any Settlement Amount.

Resolution Urging Congress to Fulfill Its Promise to Fund 40 Percent of IDEA Costs

A Resolution of the Community Unit School District No. 5, McLean and Woodford Counties, Illinois School Board Urging the United States Congress to Fulfill Its Longstanding Commitment to Fund 40 Percent of Special Education Costs Under the Individuals with Disabilities Education Act (IDEA)

WHEREAS, the Individuals with Disabilities Education Act (IDEA) was enacted in 1975 to ensure that students with disabilities receive a Free Appropriate Public Education (FAPE); and

WHEREAS, Congress made a clear commitment in IDEA to fund 40 percent of the cost to educate students to help cover the excess costs of providing special education services; and

WHEREAS, despite this longstanding promise, federal IDEA funding has consistently fallen far short — in 2027 providing just 10 percent of the cost nationally — leaving the State of Illinois, local school districts, and taxpayers to subsidize the federal government's unmet obligation; and

WHEREAS, students covered by IDEA have grown exponentially from 3.7 million in 1975 to 8.3 million students today; and

WHEREAS, statewide Illinois school districts collectively face a statewide special education shortfall exceeding $1.4 billion annually, requiring local districts to redirect general education revenues to meet mandated special education needs; and

WHEREAS, the federal funding shortfall places significant and increasing pressure on local budgets, widens funding imbalances among school districts, undermines general education programs, and forces reductions in staffing, class size initiatives, mental health supports, and other essential student services; and

WHEREAS, fulfilling the federal promise of 40 percent IDEA funding would provide substantial relief to Illinois school districts, reduce reliance on local levies, stabilize district budgets, and strengthen educational outcomes for all students;

NOW, THEREFORE, BE IT RESOLVED that the School Board of Community Unit School District No. 5, McLean and Woodford Counties, Illinois hereby urges the United States Congress to:

1. Fulfill its statutory commitment to fund 40 percent of IDEA special education costs by supporting annual increases that result in 40 percent by the year 2040;

2. Ensure IDEA funding remains stable and protected from across-the-board cuts.

3. Publicly reaffirm the federal government's responsibility to fully fund (40%) mandated special education services.

BE IT FURTHER RESOLVED, that the Board President and Superintendent are directed to share this resolution with:

- The Members of the Illinois Congressional delegation representing the school district;
- The Illinois Association of School Boards; and
- The State legislators representing the school district.

ADOPTED by the School Board of Community Unit School District No. 5, McLean and Woodford Counties, Illinois on this 18th day of 2026.

Attested by: _____, Board President

Attested by: _____, Board Secretary

Personnel Matters - 11/18/2026

New Hires

Administrators

Homebase	First Name	Last Name	Position	FTE	Effective

Certified

Homebase	First Name	Last Name	Position	Salary Placement: Lane / Step	FTE	Effective
Fairview	Morgan	Gabridge	Certified Teacher-LBS1	B+O, Step 6	1.00	11/16/2026
PJHS	Megan	DeAngelo	Certified Teacher-LBS1	B+O, Step 3	1.00	11/2/2026

Educational Support Personnel

Homebase	First Name	Last Name	Position	Salary Placement: Step	FTE	Effective
Brigham	Parameshwari	Arumugam	Paraprofessional	Step 4	1.00	11/23/2026
Brigham	RaeAnn	Block	Paraprofessional	Step 4	1.00	10/26/2026
Brigham	Renae	Staffeldt	Paraprofessional	Step 4	1.00	11/9/2026
EJHS	Celena	Carter	Admin Assistant 11mo	Step 6	1.00	11/16/2026
Grove	Maryam	Mirza	Noon Hour Supervisor		0.25	11/3/2026
Hoose	Beena	Mathew	Paraprofessional	Step 4	1.00	11/2/2026
Hoose	Paul	Talley	Paraprofessional	Step 3	1.00	11/9/2026
KJHS	Rafael	Diaz	Custodian - 2nd Shift	Step 0	1.00	11/2/2026
KJHS	Vanessa	Perez	Admin Assistant 10mo	Step 4	1.00	10/26/2026
NCHS	Monique	Poe	Paraprofessional	Step 4	1.00	10/29/2026
Northpoint	Anusha	Gunda	Paraprofessional	Step 4	1.00	11/9/2026
Pepper Ridge	Alyssa	Garcia	Paraprofessional	Step 2	1.00	10/26/2026
PJHS	Alexandra	Cintron	Noon Hour Supervisor		0.25	10/30/2026
Prairieland	Laurel	Wintersteen	Noon Hour Supervisor		0.25	10/28/2026
Towanda	Arael	Rodgers	Noon Hour Supervisor		0.25	11/2/2026

***All new hires are replacements for current positions unless otherwise noted above.**

Resignations/Retirements/Releases/Terminations

Administrators

Homebase	First Name	Last Name	Position	Action	Effective
Parkside E.	Kari	Wuthrich	Administrator	Resignation	11/13/2026

Certified

Homebase	First Name	Last Name	Position	Action	Effective
Carlock	Sylvie	Mann	Certified Teacher	Resignation	05/25/2027
NCHS	John	Bergmann	Teacher - Science	Retirement	End of 2029-2030

Educational Support Personnel

Homebase	First Name	Last Name	Position	Action	Effective
Cedar Ridge	Maricarmen	Lopez	Paraprofessional -	Resignation	11/24/2026
CJHS	Fernando	Zelaya	Food Service Worker	Resignation	11/5/2026
Fox Creek	Dava	Adeniyi	Paraprofessional - Special Education	Resignation	11/13/2026
Hoose	Sumita	Majila	Paraprofessional	Resignation	10/21/2026
NCWHS	Aaliyah	Hibbler	Paraprofessional	Resignation	10/30/2026
NCWHS	Katherine	Reyes	Paraprofessional	Resignation	11/6/2026
Northpoint	Susan	Kaliher	Occupational Therapist Assistant	Retirement	12/17/2026
Northpoint	Gail	Musick	Food Service Worker	Resignation	11/6/2026
Parkside E.	Chartaria	Stokes	Paraprofessional	Resignation	11/6/2026
Pepper Ridge	Javier	Roman	Paraprofessional	Resignation	11/02/2026
Towanda	Jessica	Rhoades	Paraprofessional	Resignation	11/02/2026

Contract Revisions

Personnel Matters - 11/18/2026

Certified

Homebase	First Name	Last Name	Position	Previous Placement	Revision	Effective
Fox Creek	Jordyn	Burmaster	Paraprofessional (1.0 FTE)	Paraprofessional (.6 FTE)		1/4/2027
Hudson	Irena	Medina	Food Service - 173 days	Sub Food Service		11/16/2026
NCWHS	Kevin	Pascal	HS Head Custodian	Elem Head Custodian		11/2/2026
Oakdale	Jasmine	Battie	School Psychologist	Diagnostician		11/9/2026

Educational Support Personnel

Homebase	First Name	Last Name	Position	Previous Placement	Revision	Effective

Leave Requests

Certified

Homebase	First Name	Last Name	Position	Leave Requested		Effective
Benjamin	Jessica	Flood	Teacher - Gym	Planned Extended Leave		12/7/2026-5/25/2027
Cedar Ridge	Ashley	Martin	Paraprofessional	Planned Extended Leave		1/7/2027-4/21/2027
Glenn	Anna	Petry	Teacher - Grade K	Parental Leave		9/25/2026-12/18/2026
Oakdale	Erin	Parish-Meyer	Paraprofessional	Planned Extended Leave		1/4/2027-4/16/2027
Parkside E.	Megan	Mosier	Speech Language Pathologist	Parental Leave		11/9/2026-12/18/2026
PJHS	Hannah	Schaschwary	Teacher - Science & Language Arts	Parental Leave		2026-2027 SY

Educational Support Personnel

Homebase	First Name	Last Name	Position	Leave Requested		Effective

Schedule B

Homebase	First Name	Last Name	Revision			Effective
Cedar Ridge	Heidi	Roach	Add	Elementary School Concerts		8/17/2026
CJHS	Emily	Lewis	Add	JH FCCLA		8/17/2026
CJHS	Cullen	Matthews	Add	JH Scholastic Bowl		8/17/2026
EJHS	Wesley	Anderson	Add	JH Jazz Band Director		11/3/2026
KJHS	Andrew	Legett	Add	JH Wrestling Coach		11/16/2026
NCHS	Jack	Hamer	Add	HS Assistant Girls Tennis Coach		8/10/2026
NCHS	Derek	Logue	Add	Assistant Athletic Director (0.33 FTE)		8/17/2026
NCHS	Chloe	West	Add	HS Assistant Band Director		11/17/2026
PJHS	Kaylyn	Cawley	Add	JH Scholastic Bowl		8/17/2026

Information Only Changes

Homebase	First Name	Last Name	Position	Change		Effective
Glenn	Honesty	Fisher	Paraprofessional	Hoose to Glenn		10/20/2026
Hoose	Matt	Long	Head Custodian	Northpoint to Hoose		11/9/2026
Northpoint	Chris	Sebeny	Head Custodian	Cedar to Northpoint		
Northpoint	Cameo	Williams	Principal	Carlock to Northpoint		27-28 SY
Prairieland	Scott	Vogel	Principal	Sugar Creek to Prairieland		27-28 SY

New Substitutes

Substitute Type	First Name	Last Name
Substitute Custodian	Jose	Diaz
Substitute Nurse	Jennifer	Pearl
Substitute Para	Leena	Koli
Substitute Teacher	Charles	Burch
Substitute Teacher	Chloe	Gadison
Substitute Teacher	Thomas	Harris
Substitute Teacher	William	Hopper
Substitute Teacher	Marilyn	McCottrell
Substitute Teacher	Suman	Padhy
Substitute Teacher	Valeria	Rios
Substitute Teacher	Jeffrey	Saathoff
Substitute Teacher	Becky	Schaefer
Substitute Teacher	Natalie	Shavlik
Substitute Teacher	Alexi	Sinclair
Substitute Teacher	Robyn	Wargo
Substitute Teacher	Jonathan	Zimmerman

Personnel Matters - 11/18/2026						

MCLEAN COUNTY UNIT SCHOOL DISTRICT NO. 5

Statement of Revenues, Expenditures, And Changes In Fund Balances - Operating Funds

(Educational, Operations & Maintenance, Transportation, Social Security, IMRF and Tort)

Fiscal Year-To-Date Ending September 30, 2026

	Month-To-Date	Year-To-Date	Budget (Original)	% YTD Budget	Prior Year YTD
REVENUE COLLECTED					
Local Sources:					
Property Taxes	39,909,746	76,835,681	165,488,006	46.4%	66,928,160
Personal Property Replacement Tax (PPRT)	–	678,679	3,000,000	22.6%	504,836
Food Service	307,458	521,818	3,052,348	17.1%	527,818
District Fees	163,437	1,207,104	1,633,000	73.9%	1,251,674
Other Local Sources	1,503,879	2,058,437	3,167,388	65.0%	764,972
State Sources:					
Evidence Based Funding	2,349,948	4,699,896	25,849,424	18.2%	4,639,248
Special Education	849,322	849,322	1,907,000	44.5%	510,916
Transportation Claim	1,869,675	1,869,675	6,860,926	27.3%	–
Early Childhood	424,058	484,058	2,410,000	20.1%	1,037,432
Other State Sources	62,652	75,398	723,190	10.4%	115,251
Federal Sources:					
Food Service	167,008	273,409	3,471,458	7.9%	90,965
ESEA Title I	547,630	1,257,295	2,431,368	51.7%	1,360,906
Special Education (IDEA)	309,799	712,387	3,708,992	19.2%	1,176,501
Medicaid Matching	–	477,162	2,436,000	19.6%	1,180,704
Other Federal Sources	106,685	424,995	953,836	44.6%	1,449,699
Total Revenue Collected	**$48,571,298**	**$92,425,317**	**$227,092,936**	**40.7%**	**$81,539,083**
EXPENDITURES PAID					
Instruction:					
Salaries & Benefits	9,110,211	25,479,614	107,619,735	23.7%	23,747,249
Other Objects	768,702	2,604,024	9,016,661	28.9%	1,943,377
Support Services - Pupil Related:					
Salaries & Benefits	1,650,558	4,768,982	19,490,326	24.5%	4,660,281
Other Objects	50,253	599,380	1,753,643	34.2%	337,086
Support Services - Other:					
Salaries & Benefits	2,699,189	8,323,381	33,350,554	25.0%	7,848,230
Other Objects	2,282,554	6,037,472	39,068,367	15.5%	4,968,969
Other Expenditures:					
Community Services	99,550	312,675	1,392,019	22.5%	300,138
Nonprogrammed Charges	27,943	152,124	1,419,244	10.7%	83,475
Capital Outlay:					
Buildings & Building Improvements	54,749	475,177	927,699	51.2%	775,093
Land, Site Improvements & Infrastructure	66,200	270,671	515,010	52.6%	207,233
Capitalized Equipment	110,992	2,291,834	3,460,729	66.2%	5,883,435
Debt Service:					
Principal Retirement	–	–	–		42,137
Interest	–	–	–		4,087
Other Objects	–	–	–		–
Total Expenditures Paid	**$16,920,904**	**$51,315,336**	**$218,013,987**	**23.5%**	**$50,800,791**
NET CHANGE IN FUND BALANCE BEFORE OTHER FINANCING SOURCES (USES)	**$31,650,394**	**$41,109,981**	**$9,078,949**		**$30,738,292**

	Month-To-Date	Year-To-Date	Budget (Original)	% YTD Budget	Prior Year YTD
OTHER FINANCING SOURCES (USES)					
Proceeds from Issuance of Debt	–	2,099,080	2,099,080	100.0%	49,096
Proceeds from Fixed Asset Disposal	15,128	15,128	–		7,906
Transfers In	–	–	6,000,000	0.0%	–
Other Sources	–	–	–		–
Transfers Out	–	(2,465,987)	(3,431,113)	71.9%	(2,056,588)
Other Uses	–	–	–		–
Total Other Financing Sources (Uses)	**$15,128**	**($351,779)**	**$4,667,967**	**-7.5%**	**($1,999,586)**
NET CHANGE IN FUND BALANCE	**$31,665,521**	**$40,758,202**	**$13,746,916**		**$28,738,706**

Budget shown is the original budget. Prior year compares Jul–Sep of FY2026.

MCLEAN COUNTY UNIT SCHOOL DISTRICT NO. 5

Statement of Fund Balances

Governmental Funds (Excluding Student Activity Funds) and Internal Service Funds

Fiscal Year-To-Date Ending September 30, 2026

Summarized Fund Activity

	Fund Balance 7/1/2026	Revenues	Expenditures	Other Sources	Other Uses	Fund Balance 9/30/2026
GOVERNMENTAL FUNDS						
Operating Funds:						
Educational	41,195,322	73,366,820	42,468,200	2,032,770	2,209,687	71,917,026
Operations & Maintenance	2,357,394	8,518,169	5,482,822	72,560	256,300	5,209,001
Transportation	914,576	5,142,993	400,306	–	–	5,657,263
Social Security	1,286,200	1,538,712	910,001	–	–	1,914,911
Municipal Retirement (IMRF)	1,224,688	958,386	581,452	–	–	1,601,622
Tort Immunity	958,889	2,900,238	1,472,556	8,878	–	2,395,448
Total Operating Funds	**47,937,069**	**92,425,317**	**51,315,336**	**2,114,207**	**2,465,987**	**88,695,271**
Non-Operating Funds:						
Debt Service	6,858,526	2,862,895	2,481,761	2,465,987	–	9,705,646
Capital Projects	2,540,840	4,702	3,717,208	–	–	(1,171,667)
Working Cash	49,559,771	1,322,271	–	–	–	50,882,042
Fire Prevention & Safety	2,873,530	874,237	1,722,949	–	–	2,024,817
Total Non-Operating Funds	**61,832,666**	**5,064,105**	**7,921,919**	**2,465,987**	**–**	**61,440,839**
Total Governmental Funds	**109,769,734**	**97,489,423**	**59,237,255**	**4,580,194**	**2,465,987**	**150,136,109**
INTERNAL SERVICE FUNDS						
Self-Funded Insurance Fund	(435,339)	6,363,788	7,149,599	–	–	(1,221,150)

Cash, Investments and Interfund Loans

	Cash	Investments	Interfund Receivable	Interfund Payable
GOVERNMENTAL FUNDS				
Operating Funds:				
Educational	53,356,171	20,180,696	–	–
Operations & Maintenance	5,277,879	–	–	–
Transportation	5,660,030	–	–	–
Social Security	1,914,889	–	–	–
Municipal Retirement (IMRF)	1,991,280	–	–	–
Tort Immunity	2,403,000	–	–	–
Total Operating Funds	**70,603,248**	**20,180,696**	**–**	**–**
Non-Operating Funds:				
Debt Service	3,258,671	6,446,976	–	–
Capital Projects	28,333	–	–	1,200,000
Working Cash	6,271,789	40,510,254	4,100,000	–
Fire Prevention & Safety	2,022,575	2,242	–	–
Total Non-Operating Funds	**11,581,367**	**46,959,472**	**4,100,000**	**1,200,000**
Total Governmental Funds	**82,184,615**	**67,140,167**	**4,100,000**	**1,200,000**
INTERNAL SERVICE FUNDS				
Self-Funded Insurance Fund	1,669,663	–	–	2,900,000

MCLEAN COUNTY UNIT SCHOOL DISTRICT NO. 5

Financial Dashboard

Fiscal Year-To-Date Ending September 30, 2026

Operating Funds

Operating Funds: Revenue collected, year to date

$92.4M

40.7% of $227M budget

+$10.9M vs. same point last year ($81.5M)

Operating Funds: Expenditures paid, year to date

$51.3M

23.5% of $218M budget

+$515K vs. same point last year ($50.8M)

Operating Funds: Net change in fund balance

$40.8M

Includes other financing sources and uses

+$12.0M vs. same point last year ($28.7M)

Operating Funds: Fund balance

$88.7M

Started the year at $47.9M

+$25.5M vs. same point last year ($63.2M)

Operating Funds: Cash and investments

$90.8M

Cash $70.6M · Investments $20.2M

+$24.0M vs. same point last year ($66.8M)

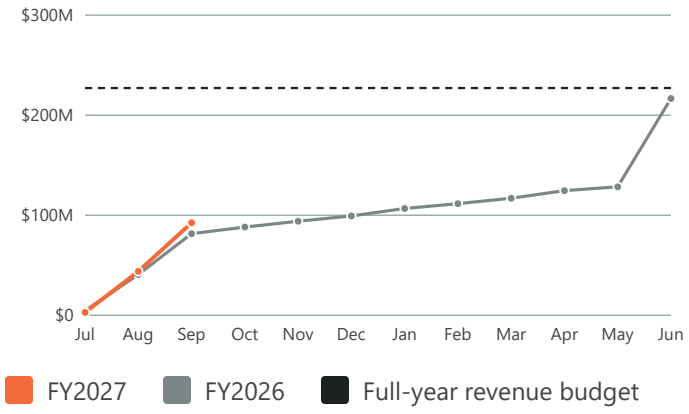
Operating Funds: Fund balance vs. budgeted spending

40.7%

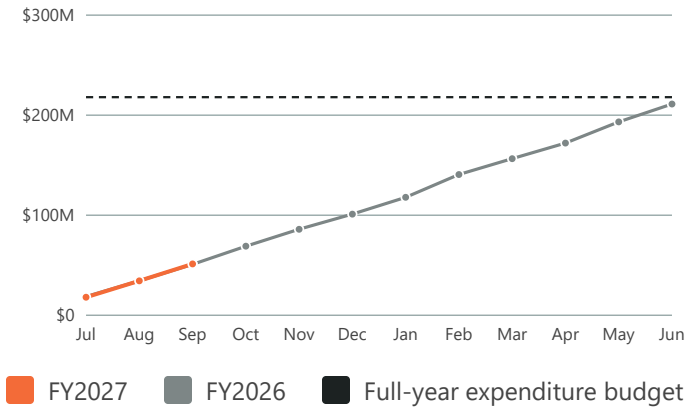
4.9 months of budgeted expenditures on hand

Same point last year: 29.4%

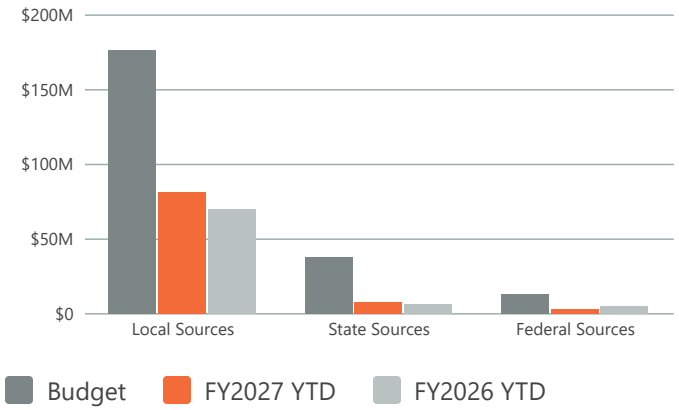
Operating Funds: Revenue collected, cumulative



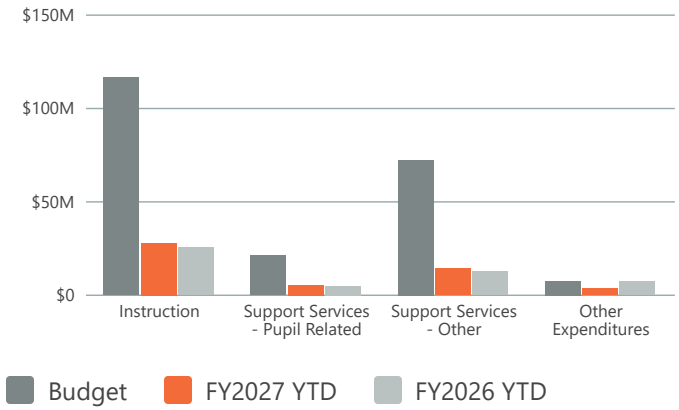
Operating Funds: Expenditures paid, cumulative



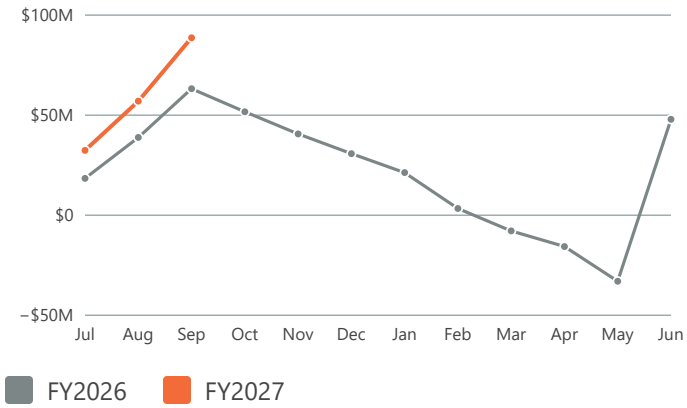
Operating Funds: Revenue by source, year to date



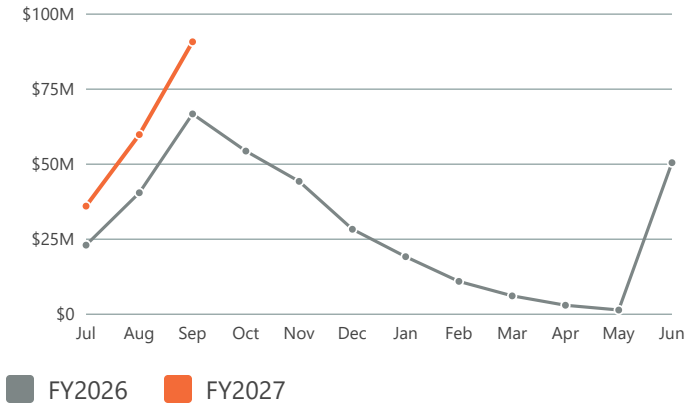
Operating Funds: Expenditures by function, year to date



Operating Funds: Fund balance, by month-end



Operating Funds: Cash and investments, by month-end



Non-Operating Funds

Debt Service

Revenue and other sources

$5.3M

83.6% of $6.4M budget

−$3.1M vs. same point last year ($8.4M)

Expenditures and other uses

$2.5M

25.6% of $9.7M budget

+$310K vs. same point last year ($2.2M)

Fund balance

$9.7M

Started the year at $6.9M

−$4.3M vs. same point last year ($14.0M)

Capital Projects

Revenue and other sources
$5K
0.0% of $10.3M budget
+$5K vs. same point last year ($0)

Expenditures and other uses
$3.7M
31.0% of $12.0M budget
+$3.7M vs. same point last year ($0)

Fund balance
−$1.2M
Started the year at $2.5M
−$1.2M vs. same point last year ($0)

Working Cash

Revenue and other sources
$1.3M
48.0% of $2.8M budget
+$153K vs. same point last year ($1.2M)

Expenditures and other uses
$0
0.0% of $6.0M budget
+$0 vs. same point last year ($0)

Fund balance
$50.9M
Started the year at $49.6M
−$7.1M vs. same point last year ($58.0M)

Fire Prevention & Safety

Revenue and other sources
$874K
49.2% of $1.8M budget
+$84K vs. same point last year ($790K)

Expenditures and other uses
$1.7M
57.4% of $3.0M budget
−$4.0M vs. same point last year ($5.7M)

Fund balance
$2.0M
Started the year at $2.9M
−$3.0M vs. same point last year ($5.1M)

Internal Service Funds

Self-Funded Insurance Fund

Revenue and other sources
$6.4M
24.2% of $26.2M budget
+$1.3M vs. same point last year ($5.1M)

Expenditures and other uses
$7.1M
27.2% of $26.3M budget
+$182K vs. same point last year ($7.0M)

Fund balance
−$1.2M
Started the year at −$435K
+$1.6M vs. same point last year (−$2.8M)

Administrative Procedure - Types of School Board Meetings

Type of Meeting	Notice	Agenda	Notice to News Media	District's Website
Regular	Given once a year when the Board adopts its regular meeting schedule. 105 ILCS 5/10-6, 5/10-16. The notice and agenda must be continuously available for public review during the entire 48-hour period before the meeting. Posting on the District's website satisfies the requirement for continuous posting. However, to comply with the legislative intent, posting on the district's website does not replace the posting described in the **Agenda** column. 5 ILCS 120-2.02.	Post at the District's main office and at the meeting site, at least 48 hours before the meeting. 5 ILCS 120/2.02	Give to any news media that filed an annual request for such notices. 5 ILCS 120/2.02.	Post the annual schedule of regular meetings and post a public notice of each meeting along with the meeting agenda. 5 ILCS 120/2.02. Post Regular Board meeting minutes within 7 days after approval; the minutes remain there for at least 60 days. 5 ILCS 120/2.06.
Special	Post a notice at the District's main office or, if no main office exists, at the meeting site, at least 48 hours before the meeting. 5 ILCS 120/2.02. The notice and agenda must be continuously available and/or posted on the District's website as provided in the **Regular** meeting row. Notice to Board members must be served by mail 48 hours before the meeting or by personal service 24 hours before the meeting. 105 ILCS 5/10-16.	Included with the public notice. 5 ILCS 120/2.02.	Give to any news media that files an annual request. Must also give the same notice as that given Board members if the news media provides an address or telephone number within the District's jurisdiction. 5 ILCS 120/2.02.	Post a public notice of each meeting along with the meeting agenda, at least 48 hours before the meeting. The notice and agenda must remain posted on the website until the meeting is concluded. 5 ILCS 120/2.02.

Emergency	Post the notice at the District's main office or, if no main office exists, at the meeting site, as soon as practicable before the meeting. 5 ILCS 120/2.02. The notice and agenda must be continuously available and/or posted on the District's website as provided in the **Regular** meeting row. No specific notice to Board members is specified, but it is advisable to provide the notice as soon as possible.	No State law requirements.	Same as for special meetings.	Post a public notice. 5 ILCS 120/2.02.
Closed	May hold a closed meeting, or close a portion of a public meeting, upon a majority vote of a quorum present, taken at a properly noticed open meeting. 5 ILCS 120/2a.	None required, but only topics specified in the vote to hold the closed meeting may be considered. 5 ILCS 120/2a.	No additional notice required.	Post a public notice. 5 ILCS 120/2.02.
Rescheduled or Reconvened	Post a notice at the District's main office or, if no main office exists, at the meeting site at least 48 hours before the meeting. 5 ILCS 120/2.02 The notice and agenda must be continuously available and/or posted on the District's website as provided in the **Regular** meeting row. No notice is needed when an open meeting is reconvened within 24 hours, or when the time and place of a reconvened	Included with any public notice.	Same as for special meetings.	Post a public notice. 5 ILCS 120/2.02.

	meeting was announced at the original meeting and the agenda is not changed. 5 ILCS 120/2.02.			

Exhibit - Checklist for Filling Board Vacancy by Appointment

The Board fills a vacancy by either appointment or election. The Board uses this checklist for guidance when it must fill a vacancy by appointment. Some items contain guidelines along with explanations. For more information, see *Answers to FAQs Vacancies on the Board of Education*, published by a committee of the Illinois Council of School Attorneys (ICSA), and available at: www.iasb.com/policy-services-and-school-law/guidance-and-resources/vacancies-on-the-board.

☐ **Confirm that the Board must fill the vacancy by appointment.**

Guidelines	Explanation
Review Board Policy 2.70, *Vacancies on the School Board – Filling Vacancies*, to determine if a vacancy on the Board occurred and, if so, whether the successor will be selected by election or Board appointment. Consult the Attorney for the District as needed.	• Filling a vacancy by Board appointment or election depends upon when the vacancy occurred. • If a vacancy occurs with less than: (1) 868 days remaining in the term of office, or (2) 88 days before the next regularly scheduled election for the vacant office, the Board selects an appointee to fill the vacancy, no election to fill the vacancy is held, and the appointee serves the remainder of the term. • At all other times, an appointee serves until the next regular school Board election, at which election a successor is elected to serve the remainder of the unexpired term. See 105 ILCS 5/10-10.
In the event a seat on the board goes unfilled at an election, consult the Board Attorney to determine (1) how long the seat can be held over by the incumbent member, and (2) the process by which the Board will fill the seat.	• The School Code partially addresses the concept of a holdover seat (a board member remaining in office past their term); it states: "no elective office…becomes vacant until the successor of the incumbent of such office has been appointed or elected, as the case may be, and qualified." 105 ILCS 5/10-11.

☐ **Notify the Regional Superintendent of the vacancy within 5 days of its occurrence (105 ILCS 5/10-10).**

☐ **Develop list of qualifications for appointment of a person to fill vacancy.**

Guidelines	Explanation
At a minimum, a candidate must meet the following qualifications: • Be a United States citizen • Be at least 18 years of age Be a resident of Illinois and the District for at least one year immediately preceding the appointment • Be a registered voter • Not be a child sex offender • Not hold an incompatible public office	• While *The School Code* does not expressly set forth eligibility requirements for appointment to a Board vacancy, the Board may want to use the qualifications for elected Board members listed in 105 ILCS 5/10-3 and 5/10-10. • For guidance discussing other qualifications that the Board may want to consider, see IASB's *A School Board's Guide to Identifying, Recruiting, and Mentoring Future School Board Members*, available at: www.iasb.com/about-us/publications/pamphlets-and-tools/recruiting-

Guidelines	Explanation
• Not have a prohibited interest in any contract with the District • Not hold certain types of prohibited State or federal employment	school-board-members. • For guidance regarding conflict of interest and incompatible offices, See *Answers to FAQs, Conflict of Interest and Incompatible Offices* (ICSA), published at: www.iasb.com/services/legal-guidance/answers-to-faqs-regarding-conflict-of-interest-and.
• When additional qualifications apply, the following items may be included in the Board's list of qualifications: Meet all qualifications based upon the distribution of population among congressional townships in the District.	Board members of Unit 5 are subject to historical residential qualifications based on the distribution of population among congressional townships in the District (105 ILCS 5/10-11). **Note:** If a vacancy for an area of residence remains unfilled, a board must submit a proposition at the next general election for the election of a board member at large. 105 ILCS 5/10-10.5(c).

☐ **Decide who will receive completed vacancy applications.**

Guidelines	Explanation
• The President or designee will accept applications a) mark each application with method of submission, and the date and time of receipt; and b) hold all of them until after the deadline for submission has passed before distributing them to the Board. • The Board will discuss, at an open meeting, its process to review the applications and who will contact applicants for an interview.	Who accepts vacancy applications is at the Board's sole discretion. According to Board Policy 2.110, *Qualifications, Term, and Duties of Board Officers*, the President is a logical officer to accept the applications, but this task may be delegated to the Secretary or Board Clerk if the Board determines that it is more convenient. Who accepts the applications must be decided prior to posting the vacancy announcement.

☐ **Create Board member vacancy announcement.**

Guidelines	Explanation
Unit 5 Board Member Vacancy The District is accepting applications to fill the vacancy resulting from [*reason for vacancy*] of [*former Board member's name*]. The individual selected will serve on the School Board from the date of appointment to [*date*].	• The contents of a vacancy announcement, how it is announced, and where it is posted are at the Board's sole discretion. • The Board may want to announce the vacancy and its intent to fill it by appointment during an open meeting and post it on the District's website and in the local newspaper(s). • The length of the appointment depends upon when during the term of office the vacancy occurred. See 105 ILCS 5/10-10 and Board Policy 2.70, *Vacancies on the School Board – Filling Vacancies*, to determine the length of the appointment. Consult the Attorney for the District as needed.

Guidelines	Explanation
The District's Mission is [*insert current mission statement*]	• See Board Policy 1.30, *School District Philosophy*, for the District's mission statement that is specific to the community's goals.
Applicants for the Board vacancy must be: [*Board's list of qualifications*].	• See checklist item titled *Develop List of Qualifications for Appointment of a Person to Fill Vacancy* above.
• Applicants should show familiarity with the Board's policies regarding general duties and responsibilities of a Board and a Board member, including fiduciary responsibilities, conflict of interest, ethics and gift ban. • The Board's policies are available on the District's website: www.unit5.org • Applications may be obtained at [*location and address and/or website*] beginning on [*date and time*]. • Completed applications must be submitted by [*time and date*] to [*name and title of person receiving applications*]. • An incomplete application may result in an applicant not being considered.	• Listing this along with the Board's list of qualifications assists candidates in understanding a Board member's duties and responsibilities and may facilitate a better conversation during the interview process. See *Board policies:* 2.20*, Powers and Duties of the School Board;* 2.80*, Board Member Oath and Conduct;* 2.100*, Board Member Conflict of Interest;* 2.105*, Ethics and Gift Ban;* and 2.120*, Board Member Development*. See action item titled *Decide who will receive completed vacancy applications* above.

☐ **Publicize vacancy announcement by placing it on the District's website, announcing it at a meeting, and/or advertising it in the local newspaper(s).**

☐ **Accept and review applications from prospective candidates (see *Decide who will receive completed vacancy applications* above).**

☐ **Contact appropriate applicants for interviews (see *Decide who will receive completed vacancy applications* above).**

☐ **Announce to the public names of candidates that submitted applications and names of those selected to be interviewed.**

☐ **Develop interview questions.**

Guidelines	Explanation
• Why do you want to be a Board member? • What specific skills would you bring to the Board? • Give specific examples of your ability in interpersonal relationships and teamwork. • What do you see as the role of a Board member? • What have you done to prepare	• Interview questions are at the Board's sole discretion. • This list is not exhaustive, but it may help the Board tailor its questions toward finding a candidate who will approach Board membership with a clear understanding of its demands and expectations along with a constructive attitude toward the challenge. • The Board may also want to consider allowing an equal amount of time for each interview.

Guidelines	Explanation
yourself for the responsibilities and challenges of being a Board member? • Describe your previous community or non-profit experiences. • What areas in the district would you like to see the Board strengthen? • What is your availability to meet the time, training commitments, and other responsibilities required for Board membership? • Describe what legacy you would like to leave behind.	• See IASB's *A School Board's Guide to Identifying, Recruiting, and Mentoring Future School Board Members,* available at: www.iasb.com/about-us/publications/pamphlets-and-tools/recruiting-school-board-members. • A prospective candidate to fill a vacancy may raise other specific issues that the Board will want to cover during an interview.

☐ **Conduct interviews with candidates (interviews may occur in closed session pursuant to 5 ILCS 120/2(c)(3)).**

Guidelines	Explanation
• The President will discuss the following items with each candidate during the interview: • Introduce Board members to the candidate at the beginning of the interview. • Describe the Board's interview process, selection process, and ask the candidate if he or she has questions about the Board's process for filling a vacancy by appointment. • Describe the District's philosophy or mission statement. • Describe the vacancy for the candidate by reviewing the: (1) qualifications, and (2) general duties and responsibilities of the Board and the Board members, including fiduciary responsibilities, conflict of interest, ethics and gift ban, and general Board member development. • Begin asking the interview questions that the Board developed. • Ask the candidate whether he or she has any questions for the Board. • Thank the candidate and inform the candidate when the Board expects to make a decision and how the candidate will be contacted regarding the Board's decision.	• The President will lead the Board as it interviews prospective candidates. Board Policy 2.110, *Qualifications, Term, and Duties of Board Officers.* The President presides at all meetings (105 ILCS 5/10-13). • The Board may also want to consider allowing an equal amount of time for each interview.

☐ **Fill vacancy by a vote during an open meeting of the Board before the 60th day or notify the Regional Superintendent that the vacancy still exists (105 ILCS 5/10-10).**

☐ **Assist the appointed Board member in filing his or her statement of economic interest (5 ILCS 420/4A-105(c)).**

☐ **Announce the appointment to District staff and community.**

Guidelines	Explanation
The announcement should include: • The Board appointed [*appointee's name*] to fill the vacancy on the Board. • The appointment will be from [*date*] to [*date*]. • The Board previously established qualifications for the appointee in a careful and thoughtful manner. [*Appointee's name*] meets these qualifications and has demonstrated the willingness to accept the duties and responsibilities of a Board member. [*Appointee's name*] brings a clear understanding of the demands and expectations of being a Board member along with a constructive attitude toward the challenge.	• The contents of the appointment announcement and length of time it is displayed are at the Board's sole discretion. The Board may want to consider announcing the appointment during its meeting and also by posting it in the same places that it posted the vacancy announcement. • See Board Policy 8.10, *Connection with the Community*.

☐ **Administer the Oath of Office and begin orientation.**

Guidelines	Explanation
See *Board policy 2.80, Board Member Oath and Conduct.*	Each individual, before taking his or her seat on the Board, must take an oath in substantially the form given in 105 ILCS 5/10-16.5.
See Board Policy 2.120, *Board Member Development*, and Exhibit 2.120-E1*, Guidelines for Serving as a Mentor to a New School Board Member.*	Orientation assists new Board members to learn, understand, and practice effective governance principles. See the IASB *Foundational Principles of Effective Governance*, available at: www.iasb.com/training-and-events/training/training-resources/foundational-principles-of-effective-governance.

☐ **Inform IASB of the newly appointed Board member's name and directory information.** For instructions, see iasb.com/memberships-and-divisions/membership/member-database-instructions/how-to-update-your-district-roster.

CROSS REF.: 1.30, 2.20, 2.70, 2.80, 2.100, 2.105, 2.110, 2.120, 8.10
ADMIN. PROC.: 2.70-E2, 2.120-E1

Adopted: January 13, 2010
Reviewed: October 2026
Amended: November 18, 2026

Exhibit – Application to Fill Board of Education Vacancy
Community Unit School District No. 5 McLean and Woodford Counties Illinois

DATE OF APPLICATION	**DISTRICT USE: DATE & TIME RECEIVED**
METHOD OF SUBMISSION	**DISTRICT USE: RECEIVED BY**

PERSONAL INFORMATION

Full Name	
Primary Residence Address	
Home Phone	**Work / Cell Phone**
Email Address	

Do you have an immediate family member (spouse, child, or parent) employed by the District? ☐ **YES** ☐ **NO**

If YES, provide name(s) and position(s):

_____

EMPLOYMENT

Employer	**Job Title**
Employer Address	**Employer Phone**
Date Employment Commenced	**Primary Duties**

LETTER OF INTEREST

Please attach a letter describing why you are seeking appointment to the Board of Education of Community Unit School District No. 5. An additional sheet may be attached if more space is needed.

LEGAL QUALIFICATIONS

Please respond to every question based on your status as of the anticipated date of appointment.

- Will you be 18 years of age or older? ☐ **YES** ☐ **NO**
- Are you a citizen of the United States? ☐ **YES** ☐ **NO**
- Are you a resident of the State of Illinois? ☐ **YES** ☐ **NO**
- Are you a resident of CUSD #5? ☐ **YES** ☐ **NO**
- Are you a registered voter of CUSD #5? ☐ **YES** ☐ **NO**

Date your current residency in CUSD #5 began:

_____

What is the congressional township of your current residence?

_____

LEGAL QUALIFICATIONS – CONTINUED

- Are you a child sex offender as defined in Section 11-9.3 of the Criminal Code of 2012? ☐ **YES** ☐ **NO**
- Do you have any financial interest, directly or indirectly, in any contract, work, business, sale, or purchase of CUSD #5? ☐ **YES** ☐ **NO**

If YES, explain:

_____

_____

- Do you hold any Federal, State, or Local public office? ☐ **YES** ☐ **NO**

If YES, explain:

_____

_____

BACKGROUND INFORMATION

- Have you ever been convicted of a felony or misdemeanor which has not been ordered expunged, sealed or impounded? ☐ **YES** ☐ **NO**

If YES, what, when and where?

_____

_____

• Are there any outstanding criminal charges against you? ☐ **YES** ☐ **NO**

If YES, explain:

_____

_____

• Other than a traffic offense, have you ever engaged in illegal conduct, even if not charged, indicted or convicted? ☐ **YES** ☐ **NO**

If YES, what, when and where?

_____

_____

• Have you ever been determined a perpetrator of child abuse or neglect in a Department of Children and Family Services ("DCFS") report? ☐ **YES** ☐ **NO**

If YES, explain:

_____

_____

REFERENCES

Provide three persons, not related to you, whom you have known for at least one year and who have personal knowledge of your fitness to serve as a member of the Board of Education.

Name	Address	Phone	Relationship	Occupation	Years Known

COMMUNITY INVOLVEMENT

Please list your present and previous involvement, and your role, in groups or activities benefiting Unit 5, a Unit 5 school, public education in any locale, and/or the Bloomington-Normal community.

Organization / Activity	Role / Dates	Description of Involvement / Impact

CERTIFICATION AND AUTHORIZATION

Under penalties as provided by law pursuant to Section 1-109 of the Code of Civil Procedure, the undersigned certifies that the statements set forth in this application are true and correct, except as to matters stated to be on information and belief, and as to such matters the undersigned certifies that they verily believe the same to be true.

I authorize personnel of Community Unit School District No. 5, McLean and Woodford Counties, Illinois, to contact my schools, former employers, and references for the purpose of collecting information regarding my employment, education, character, experience, and fitness. I authorize those schools, former employers, references, and their current or former officers, agents, or employees to disclose truthful information regarding these matters, and I agree to hold them harmless for releasing such truthful information.

_____ _____

Applicant Signature Date

Please submit this completed application and your letter of interest according to the vacancy notice instructions issued by the District.

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 30 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.

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, §10001, 26 U.S.C. §4980B(f), 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.: 7.300 (Co-Curricular Athletics)

Adopted: August 13, 1990
Reviewed: October 2026
Amended: November 18, 2026

School Wellness

The District will work to promote a culture of wellness within the entire school community.

Student wellness, including good nutrition and physical activity, shall be promoted in the District's educational program, school activities, and meal programs. This policy shall be interpreted consistently with Section 204 of the Child Nutrition and WIC Reauthorization Act of 2004 and the Healthy Hunger-Free Kids Act of 2010 (HHFKA).

The Superintendent or designee will ensure:

1. Each school building complies with this policy;
2. The policy is available to the community on an annual basis through copies of or online access to the Board Policy Manual; and
3. The community is informed about the progress of this policy's implementation.

Goals for Nutrition Education and Nutrition Promotion

The goals for addressing nutrition education and nutrition promotion include the following:

- Schools will support and promote sound nutrition for students.
- Schools will foster the positive relationship between sound nutrition, physical activity, and the capacity of students to develop and learn.
- Nutrition education will be part of the District's comprehensive health education curriculum. See Board Policy 6.60, *Curriculum Content*.

Goals for Physical Activity

The goals for addressing physical activity include the following:

- Schools will support and promote an active lifestyle for students.
- Physical education will be taught in all grades and shall include a developmentally planned and sequential curriculum that fosters the development of movement skills, enhances health-related fitness, increases students' knowledge, offers direct opportunities to learn how to work cooperatively in a group setting, and encourages healthy habits and attitudes for a healthy lifestyle. See Board Policies 6.60, *Curriculum Content* and 7.260, *Exemption from Physical Education*.
- During the school day, all students will be required to engage in a daily physical education course, unless otherwise exempted. See Board Policies 6.60, *Curriculum Content* and 7.260, *Exemption from Physical Education*.
- The curriculum will be consistent with and incorporate relevant *Illinois Learning Standards for Physical Development and Health* as established by the Ill. State Board of Education (ISBE).

Goals for Other School-Based Activities

The goals for school-based activities include the following:

- Schools will support and promote a healthy eating environment for students.
- Schools will promote and participate in wellness activities.
- Schools will offer other school-based activities to support student health and wellness, including coordinated events and clubs.

Nutrition Guidelines for Foods Available During the School Day; Marketing Prohibited

Students will be offered and schools will promote nutritious food and beverage choices consistent with Board Policy 4.120, *Food Services* (requiring compliance with the nutrition standards specified in the U.S. Dept. of Agriculture's (USDA) *Smart Snacks* rule).

In addition, in order to promote student health and reduce childhood obesity, the Superintendent or designee shall:

1. Restrict the sale of *competitive foods*, as defined by the USDA, in the food service areas during meal periods;
2. Comply with all ISBE rules; and
3. Prohibit marketing during the school day of foods and beverages that do not meet the standards listed in Board Policy 4.120, *Food Services*, i.e., in-school marketing of food and beverage items must meet *competitive foods* standards.

Competitive foods standards do not apply to foods and beverages available, but not sold in school during the school day; e.g., brown bag lunches, foods for classroom parties, school celebrations, and reward incentives.

Birthday Treats

The District believes that birthdays are special for children. As a school district, in order to promote a healthy school environment, birthday recognitions cannot include food items. The decision will be left up to each school as to how they would like to recognize a student's birthday, but it cannot include food items.

Exempted Fundraising Day (EFD) Requests

All food and beverages sold to students on the school campuses of participating schools during the school day must comply with the "general nutrition standards for competitive foods" specified in federal law.

ISBE rules prohibit EFDs for grades 8 and below in participating schools.

The Superintendent or designee in a participating school may grant an EFD for grades 9 through 12 in participating schools. To request an EFD and learn more about the District's related procedure(s), contact the Superintendent or designee. The District's procedures are subject to change. The number of EFDs for grades 9 through 12 in participating schools is set by ISBE rule.

Guidelines for Reimbursable School Meals

Reimbursable school meals served shall meet, at a minimum, the nutrition requirements and regulations for the National School Lunch Program and/or School Breakfast Program.

Unused Food Sharing Plan

In collaboration with the District's local health department, the Superintendent or designee will:

1. Develop and support a food sharing plan (Plan) for unused food that is focused on needy students.
2. Implement the Plan throughout the District.
3. Ensure the Plan complies with the Richard B. Russell National School Lunch Act, as well as accompanying guidance from the U.S. Department of Agriculture on the Food Donation Program.
4. Ensure that any leftover food items are properly donated to combat potential food insecurity in the District's community. *Properly* means in accordance with all federal regulations and State and local health and sanitation codes.

Monitoring

At least every three years, the Superintendent or designee shall provide implementation data and/or reports to the Board concerning this policy's implementation sufficient to allow the Board to monitor and adjust the policy (a triennial report). This report must include without limitation each of the following:

- An assessment of the District's implementation of the policy;
- The extent to which schools in the District are in compliance with the policy;
- The extent to which the policy compares to model local school wellness policies;
- A description of the progress made in attaining the goals of the policy;
- How the District will make the results of the assessment available to the public; and
- Where the District will retain records of the assessment.

The Board will monitor and adjust the policy pursuant to Board Policy 2.240, *Board Policy Development*.

Community Involvement

The Board and Superintendent or designee will actively invite suggestions and comments concerning the development, implementation, periodic reviews, and updates of the school wellness policy from parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the Board, school administrators, and the community. Community involvement methods shall align their suggestions and comments to Board Policy 2.140, *Communications To and From the Board* and/or the **Community Engagement** subheading in Board Policy 8.10, *Connection with the Community*.

Recordkeeping

The Superintendent shall retain records to document compliance with this policy, the District's records retention protocols, and the Local Records Act.

LEGAL REF.: Pub. L. 108-265, Sec. 204, Child Nutrition and WIC Reauthorization Act of 2004.

42 U.S.C. §1751 et seq., Richard B. Russell National School Lunch Act.
42 U.S.C. §1758b, Pub. L. 111-296, Healthy, Hunger-Free Kids Act of 2010.
42 U.S.C. §1771 et seq., Child Nutrition Act of 1966.
42 U.S.C. §1779; 7 C.F.R. §§210.11 and 210.31.
50 ILCS 205/, Local Records Act
105 ILCS 5/2-3.139 and 5/2-3.189.
23 Ill. Admin. Code Part 305, Food Program.
ISBE's *School Wellness Policy* Goal, adopted Oct. 2007.

CROSS REF: 2.140 (Communications To and From the Board), 2.150 (Committees), 2.240 (Board Policy Development), 4.120 (Food Services), 5.100 (Staff Development Program), 6.60 (Curriculum Content), 7.260 (Exemption from Physical Education), 7.285 (Anaphylaxis Prevention, Response, and Management Program), 8.10 (Connection with the Community)

Adopted: August 9, 2006
Reviewed: October 2026
Amended: November 18, 2026

Student Social and Emotional Development

Social and Emotional Learning (SEL) is defined as the process through which students enhance their ability to integrate thinking, feeling, and behaving to achieve important life tasks. Students competent in SEL are able to recognize and manage their emotions, establish healthy relationships, set positive goals, meet personal and social needs, and make responsible and ethical decisions.

The Superintendent or designee shall incorporate SEL into the District's curriculum and educational programs consistent with the District's mission and the goals and benchmarks of the Ill. Learning Standards. The Ill. Learning Standards include three goals for students

1. Develop self-awareness and self-management skills to achieve school and life success.

2. Use social- awareness and interpersonal skills to establish and maintain positive relationships.

3. Demonstrate decision-making skills and responsible behaviors in personal, school and community contexts.

The incorporation of SEL objectives into the District's curriculum and other educational programs may include but is not limited to:

1. Classroom and school-wide programming to foster a safe, supportive learning environment where students feel respected and valued. This may include incorporating scientifically based, age- and culturally appropriate classroom instruction, and District-wide and school-wide strategies that teach SEL skills, promote optimal mental health, and prevent risk behaviors for all students.

2. Ongoing staff professional development and support to promote students' SEL development.

3. Parent/Guardian and family involvement to promote students' SEL development. This may include providing parents/guardians and families with learning opportunities related to the importance of their children's optimal SEL development and ways to enhance it.

4. Community partnerships to promote students' SEL development. This may include establishing partnerships with diverse community agencies and organizations to assure a coordinated approach to addressing children's mental health and SEL development.

5. Early identification and intervention to enhance students' school readiness, academic success, and use of good citizenship skills. This may include development of a system and procedures for periodic and universal screening, assessment and early intervention for students who have significant risk factors for social, emotional, or mental health conditions that impact learning.

6. Treatment to prevent or minimize mental health conditions in students. This may include building and strengthening referral and follow-up procedures for providing effective clinical services for students with social, emotional, and mental health conditions that impact learning. This may include student and family support services,

school-based behavioral health services, and school-community linked services and supports.

7. Assessment and accountability for teaching SEL skills to all students. This may include implementation of a process to assess and report baseline information and ongoing progress about school climate, students' social and emotional development, and academic performance.

LEGAL REF.: 405 ILCS 49/, Children's Mental Health Act.

CROSS REF.: 1.30 (District Philosophy and Mission Statement), 6.10 (Educational Philosophy), 6.40 (Curriculum Development), 6.60 (Curriculum Content), 6.270 (Guidance and Counseling Program), 7.100 (Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students), 7.180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7.250 (Student Support Services), 7.290 (Suicide and Depression Awareness and Prevention)

ADMIN. PROC.: 7.290-AP1 (Resource Guide for Implementation of Suicide and Depression Awareness and Prevention Program), CARES Procedural Manual

Adopted: August 25, 2004
Reviewed: October 2026
Amended: November 18, 2026

Using Animals in the Educational Program

Animals, including certified therapy dogs, may be brought into school facilities for educational purposes according to procedures developed by the Superintendent assuring: (a) the animal is appropriately housed, humanely cared for, and properly handled, and (b) students will not be exposed to a dangerous animal or an unhealthy environment. See Administrative Procedure 6.120-AP3, *Service Animal*, regarding the use of service animals at school facilities. Emotional support animals are not allowed in school facilities.

Animal Experiments

Experiments on living animals are prohibited; however, behavior studies that do not impair an animal's health or safety are permissible.

Animal Dissection

The dissection of dead animals or parts of dead animals shall be allowed in the classroom only when the dissection exercise contributes to or is a part of an illustration of pertinent study materials. All dissection of animals shall be confined to the classroom and must comply with the School Code.

Students who object to performing, participating in, or observing the dissection of animals are excused from classroom attendance without penalty during times when such activities are taking place. No student will be penalized or disciplined for refusing to perform, participate in, or observe a dissection.

The Superintendent shall inform students of:

1) their right to refrain from performing, participating in, or observing dissection; and

2) which courses contain a dissection unit and which of those courses offers an alternative project.

LEGAL REF.: 105 ILCS 5/2-3.122 and 5/27-265.

CROSS REF.: 6.40 (Curriculum Development), 6.120-AP3 (Service Animal)

Adopted: May 28, 1997
Reviewed: October 2026
Amended: November 18, 2026

Migrant Students

The Superintendent or designee will develop and implement a program to address the needs of migrant children in the District in accordance with federal law.

This program will:

1. Identify migrant students and assess their educational and related health and social needs.

2. Provide a full range of services to migrant students through appropriate local, State, and federal educational programs, including applicable Title I programs, special education, gifted education, vocational education, language programs, counseling programs, and elective classes.

3. Provide migrant students with full and appropriate opportunities to meet the same challenging State academic standards that all children are expected to meet.

4. Provide to the extent feasible:

    a. Advocacy and outreach programs to migrant children and their families, including helping such children and families gain access to other education, health, nutrition, and social services,
    b. Professional development programs, including mentoring, for District staff,
    c. Family literacy programs,
    d. The integration of information technology into educational and related programs, and
    e. Programs to facilitate the transition of secondary school students to postsecondary education or employment.
    f. Programs, activities, and procedures for the engagement of parents/guardians and family members of migrant students in an understandable format and language.

Migrant Education Program for Parent/Guardian and Family Member Engagement

Parents/guardians and family members of migrant students will be involved in and regularly consulted about the development, implementation, operation, and evaluation of the migrant program.

Parents/guardians and family members of migrant students will receive instruction regarding their role in improving the academic achievement of their children.

LEGAL REF.: 20 U.S.C. §6318.
20 U.S.C. §6391 et seq., Education of Migratory Children.
34 C.F.R. §200.81 et seq.

CROSS REF.: 6.170 (Title I Programs), 7.150 (Agency and Law Enforcement Requests)

Adopted: December 11, 2002
Reviewed: October 2026
Amended: November 18, 2026

Extended Instructional Programs

The District may offer the following programs in accordance with State law and the District's educational philosophy:

1. Nursery schools for children between the ages of two and six years.
2. Before-and after-school programs for students in grades K-5.
3. Child care and training center for pre-school children and for students whose parents work.
4. Model day care services program in cooperation with the Ill. State Board of Education.
5. Tutorial program.
6. Adult education program.
7. Outdoor education program.
8. Summer school, whether for credit or not.
9. Independent study, whether for credit or not.
10. Support services and instruction for students who are, or whose parents/guardians are, chemically dependent.
11. Anti-bias education and activities to address intergroup conflict resolution.
12. Volunteer service credit program.
13. Vocational academy.
14. Advanced vocational training and/or career education program.

LEGAL REF.: 105 ILCS 5/10.22.18a, 5/10-22.18b, 5/10-22.18c, 5/10-22.20, 5/10-22.20a, 5/10-22.20b, 5/10-22.20c, 5/10-22.29, 5/10-22.33A, 5/10-22.33B, 5/10-23.2, 5/27-255, 5/27-905, 5/27-1035, 5/27-1050.
105 ILCS 433/, Vocational Academies Act.

CROSS REF.: 6.310 (High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students), 6.320 (High School Credit for Proficiency)

Adopted: May 28, 1997
Reviewed: October 2026
Amended: November 18, 2026

Remote and/or Blended Remote Learning Day Plan(s)

Use this procedure in conjunction with the subhead ***Suspension of In-Person Instruction; Remote and/or Blended Remote Learning Day Plan(s)*** *in* Board Policy 4.180*, Pandemic Preparedness; Management; and Recovery.*

When the District must implement a Remote and/or Blended Remote Learning Day Plan (Plan) that designates *remote learning days* (RLDs) and/or *blended remote learning days* (BRLDs) for instruction in grades pre-kindergarten through 12, the Superintendent must approve a Plan, present the Plan to the Board for adoption prior to its implementation, implement the Plan after Board approval, and post it on the District's website.

The Superintendent will begin the process of developing a Plan in one of the two following ways:

1. Adapting the District's e-learning program (adopted by the Board pursuant to 105 ILCS 5/10-20.56) into a Plan and ensuring that it is posted on the District's website and communicated to the community in accordance with this procedure. See *E-learning Program; Days*, in the **Definitions** subhead below for more information about an e-learning program.
2. Using this procedure if the District has not implemented an e-learning program.

Definitions

Blended Remote Learning Days (BRLDs) – School attendance days during which the District provides hybrid days of in-person and remote instruction to students. Once the State Superintendent of Education declares that the District must use RLDs or BRLDs, the Superintendent implements these days in grades pre-kindergarten through 12. These days are counted as days of attendance and are pupil attendance days for calculation of the length of a school term under 105 ILCS 5/10-19 and 5/10-19.05. If the District has implemented an *e-learning program*, these school attendance days may be met through it. See 105 ILCS 5/10-30.

E-learning Program; Days – E-learning is short for electronic learning. As an optional instructional tool for school districts, e-learning days are part of an implemented e-learning program in the District that:

1. Uses the Internet, telephones, texts, chat rooms, or other similar means of electronic communication for instruction and interaction between teachers and students that meets the needs of all learners; and
2. Addresses a district's responsibility to ensure that all teachers and staff who may be involved in the provision of e-learning have access to any and all hardware and software that may be required for the program.

An e-learning program is implemented after a school board:

1. Adopts a resolution to implement research-based program(s) for district-wide e-learning days that permit student instruction to be received electronically while students are not physically present in lieu of the district's scheduled emergency days as required by 105 ILCS 5/10-19 (105 ILCS 5/10-20.56(b), amended by P.A. 103-780);
2. Conducts a public hearing on the District's initial e-learning program proposal or renewal with at least 10 days' advanced notice (Id. at 5/10-20.56(c)); and
3. Before the implementation of any e-learning days in that school year, to ensure access for all students, receives verifications by the regional office of education (ROE) or intermediate service center (ISC) that the board's proposal for an e-learning program has: (a) met the requirements specified in 105 ILCS 5/10-20.56, amended by P.A. 103-780; (b) components designed to reasonably and practicably accomplish the requirements outlined in the enabling statute; and (c) not exceeded the minimum number of emergency days in a district's approved school calendar. In its verification process, the ROE/ISC ensures that

the specific needs of all students are met, including special education students and English Learners, and that all mandates are still met using the proposed research-based program. See 105 ILCS 5/10-20.56(b), amended by P.A. 103-780.

While the ROE/ISC must annually verify a district's e-learning program, the Board's approval of an e-learning program is for a term of three years. 105 ILCS 5/10-20.56(d)(10), amended by P.A. 103-780.

Plan – The District's formal implementation of remote instruction that includes RLDs and BRLDs. If the District already has an e-learning program in place, it should adapt the program into a Plan by ensuring that the requirements for communicating the Plan, e.g., website posting, etc. are met. When finalized, it is provided to students and faculty, posted on the District's website where other policies, rules, and standards of conduct are posted, and listed in Exhibit 2.250-E2, *Immediately Available District Public Records and Web-Posted Reports and Records*. Plans should be periodically reviewed and amended to ensure the needs of all students continue to be met throughout the suspension of in-person learning. If a plan is amended, post the amended plan to the District website.

Remote Learning Days (RLDs) – Remote learning is learning that happens outside of the traditional classroom because the student and teacher are separated by distance and/or time. Remote learning can be real-time or flexibility-timed, and it may or may not involve technology. School attendance days are days that the District provides remote instruction to students. Once the State Superintendent of Education declares that the District must use RLDs or BRLDs, the Superintendent implements these days in grades pre-kindergarten through 12 on days of attendance. These days are counted as pupil attendance days for calculation of the length of the District's official calendar under 105 ILCS 5/10-19 and 5/10-19.05. If a district has implemented an e-learning program, these school attendance days may be met through it. Five RLDs, taken consecutively or in separate increments, may be used to develop, review, or amend the District's Plan or provide professional development to staff about remote education; i.e., *Remote Learning Planning Days*. See 105 ILCS 5/10-30.

Remote Learning Planning Days – If the district does not implement an e-learning program, then a district may use up to five consecutive or separate increment days to develop, review, or amend its Plan or to provide professional development to staff about remote education. These days are counted as days of attendance and are pupil attendance days for calculation of the length of a school term under 105 ILCS 5/10-19 and 5/10-19.05. See 105 ILCS 5/10-30.

Plan Development and Implementation

Use this Plan before, during, and after implementing 105 ILCS 5/10-30.

Consult the Attorney for the District for guidance on this procedure.

Actor	**Action**
Board	If permitted by local resources and conditions, implement an e-learning program pursuant to 105 ILCS 5/10-20.56, amended by P.A. 103-780. If the Board decides not to implement an e-learning program in the District, provides the Superintendent with the resources necessary to implement a Remote and/or Blended Remote Learning Day Plan (Plan) that meets the needs of all students. 105 ILCS 5/10-30. Directs, through policy, the Superintendent to recommend any suspensions or amendments to policies to reduce any Board-required graduation or other instructional requirements in addition to the minimum requirements specified in School Code that the District was not able to complete due to a pandemic. 105 ILCS 5/10-16.7. Monitors Board Policies 2.20, *Powers and Duties of the School Board; Indemnification,* 4.180, *Pandemic Preparedness; Management; and*

Actor	Action
	Recovery, 6.20, *School Year Calendar and Day*, 6.60, *Curriculum Content*, and 6.300, *Graduation Requirements* (if applicable), and makes changes recommended by the Superintendent. See Board Policy 2.240, *Board Policy Development*. Considers all policy changes recommended by the Superintendent pursuant to Board Policy 2.240, *Board Policy Development,* and included as a topic for discussion in the annual report required by Board Policy 6.10, *Educational Philosophy and Objectives*. Adopts the Superintendent-approved Plan for District-wide implementation. Provides appropriate, additional resources requested by the Superintendent to successfully implement the Plan.
Board and Superintendent	Identify, discuss, modify, and monitor relevant Board Policies that remote learning may possibly affect, including but not limited to: 4.130, *Free and Reduced-Price Food Services* 4.180, *Pandemic Preparedness; Management; and Recovery* 5.35, *Compliance with the Fair Labor Standards Act* 5.40, *Communicable and Chronic Infectious Disease* 5.180, *Temporary Illness or Temporary Incapacity* 5.185, *Family and Medical Leave* 5.200, *Terms and Conditions of Employment and Dismissal* 5.270, *Employment At-will, Compensation, and Assignment* 5.300, *Schedules and Employment Year* 5.330, *Sick Days, Vacation, Holidays and Leaves* 6.10, *Educational Philosophy and Objectives* 6.15, *School Accountability* 6.20, *School Year Calendar and Day* 6.30, *Organization of Instruction* 6.60, *Curriculum Content* 6.120, *Education of Children with Disabilities* 6.150, *Home and Hospital Instruction* 6.190, *Extracurricular and Co-Curricular Activities* 6.300, *Graduation Requirements* 7.70, *Attendance and Truancy* 7.280, *Communicable and Chronic Infectious Disease* 8.30, *Visitors to and Conduct on School Property* 8.100, *Relations with Other Organizations and Agencies*
Superintendent or Designee	When the District is required by the State Superintendent of Education to implement RLDs and/or BRLDs: 1. If an e-learning program is in place: a. Adapts it into a Plan by ensuring that the requirements for communicating the Plan, e.g., website posting, are met; b. Approves the Plan; and c. Presents the Plan to the Board for adoption. 2. If an e-learning program is not in place:

Actor	Action
	a. Establishes a District-wide Remote Learning Committee to design a Plan for implementation of RLDs and BRLDs. Committee members should include: District-level administrators Building Principals (Building Principals are mandatory for successful implementation of the Plan) Pandemic Planning Team member(s) Director of Safety and Security (see Administrative Procedure 4.170-AP1, *Comprehensive Safety and Security Plan*, Part C, **Director of Safety and Security and District Safety Team; Responsibilities**) District 504 Coordinator (see Board Policy 6.120, *Education of Children with Disabilities*, and Exhibit 6.120-AP1, E1 *Notice to Parents/Guardians Regarding Section 504 Rights*) Staff members Parents/Guardians Students b. Chairs and convenes Committee meetings. Manages virtual attendance by some or all Committee members when necessary. 3. Designates RLDs and/or BRLDs in grades pre-kindergarten through 12. 4. Approves the Plan and presents it to the Board for adoption. 5. Implements the Plan. 6. Ensures that the Plan is provided to students and faculty, posted on the District's website where other policies, rules, and standards of conduct are posted, and listed in Exhibit 2.250-E2, *Immediately Available District Public Records and Web-Posted Reports and Records*. 7. Provides periodic reports to the Board about the Committee's progress and needs, along with any amendments to the Plan for the purposes of ensuring that it meets the needs of all students by adding information items to the Board's agendas as needed.
Remote Learning Committee	Designs a Plan for the Superintendent's approval and Board's adoption to implement remote instruction through the District in a manner that: 1. Explores what may work best for the school community using any remote learning guidance issued by the Ill. State Board of Education (ISBE), at www.isbe.net/Documents/Remote-Learning-Guidance-Chart.pdf. 2. Potentially uses Remote Learning Planning Days consecutively or in separate increments to develop, review, or amend this Plan or provide professional development to staff about remote education. If the District does not have an e-learning program, includes design in the Plan for implementation of remote instruction that also provides:

Actor	Action
	1. Accessibility of remote instruction to all students enrolled in the District; 2. Hybrid RLDs and BRLDs, as directed or allowed by the ISBE; 3. Activities for both RLDs and BRLDs that align with State learning standards and Board Policies 6.10, *Educational Philosophy and Objectives*, 6.15, *School Accountability*, 6.30, *Organization of Instruction*, 6.60*, Curriculum Content*, and 6.300, *Graduation Requirements* (if applicable); 4. Communication between students and teacher(s), as necessary to align with the requirements of Board Policy 7.340, *Student Records*; 5. Methods to address the unique needs of students in special populations, including, but not limited to, students eligible for special education under 105 ILCS 5/14-1.01 et seq., students who are English learners as defined in 105 ILCS 5/14C-2, and students experiencing homelessness under the Education for Homeless Children Act (105 ILCS 45/), or vulnerable student populations; 6. Guidance for how the District will take attendance and monitor and verify each student's remote participation; and 7. Resources for transitions from remote learning to in-person instruction when the State Superintendent declares that RLDs and/or BRLDs are no longer deemed necessary. Delivers the Plan to the Superintendent for approval in a format that is easily posted on the District's website. Periodically reviews and amends the Plan, with the Superintendent as needed, to ensure it meets the needs of all students. 105 ILCS 5/10-30(5). Recommends to the Board, through the Superintendent, any policy changes for consideration. See Board Policy 2.240, *Board Policy Development*. Reports reviews and amendments to the Plan to the Superintendent or designee.
All Staff	Implements the Plan.

LEGAL REF.: 105 ILCS 5/10-30.

Administrative Procedure - Guidelines for Using Animals in School Facilities for Educational Purposes

Animals, including certified therapy dogs, may be brought into the classroom or learning center for educational purposes, provided: 1) an *Application for Using Animals in School Facilities for Educational Purposes*, 6.100-AP2, E1, has been completed and submitted to the Building Principal; 2) prior permission is received from both the Building Principal and supervising teacher (if applicable); and 3) the following *Guidelines for Using Animals in School Facilities* are observed. The Building Principal may rescind such approval should the presence of the animal create a disruption to the educational environment.

Guidelines for Using Animals in School Facilities

Prohibited Animals

The following animals are prohibited in school facilities:

1. Inherently dangerous animals (e.g., lions, tigers, cougars, and bears)
2. Nonhuman primates (e.g., monkeys and apes)
3. Mammals at high-risk for transmitting rabies (e.g., bats, raccoons, skunks, foxes, and coyotes)
4. Aggressive or unpredictable animals, wild or domestic
5. Stray animals with unknown health and vaccination history
6. Venomous or toxin-producing animals (e.g., certain spiders, insects, reptiles, and amphibians)

Vaccination Requirements

Prior to bringing certain animals into school facilities, current health records and/or proof of current vaccination is required as follows:

1. **Cats** – A health certificate signed by a licensed veterinarian showing proof of current vaccination against feline distemper/upper respiratory vaccine (FVRCP), feline leukemia, feline chlamydiosis, and rabies; and proof of a negative fecal exam or successful treatment for internal parasites within the past six months.
2. **Dogs** – A health certificate signed by a licensed veterinarian showing proof of current vaccination against canine distemper, hepatitis, leptospirosis, canine parainfluenza (CPIV), parvovirus, Bordetella, and rabies; and proof of a negative fecal exam or successful treatment for internal parasites within the past six months.
3. **Ferrets** – A health certificate signed by a licensed veterinarian showing proof of current vaccination against rabies; and proof of a negative fecal exam or successful treatment for internal parasites within the past six months.
4. **Psittacine Birds** – Proof of treatment or negative test results for psittacosis (avian chlamydiosis).

General Guidelines

To protect students and staff from zoonotic diseases, the following guidelines apply to animals brought into school facilities for educational purposes:

1. The Building Principal or designee must approve all animals brought into school facilities.
2. Animals must be clean and free of intestinal parasites, fleas, ticks, and mites.
3. Students must be supervised by District staff during all human-animal contact.
4. Animals should be handled humanely.
5. Animals should be displayed in enclosed cages or under appropriate restraint (e.g., leash).
6. Animals may not roam free, fly free or have contact with wild animals.
7. No animals are allowed in areas where food or drink is prepared or consumed.
8. Food for animals must be stored in air-tight, closed containers (preferably hard plastic) to prevent spills and attracting nuisance animals and/or insects.
9. Anyone handling animals must wash his/her hands thoroughly with warm water and soap afterwards. Hand sanitizer may not be used as a substitute for soap and water.
10. Areas where animals have been present must be cleaned and disinfected by District staff.
11. Animal waste must be appropriately disposed of by a District staff member or third-party handler (e.g., using disposable plastic gloves and plastic bags). **Under no circumstances are students allowed to clean cages/aquariums or handle animal waste.**
12. The Building Principal and supervising teacher (if applicable) must:
    A. Consult with parent(s)/guardian(s) to determine any special considerations needed for students who are immunocompromised or have allergies, asthma, or other health concerns; and
    B. Complete and issue the *Student Permission for Exposure to Animals* form, 6.100-AP2, E1, to the parent(s)/guardian(s) of all students who will be exposed to the animal(s).
13. A responsible adult must accompany all animal visits into school facilities.

<u>Procedures for the Housing, Care and Handling of Specific Animals</u>

1. **Dogs** – All dogs must be housebroken.
2. **Farm Animals** – Due to the risk of E. coli O157:H7, Salmonella, Campylobacter, and Cryptosporidium, these animals are not appropriate unless meticulous attention to personal hygiene can be assured.
3. **Ferrets** – Ferrets bite when startled, therefore students should not handle ferrets in the classroom. Students under the age of five are prohibited from having contact with these animals.
4. **Fish** – Use disposable gloves when cleaning aquariums. Do not dispose of aquarium water in sinks used for food preparation or for obtaining drinking water.
5. **Hamsters, Guinea Pigs, and Gerbils** – Due to the risk of Salmonella bacteria and Lymphocytic choriomeningitis virus, special care must be taken when students handle these animals. Students under the age of five are prohibited from having contact with these animals.
6. **Psittacine Birds** – Because these birds (e.g., parrots, parakeets, budgies, and cockatiels) can carry disease, students are prohibited from handling them. Staff members should clean cages when students are not present.
7. **Reptiles and Amphibians** – Due to the risk of Salmonella bacteria, special precautions must be taken when students handle these animals. Students under the age of five are prohibited from having contact with these animals.

Animal-Related Injuries

If an animal bites, scratches, or otherwise injures someone at school and the skin is pierced, the Building Principal or designee will ensure:

1. The teacher immediately reports the incident to the Building Principal or designee and school nurse;
2. If necessary, the school nurse notifies public health authorities;
3. The school nurse notifies the student's parent(s)/guardian(s); and
4. An incident/accident report is completed by the staff member responsible at the time of the injury and forwarded to the school nurse.

Additional Applicant, Supervising Teacher, and Animal Owner Responsibilities

1. Applicant responsibilities:

   A. The applicant must have a plan that assures the animal is appropriately housed, humanely cared for, and properly handled.

   B. The applicant must submit health records and/or proof of current vaccination as set forth in these *Guidelines for Using Animals in School Facilities*.

   C. Animals are not to be transported on school buses.

2. Supervising teacher and/or facility staff responsibilities:

   A. The supervising teacher signing the application must assume primary responsibility for the animal, including notifying the Building Principal immediately if the animal gets loose or lost.

   B. Only the teacher or students designated by the teacher are to handle the animals.

   C. If animals are to be kept in the classroom on days when classes are not in session, the teacher must make arrangements for their care and safety.

Animal owner's responsibilities:

1. The animal's owner agrees to hold the District, its employees, agents, and assigns harmless for any injury to, including death of, the animal.

2. The animal's owner, if different from the person submitting the application, must sign the application demonstrating that they granted permission for the animal to come into the classroom and agrees to the conditions set forth in this application.

Building Principal Decision

The Building Principal will base his or her decision on the information provided in the application as well as other criteria deemed important.

Exhibit - Application for Using Animals in School Facilities for Educational Purposes

To be submitted to the Building Principal

This application must be approved before an animal may be brought into any school facility. Animals may be brought into the classroom or learning center for educational purposes, provided: 1) this Application has been completed and submitted to the Building Principal; 2) prior permission is received from both the supervising teacher and the Building Principal or designee; and 3) the *Guidelines for Using Animals in School Facilities for Educational Purposes*, 6.100-AP2, are observed by the applicant, supervising teacher, and/or the animal owner. The Building Principal may rescind such approval should there be a safety concern or the presence of the animal creates a disruption to the educational environment.

Please print

Name and type of animal	School facility
Materials (i.e., cages, carriers, food, etc.)	Date(s) requested
Educational purpose	

Attach current health records and/or proof of current vaccinations. If a therapy dog, attach certificate or registration card.

By submitting this Application, I agree to abide by the *Guidelines for Using Animals in School Facilities for Educational Purposes*, 6.100-AP2. I further agree to hold the District, its employees, agents, and assigns harmless for any injury to, including death of, the animal.

Applicant (*please print*)	Telephone number
Address	
Applicant's signature	Date
Supervising teacher (if applicable) (*please print*)	
Supervising teacher's signature	Date

Animal owner's name if different from applicant (*please print*)

Animal owner's signature Date

The Building Principal will base the decision on the information being provided in this Application as well as other criteria deemed important. *Note to Building Principal or designee: after approving or denying this Application, return a copy of it to the applicant and keep the original in the school office.*

☐ **Approved** ☐ **Denied**

Building Principal's or designee's signature Date

Exhibit – Student Permission for Exposure to Animals

To be used when animal(s) are brought into the classroom or learning center for educational purposes.

Student: _____ Grade/Teacher: _____

Dear Parent(s)/Guardian(s):

As allergies, asthma, immune challenges, and/or other health needs may make animal contact inappropriate for some students, District guidelines require prior parent/guardian permission for student contact with animal(s) in school.

On ____(*insert date*)____, the following animal(s) will visit my classroom for educational purposes:

☐ Cat	☐ Bird	☐ Ferret	☐ Guinea Pig
☐ Dog	☐ Rabbit	☐ Hamster	☐ Reptile or amphibian
☐ Rat	☐ Mouse	☐ Gerbil	☐ Other _____

The following animals are prohibited in schools: venomous or toxin-producing animals (e.g., certain spiders, insects, reptiles, and amphibians), wild or exotic animals, mammals at high-risk for transmitting rabies (e.g., bats, raccoons, skunks, foxes, and coyotes), non-human primates, stray animals, or aggressive/unpredictable animals.

The Building Principal or designee will ensure that the *District's Guidelines for Using Animals in School Facilities for Educational Purposes*, 6.100-AP2, are followed. You may find these *Guidelines* in the school office. I will also supervise the entire student-animal contact session, have a clean and disinfected area for showing the animal(s), not allow food or drink in the animal showing area, and appropriately dispose of animal waste. **Under no circumstances are students allowed to clean cages or handle animal waste**.

Please complete and return this form to me by _____(*insert date*)____. If you have any questions or concerns, please feel free to contact me at _____(*insert contact information*).

To Be Completed by Parent/Guardian:

☐ I **do** permit my child identified above to be exposed to the animal(s) listed above. I further agree to indemnify and hold harmless the School District and its employees and agents against any claims, except a claim based on willful and wanton conduct, arising out of my child's exposure to the animal(s) listed above.

☐ I **do no**t permit my child identified above to be exposed to the animal(s) listed above. I understand that when the animal(s) listed above are present, my child will be excused from classroom attendance without penalty and given an alternative educational activity.

_____
Parent/Guardian Name (*please print*)

_____ _____
Parent/Guardian Signature Date

_____
Adopted: November 18, 2026
Reviewed: October 2026
Amended:

Exhibit – Student Long Term Bus Suspension (4-10 Days) Reporting Form

Dear Parent(s)/Guardian(s):

Illinois law requires a School District to provide the following information to a parent/guardian of a child who is suspended from the bus due to an act of gross disobedience or misconduct.

_____ _____
Student Incident Date

Student handbook rule(s) violated:_____

Date and time of pre-suspension conference with student:_____

(If this conference was not held because the student's conduct posed an immediate danger to persons or property, list the date and time the pre-suspension conference will be conducted.)

Date(s) of Bus Suspension:_____

Date student is eligible to resume riding the bus:_____

Description of incident: *(List all pertinent information (date, time, location) regarding the specific act(s) of gross disobedience or misconduct resulting in the decision to suspend, including a rationale for the specific duration of the suspension.)*

_____

_____

_____

_____

_____

_____

It has been determined that: *(At least one of the following must be checked and completed.)*

☐ Your child's continued presence on the bus poses a threat to the safety of other students, staff or members of the school community for the following reasons. *(Check all that apply)*:

- ☐ Psychological harm is likely to be caused to the students, staff, or members of the school community due to the egregious nature of your child's conduct *(i.e. physical violence, threat)*;
- ☐ The history or record of your child's past conduct indicates your child is likely to engage in similar conduct in the future;
- ☐ The presence of your child on the bus will foster a culture that such conduct is acceptable or tolerated;
- ☐ Other reasons *(describe reason(s) for threat to safety, staff or school community)*:_____

_____

_____

☐ Your child's continued presence on the bus substantially disrupts, impedes or interferes with the operation of the bus as follows *(Check all that apply)*:

- ☐ Psychological harm is likely to be caused to the students, staff, or members of the school community due to the egregious nature of your child's conduct *(i.e. physical violence, threat)*;
- ☐ The history or record of your child's past conduct indicates your child is likely to engage in similar conduct in the future;
- ☐ The presence of your child on the bus will foster a culture that such conduct is acceptable or tolerated;
- ☐ Other reasons *(describe reason(s) for substantial disruption, impediment, or interference with operation of school)*:

_____

_____

The school is required to make all reasonable efforts to resolve threats or disruptions and minimize the length of suspensions. To this end, the following efforts to resolve the threat or disruption have been or will be made *(check all that apply)*:

☐ The following appropriate and available behavioral and disciplinary interventions have been attempted and exhausted:

(List all behavioral and disciplinary interventions and resources previously utilized to address the student's behavior.)

- ☐ Assembly/Presentation on Behavior Expectations/Prohibited Student Conduct
- ☐ MTSS/PBIS
- ☐ Check-In/Check-Out
- ☐ Individualized Check-In/Check-Out
- ☐ Social Academic Instructional Group (SAIG)
- ☐ Detention
- ☐ In-school suspension
- ☐ Bus suspension (3 days or less)
- ☐ Other:

_____

_____

_____

☐ There are no other appropriate and available behavioral and disciplinary interventions to address the student's gross disobedience or misconduct.

_____

_____

☐ The following restorative justice practices will be attempted:

(List all restorative justice practices previously utilized and that will be used in the future to address the threat to bus safety.)

_____

_____

During the period of bus suspension, your child may not ride the bus to or from school or any School District activity.

To discuss this matter, you may contact the Building Principal. Alternatively, you have the right to have the suspension reviewed by the School Board or a hearing officer acting on the Board's behalf. To schedule a Board hearing, please send a written request within ten (10) calendar days to:

Superintendent
1809 West Hovey Avenue
Normal, IL 61761-4439

_____ _____
Building Principal Date

C: Board of Education

SCHOOL MAINTENANCE PROJECT GRANT

FY 27 Application Cycle - Round 1

District Certification

Name : McLean County USD 5

RCDT #: 17-064-0050-26

TIN #: 376004011

The submissions made to the Illinois State Board of Education by the applicant and the terms and conditions described in the Grant Application Certifications and Assurances and the Program Specific and Financial Assurances of this application shall constitute the grant agreement between the applicant and the Illinois State Board of Education for the use of the funds to complete the projects described in the "Work Item Listing" section of the School Maintenance Project Grant Application. This grant agreement shall be deemed to be entered into when the application has been approved by the Illinois State Board of Education. This grant agreement constitutes the entirety of the agreement between the parties and supersedes any other agreement or communication, whether written or oral, relating to the award of the grant funds. The person submitting this application on behalf of the applicant certifies and assures the Illinois State Board of Education that he or she has been duly authorized to file this application for and on behalf of the applicant, is the authorized representative of the applicant in connection with this grant agreement, and that he or she is authorized to execute these Certifications and Assurances and Standard Terms of the Grant on behalf of the applicant. Further, the person submitting this application on behalf of the applicant certifies under oath that all information in the grant agreement is true and correct to the best of his or her knowledge, information and belief, that grant funds shall be used only for the purposes described in this agreement, and that the award of this grant is conditioned upon this certification.

The authorized representative of the applicant who will affix his or her signature below certifies that he or she has read, understood and will comply with all of the provisions of the following certifications and assurances.

The person approving these Certifications, Assurances and Standard Terms of the Grant hereby certifies and assures the Illinois State Board of Education that the person submitting the final application on behalf of the applicant (and thereby executing the grant agreement with the Illinois State Board of Education) has the necessary legal authority to do so. (v2.23.2017)

The person approving this application certifies (1) to the statements contained in the list of certifications, and (2) that the statements herein are true, complete and accurate to the best of his/her knowledge. He/she also provided the required assurances titled "Grant Application Certifications and Assurances, and Standard Terms for the School Maintenance Project Grant" and "Program Specific and Financial Assurances for the School Maintenance Project Grant" (found within the application under "Application Certifications and Assurances") and agrees to comply with any resulting terms if an award is accepted. He/she is aware that any false, fictitious, or fraudulent statements or claims may subject him/her to criminal, civil or administrative penalties. (U.S. Code, Title 18, Section 1001). The list of certification and assurances is included below.

By submitting this form, I certify to the above and that the local board of education or other school governing authority has authorized the school maintenance project during a duly convened meeting, and has reserved local funds to meet the local match requirement. In addition, the applicant has not obligated funds or begun work on any of the projects listed on this application prior to the submission of this application. Signing below certifies that he or she has read, understood, and will comply with all the provisions of the following:
• Grant Application Certifications and Assurances, and Standard Terms for the School Maintenance Project Grant, and
• Program-Specific and Financial Assurances for the School Maintenance Project Grant.

_____ _____

Signature of President of Board of Education *Date*

_____

Name of Board President (type or print)

A copy of this form signed by the President of the Board of Education AND the Taxpayer Identification Number Form MUST be printed, signed, and attached as a PDF under the Application Required Attachments before your application can be approved. No application will be processed without these two signed attachments.

2027-2028

McLean County Unit 5

Course to Career Guide

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INFORMATION

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

GENERAL REGULATIONS

1. All students are required to be enrolled in a minimum of six courses. An exception will be made for 5th year seniors.
2. A student is required to take a minimum of 6 credit bearing courses 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.

Graduation Requirements by Credit	
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.	4.0
Math ● 1.0 credit Algebra I ● Must take one course that includes Geometry content (e.g., Geometry, Honors Geometry, Algebra 2, Algebra 2 with Trigonometry, Honors Algebra 2 with Trigonometry, Instructional Algebra) ● 1.0 Math credit can come from AP Computer Science Principles or AP Computer Science A (Java) ● High school mathematics courses (e.g., Algebra I, Honors Geometry, Algebra 2) taken by junior high students will be included on the student's high school transcript and calculated in the high school GPA. These courses will earn high school credit, fulfill applicable prerequisite requirements, and may be used to meet NCAA initial eligibility requirements.	3.0
Science	2.0
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.	2.0
(Continued on next page)	

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.	3.5
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 ○ AP Business with Personal Finance (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)	0.5
Electives	9.0
Total credits	24.0
Additional Requirements: Completion of ACT Test (11th grade) Completion of FAFSA (12th grade)	

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. Enrollment into Dual Credit classes, even when qualified through Accelerated Placement, also requires a completed application to Heartland Community College (HCC) and possible placement testing through Heartland. When these steps are not completed for HCC's dual credit requirements, the Accelerated placement defaults to the AP options below.

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 I or Geometry	Standard Course: Biology
	Placement into Honors English 1 based on Grade 7 IAR scores: **Proficient, Above Proficient**		Placement into Honors Geometry Grade 7 IAR scores: **Proficient, Above Proficient**	Placement into Honors Biology based on Grade 7 IAR Math scores: **Proficient, Above Proficient**
Grade 10 Courses	Standard Course: English II		Standard Course: Geometry, Algebra 2 w/Trigonometry	Standard Course: Chemistry
	Placement into Honors English II based on Grade 8 IAR scores: **Proficient, Above Proficient**		Placement into Honors Geometry, Honors Algebra 2 w/ Trigonometry Based on Grade 8 IAR scores: **Proficient, Above Proficient**	Placement into Honors Chemistry based on Grade 8 ISA score: **Proficient, Above Proficient**
Grade 11 Courses	Standard Course: English III	Standard Course: Civics	Standard Course: Algebra 2 w/ Trigonometry or AP Pre Calculus (AB Pathway)	
	Placement into AP Language and Composition based on **ACT 9: 14**	Placement into AP US Government & Politics based on **ACT 9: 14**	Placement into Honors Algebra 2 w/ Trigonometry or AP Precalculus (BC Pathway) based on **ACT 9: 17**	
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 **ACT 10: 15**	Placement into AP US Government & Politics based on **ACT 10: 15**		

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 to Dual Credit Career Technical Education courses by Unit 5 and Bloomington Career Center 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. Weighted grades will be used in determining eligibility for cum laude recognition.

Summa Cum Laude designation: 4.1+ GPA
Magna Cum Laude designation: 3.85 – 4.099 GPA

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

Students will earn weighted GPA points for transfer courses that align with Unit 5 weighted courses.

COURSE SELECTION GUIDELINES

All students, eighth grade through eleventh grade, are expected to select courses during the annual course selection period 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 the second semester must be submitted within the first week of 2nd semester.

PROFICIENCY EXAMS

- The music department may administer a proficiency exam to enroll in a course.
- Advancement to a higher-level modern 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 modern 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 BCA.

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

See Board of Education policy 6:310 for more information.

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.

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.

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 [AP]
ART351/352	Photography I
ART 361/362	Photography II – Digital Photo
ART 811/812	AP Art 2-D Design [AP]
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
BUS621/622	Business Principles [DC]
BUS101/102	Exploring Business
BUS731/732	AP Business with Personal Finance [AP]

DATA AND COMPUTER SCIENCE

CSC153/154	Introduction to Data and Computer Science
CSC611/612	AP Cyber Security [AP]
CSC771/772	AP Computer Science Principles [AP]
CSC781/782	AP Computer Science A (Java) [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
BUS731/732	AP Business with Personal Finance [AP]

DRIVER'S EDUCATION

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

SUPPORTED ENGLISH STUDIES

ENG021/022	Basic ESL
ENG031/032	Beginning ESL
ENG081/082	Intermediate ESL
ENG091/092	Advanced ESL
ELA105/106	ESL Emergent Reading & Writing
ELA205/206	ESL Intermediate Academic Language

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]
ENG930/939	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
FCS151/152	Child Development
FCS150/159	BL Child Development
FCS251/252	Parenting
FCS291/292	Educating Young Children I
FCS290/299	BL Educating Young Children I
FCS311	Housing & Interior Design I
FCS332	Housing & Interior Design II
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
FCS611/612	BL Education Internship [DC]
FCS620/629	BL Early Childhood Internship
FCS131/132	Principles of Nutrition

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 w/Trigonometry [H]
MAT731/732	College Algebra
MAT901/902	AP Precalculus (AB Pathway) [AP]
MAT903/904	AP Precalculus (BC Pathway) [AP]
CSC771/772	AP Computer Science Principles [AP]
CSC781/782	AP Computer Science [AP]
MAT811/812	STEM Trigonometry
MAT841	Finite Math
MAT842	Probability & Statistics
MAT861/862	Introduction to Statistics [DC]
MAT860/869	BL Intro to Statistics [DC]
MAT910/919	BL Finite Math for Business & Soc. Sci. [DC]
MAT921/922	AP Calculus AB [AP]
MAT941/942	AP Calculus BC [AP]
MAT971/972	Honors Calculus III [H]

MODERN LANGUAGES

FOR111/112	French I
FOR121/122	French II
FOR131/132	French III
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]

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 [H]
MUS469	BL Honors Music Theory II [H]

PHYSICAL EDUCATION

PHY051/052	Health
PHY101	Drivers Ed/Swim 1st Quarter
PHY 111	Drivers Ed/Swim 2nd Quarter
PHY 102	Drivers Ed/Swim 3rd Quarter
PHY 112	Drivers Ed/Swim 4th Quarter
PHY131/132	Foundations of Fitness
PHY201/202	Sports and Fitness
PHY207/208	0 HR Sports and Fitness
PHY301/302	Lifetime Fitness
PHY401/402	Personal Development
PHY501/502	Dance Fitness
PHY511/512	Adaptive 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]
SCI400/409	BL AP Biology [AP]
SCI451/452	Chemistry I
SCI501/502	Honors Chemistry I [H]
SCI561/562	Fundamentals of Chemistry [DC]
SCI601/602	AP Chemistry [AP]
SCI600/609	BL AP Chemistry [AP]
SCI651/652	Physics I
SCI650/659	BL Physics I
SCI751/752	AP Physics C [AP]
SCI750/759	BL AP Physics [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
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 Pre-Algebra
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
RTI1301/1302	The Den

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	BL 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 Career Academy

AVT641/642	Automotive Technology I
AVT651/652	Automotive Technology II
AVT521/522	Commercial Driver's License Trucking
AVT221/222	Computer Tech & Networking I
AVT231/232	Computer Tech & Networking II
AVT241/242	Computer Tech & Networking III
AVT761/762	Construction Trades I
AVT771/1772	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
AVC291/292	Criminal Justice/Law III
AVF551/552	Culinary Arts I
AVF591/592	Culinary Arts II
AVT215/252	Cybersecurity
AVT315/316	Cybersecurity II
AVC341/342	Fire Science
AVC361/362	EMT-Basic
AVF871/872	Esthetics I & II
AVH701/702	Health Careers & Med Term
AVT721/722	Heavy Equip repair & Operation
AVT723/724	Heavy Equip repair & Operation II
AVH651/652	Certified Nurse Assistant
AVH691/692	CNA Leadership
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
AVT725/726	Mechatronics
AVT601/602	Welding I
AVT621/622	Welding I

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 **https://web3.ncaa.org/ecwr3/** 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
ENG871/872	Film as Literature
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]
ENG931/932	Journalism I
ENG930/939	BL 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 w/Trigonometry [H]
MAT731/732	College Algebra
MAT901/902	AP Precalculus (AB Pathway) [AP]
MAT903/904	AP Precalculus (BC Pathway) [AP]
CSC771/772	AP Computer Science Principles [AP]
CSC781/782	AP Computer Science A (Java) [AP]
MAT811/812	STEM Trigonometry
MAT841	Finite Math
MAT842	Probability & Statistics
MAT861/862	Introduction to Statistics [DC]
MAT921/922	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]
SCI400/409	BL AP Biology [AP]
SCI451/452	Chemistry I
SCI501/502	Honors Chemistry I [H]
SCI561/562	Fundamentals of Chemistry [DC]
SCI601/602	AP Chemistry [AP]
SCI600/609	BL AP Chemistry [AP]
SCI651/652	Physics I
SCI650/659	BL Physics I
SCI751/752	AP Physics C [AP]
SCI750/759	BL AP Physics [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]

COLLEGE CREDIT RELATED TO HIGH SCHOOL CLASSES

AP COURSES and TESTING

Overview & College Credit: The Advanced Placement (AP) Program, administered by the College Board, offers high school students college-level coursework and the opportunity to earn college credit or placement. Exams are scored from 1 to 5, with scores of 3 or higher generally considered qualifying. Because credit policies vary by institution, students should check target college requirements using the College Board AP Credit Policy Search. Unit 5 offers exams corresponding to its AP courses; while taking the course is not mandatory to sit for an exam, it provides essential preparation. **A student should determine potential credit or placement with the college he/she plans to attend. This website can also be a resource:** https://apstudents.collegeboard.org/getting-credit-placement/search-policies

Course Expectations & Workload: McLean County Unit District No. 5 offers weighted AP courses in art, English, modern languages, mathematics, music, science, data/computer science, and social studies. Designed to match introductory college standards, these courses require significant independent work outside of class—including reading, writing, lab analysis, AP Classroom assignments, and exam prep. Success requires strong time management and self-direction. Students and families should carefully evaluate overall schedules, extracurriculars, and commitments with a school counselor before enrolling.

Exam Registration, Fees, and Logistics Deadlines: Registration occurs in October for yearlong and first-semester courses, and in February for second-semester courses. **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. The 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.

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 and Bloomington Career Center instructors are weighted level courses.

DUAL CREDIT COURSE LIST

GENERAL EDUCATION *(Placement Required)*

AGR171/172	Introduction to Animal Science [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 Into to the Humanities [DC]
MAT861/862	Introduction to Statistics [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)*

WRK121/122	Pathways to Success [DC]

TRANSFER ELECTIVE *(Placement Required)*

FCS500/5009	Introduction to Education [DC]
BUS621/622	Business Principles [DC]

CAREER & TECHNICAL EDUCATION *(No Placement Required)*

FCS391/392	Educating Young Children II [CTE]
FCS390/399	BL Educating Young Children II [CTE]
FCS611/612	Education Internship [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 in the 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

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)

Students must take a total of 8 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
AGR171/172	Animal Science [DC]
CSC151/152	Computer Science Essentials
CSC153/154	Introduction to Data and Computer Science
CSC771/772	AP Computer Science Principles [AP]
CSC781/782	AP Computer Science A (Java) [AP]
MAT811/812	STEM Trigonometry
SCI341/342	Physical Science Applications in Agriculture (PSAA)
SCI861/862	Biological Engineering
SCI811/812	Environmental Earth [DC]
STM811/812	STEM Capstone
SCI401/402	AP Biology [AP]
SCI400/409	BL AP Biology [AP]
SCI601/602	AP Chemistry [AP]
SCI600/609	BL AP Chemistry [AP]
SCI650/659	Physics (blended)
SCI651/652	Physics
SCI751/752	AP Physics C [AP]
SCI750/759	BL AP Physics [AP]
SCI801/802	Environmental Earth
SCI830/839	Earth and Space Science (blended)
SCI831/832	Earth and Space Science

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

Group 3: Technology (2 semesters from this group)

ARG271/272	AG Mechanical Technology
CSC151/152	Computer Science Essentials
CSC153/154	Introduction to Data and Computer Science
CSC611/612	AP Cyber Security [AP]
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
WRK141/142	Internship Program
WRK151/152	Work Program
STM811/812	Stem Capstone

SEAL OF BILITERACY

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

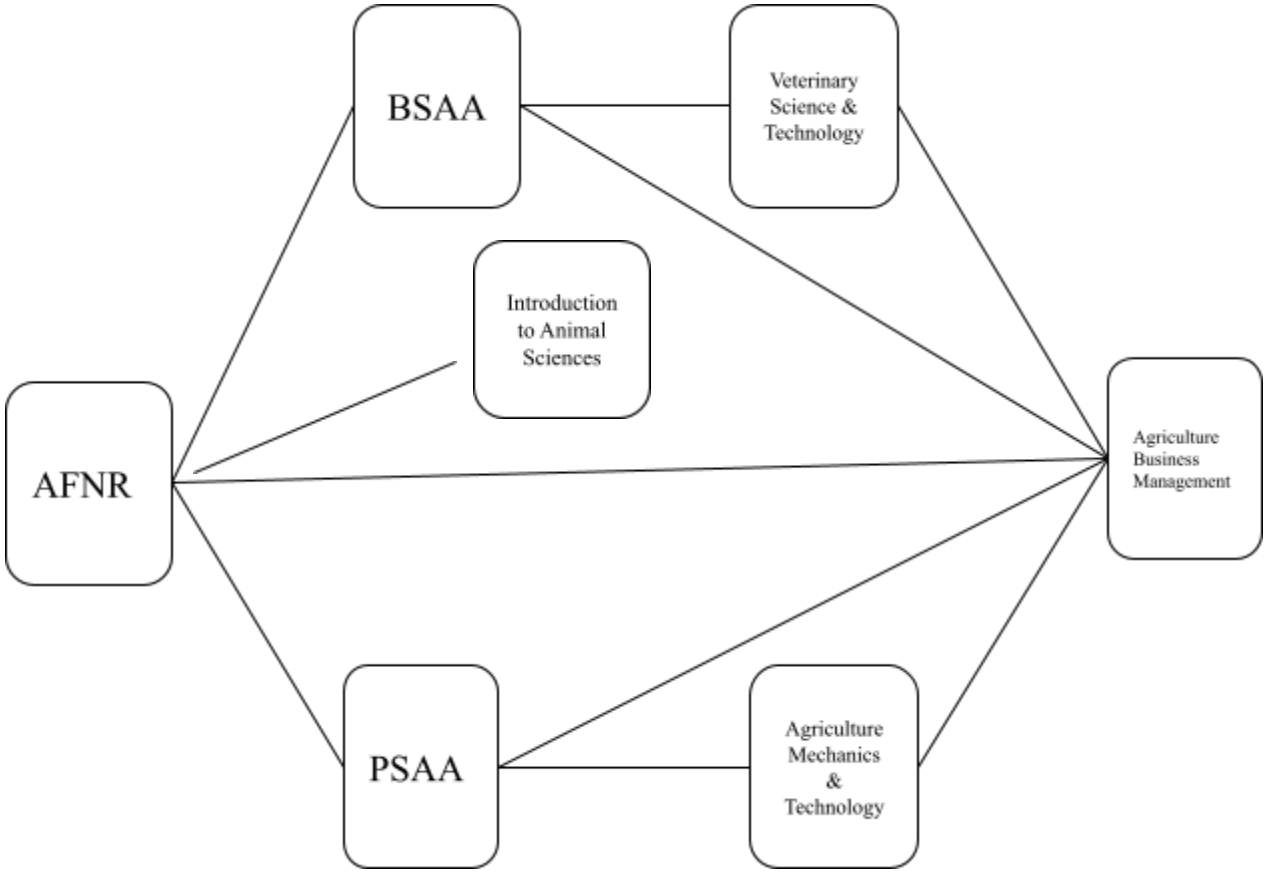
Students will qualify through demonstrating proficiency on the AP Language and Culture exam for Spanish, Chinese, French, German, Italian, Japanese as well as meeting the college readiness benchmarks for the SAT or, for students who are English Learners, by meeting the Illinois proficiency criteria on 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

Illinois districts can choose to offer College and Career Pathway Endorsements under the Postsecondary and Workforce Readiness Act (P.A. 99-674), which helps students move toward college and a career in a chosen field. To earn one, a student completes an individual plan covering career, postsecondary, and financial aid and literacy planning, plus two years of pathway coursework that includes 6 early college credit hours through dual credit or AP. The student also finishes two career exploration activities, two team-based challenges, and a 60-hour career development internship, and shows academic readiness in reading and math under the Illinois College and Career Readiness indicators. Students who meet every requirement get a seal on their diploma and the endorsement listed on their transcript, and Unit 5 currently offers endorsements in Education and CNA.

Agriscience & Technology



Note: See course list for prerequisites

AGRISCIENCE & TECHNOLOGY COURSE LIST

Suggested course pathways

*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	'*Highly recommend'* 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)

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. This course does not meet graduation requirements for a Science credit and is not NCAA approved.

AGR 251/252 AGRIBUSINESS MANAGEMENT
AGR250/259 BLENDED AGRIBUSINESS MANAGEMENT
(Yearly 1 Credit) (11, 12)
Prerequisites: Intro to AFNR (Recommended)

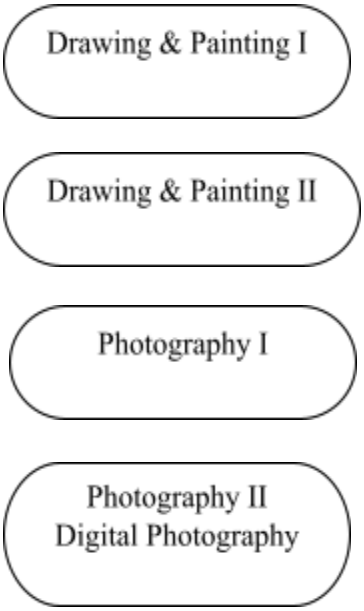
This course is designed to develop the students' business and managerial skills. Students will develop the decision making and entrepreneurial skills necessary for the operation of a successful business. Areas of study include the impact of technology on agriculture, keeping and using records, economic 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)

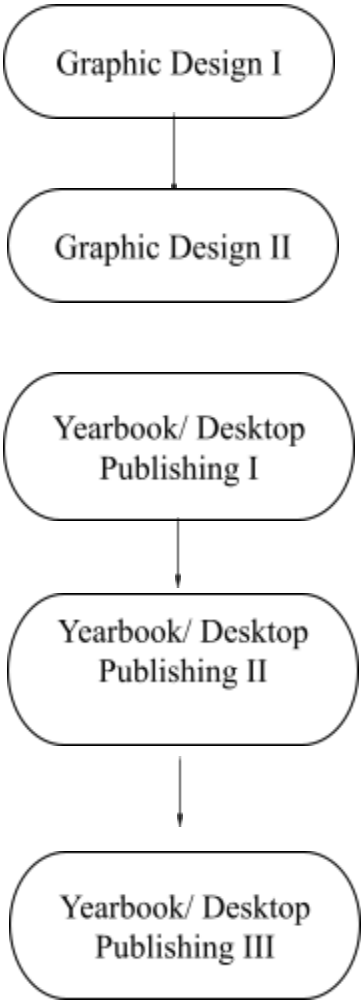
During this course, students will develop an understanding of the products produced by livestock and the methods used to determine their quality; a basic understanding of breeds, the principles of selection, growth, and evaluation; a basic understanding of animal reproduction and nutrition; and an understanding of the principles of commercial livestock production and management practices. This course does not meet graduation requirements for a Science credit and is not NCAA approved. *Heartland Community College dual credit can be achieved for Introduction to Animal Science.*

Art

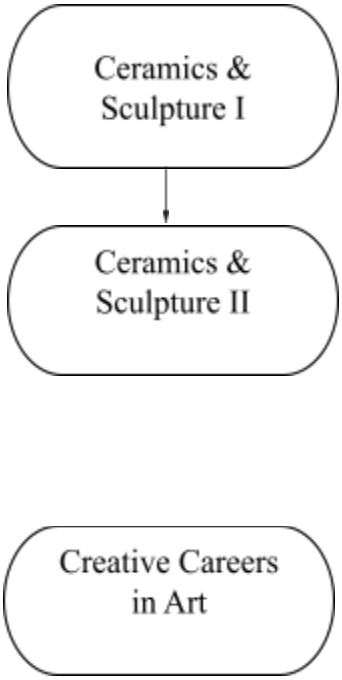
Two-Dimensional Classes



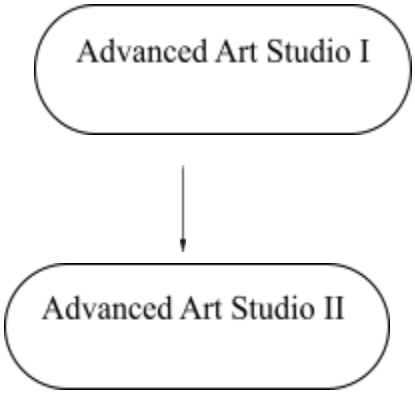
Technology Based Art Classes



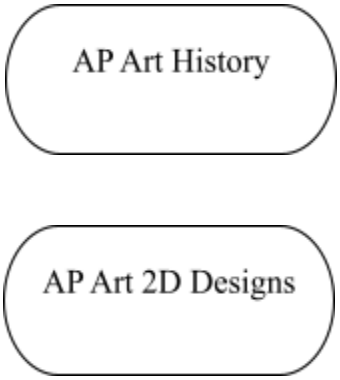
Three Dimensional Classes



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 (year-long) 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 (year-long) 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.

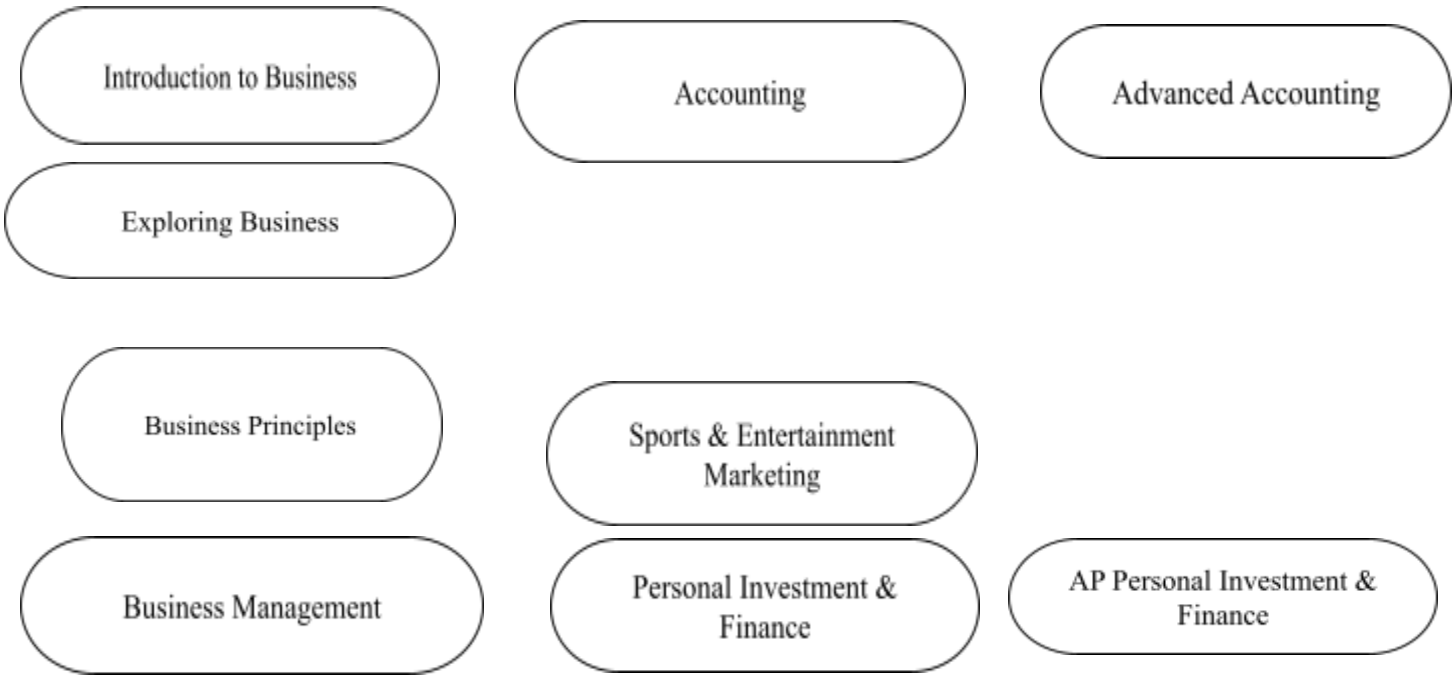
ART 971/972 YEARBOOK/DESKTOP PUBLISHING II
ART 970/979 BLENDED YEARBOOK/DESKTOP PUBLISHING II
(Yearly 1 Credit) (11, 12)
Prerequisite: Yearbook/Desktop Publishing I

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.

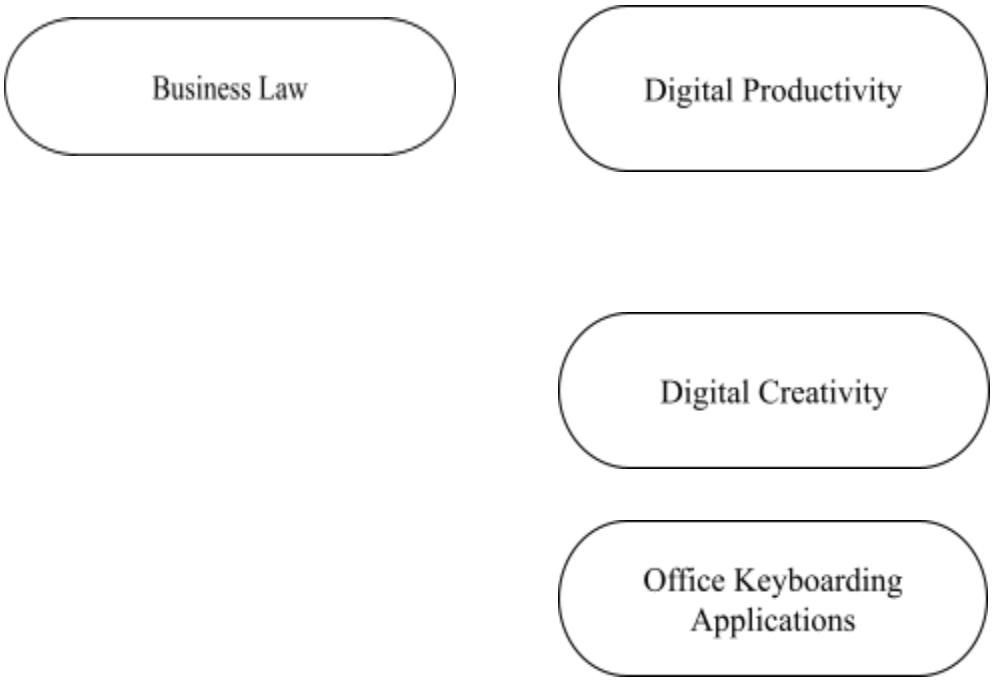
ART 981/982 YEARBOOK/DESKTOP PUBLISHING III
ART 980/989 BLENDED YEARBOOK/DESKTOP PUBLISHING III
(Yearly 1 Credit) (12)
Prerequisite: Yearbook /Desktop Publishing I & II

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



Business Computer Course Sequence



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 Principles [DC]	12	Recommended 1 year of "upper level" Business courses (not including Introduction to Business or our computer classes)
Exploring Business	9, 10	None
AP Business with Personal 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.***

BUS101/102 EXPLORING BUSINESS
1 semester, 0.5 credits
Grade 9, 10
Prerequisite: None

Explore the exciting world of business through hands-on activities, creative projects, and real-world experiences! This one-semester course introduces students to a variety of business topics, including entrepreneurship, management, marketing, digital creativity, accounting, personal finance, investing, and business law. Students will have the opportunity to develop their own business ideas while exploring what it takes to start, operate, and promote a successful business. Through interactive activities, simulations, competitions, and collaborative projects, students will create advertisements, explore the stock market, make financial decisions, and investigate real-world business challenges. This course emphasizes creativity, teamwork, problem-solving, and practical life skills while helping students discover their interests and future opportunities in the world of business. ***Students can take Exploring Business or Introduction to Business. Not both.***

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.

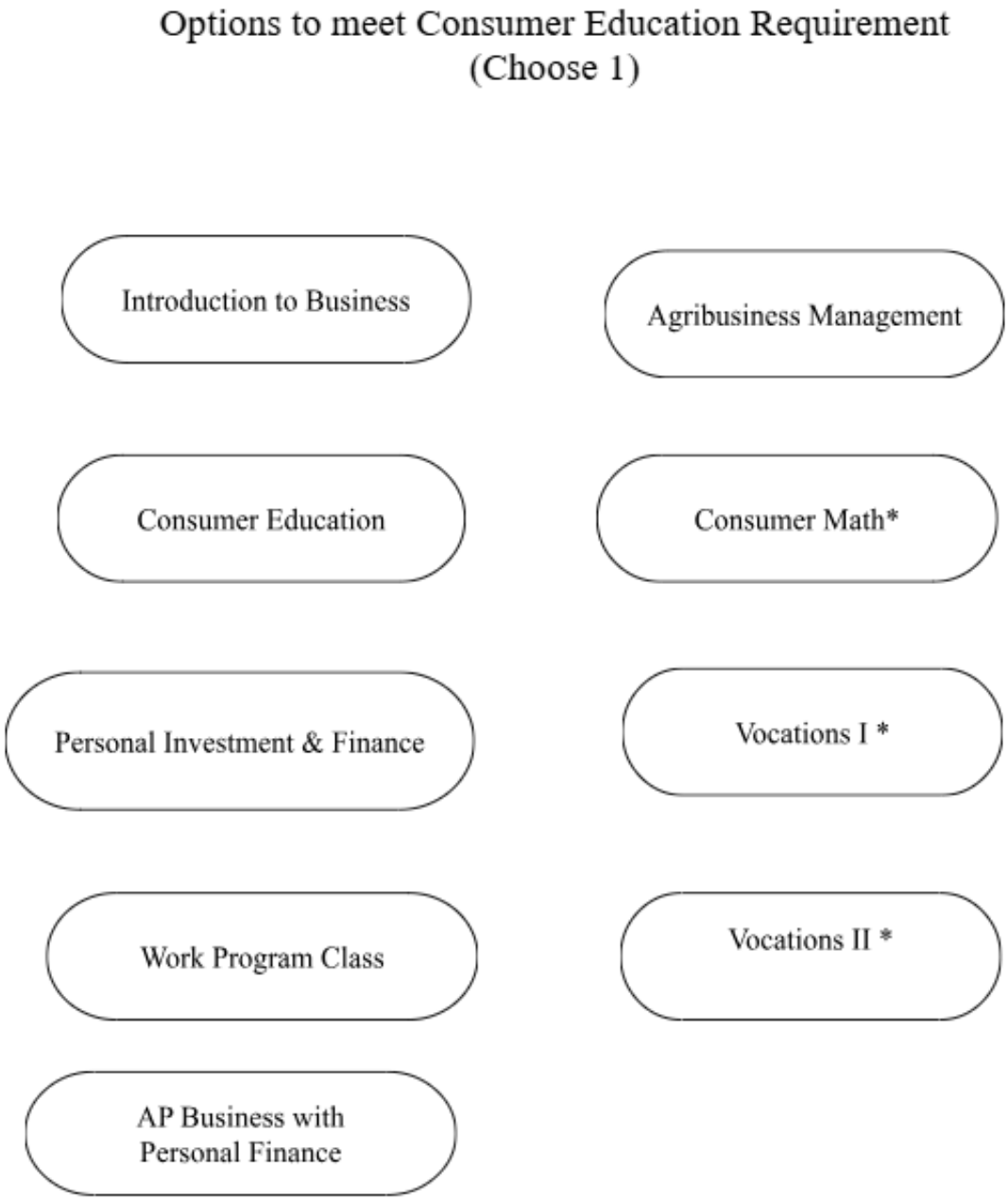
BUS621/622 BUSINESS PRINCIPLES - DUAL CREDIT
1 semester, 0.5 credits
Grade 12
Prerequisite: Recommended 1 year of "upper level" Business courses (not including Introduction to Business or our computer classes)

This course focuses on clarifying the complexities of the business world while enhancing students' skills in critical thinking, problem solving, diversity, and communication; thus providing them with necessary tools for business success. Within a framework of professionalism, ethical decision making, and responsibility, students will assess the global, economic, social, technological, and political environments impacting business. In addition, students will examine the essential elements of organizational structure, marketing, management, accounting, and financial decision-making.

BUS731/732 AP BUSINESS WITH PERSONAL FINANCE
1 year, 1.0 credit
Grade 11, 12
Prerequisite: None

This one-year, college-level course provides students with an in-depth understanding of the business world while developing essential personal financial management skills. Students will explore major areas of business and examine personal finance topics such as budgeting, saving, investing, credit, borrowing, and planning for future financial goals. Through real-world case studies, collaborative activities, and hands-on projects, students will analyze business challenges, develop innovative ideas, and make informed financial and business decisions. As part of the AP Career Kickstart program, students will have the opportunity to earn college credit through the AP Exam and an employer-endorsed credential demonstrating business and financial literacy skills.

Consumer Education



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 BLENDED PERSONAL INVESTMENT AND FINANCE
(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.

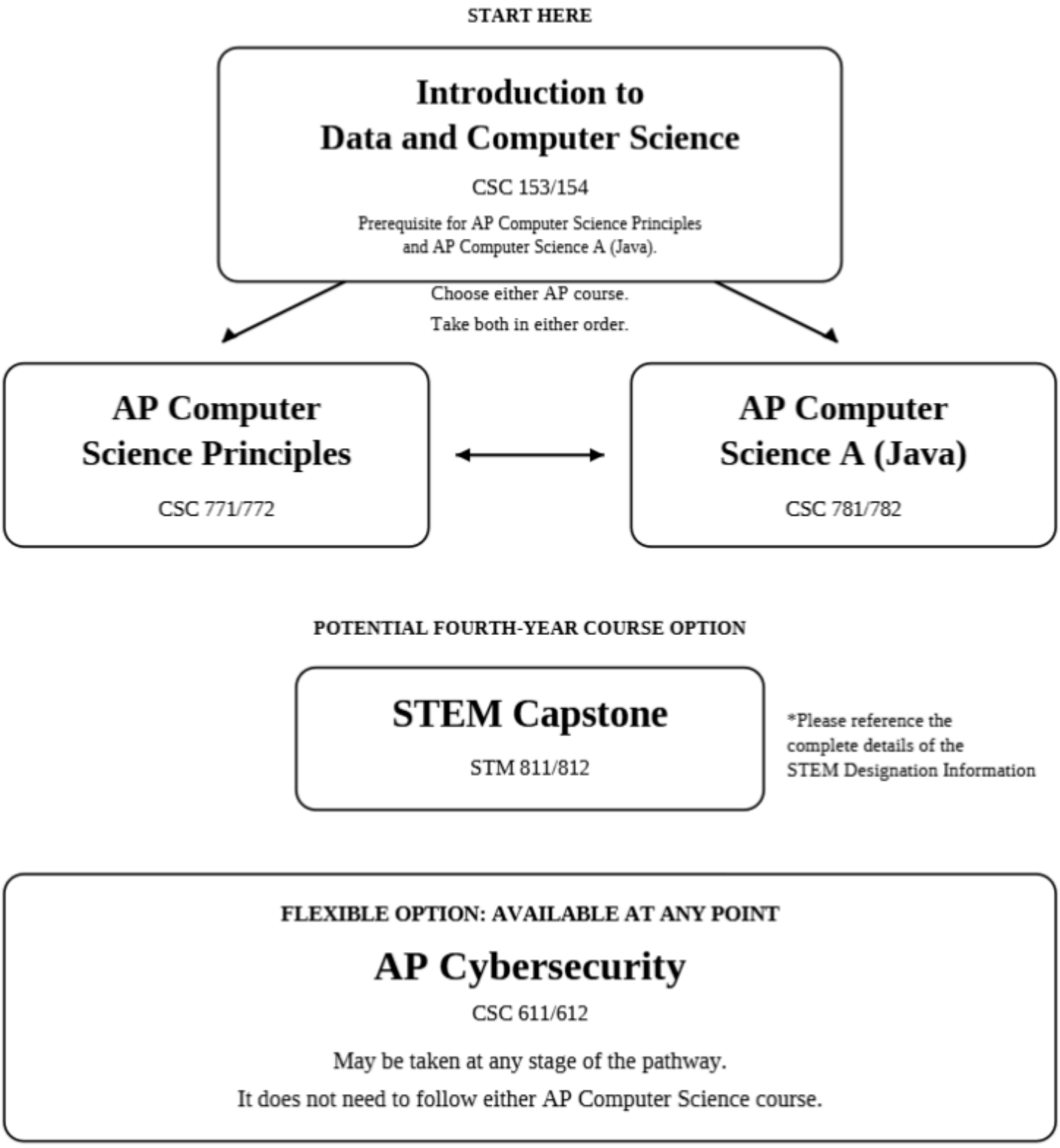
SPV 101/102 VOCATIONS 1
(Classroom: Yearly 1 Credit) (11, 12) (IEP Team Recommendation)
This is the introductory course which focuses on basic entry level employment skills. Topics include, but are not limited to: job search, completing job applications, interview preparation, the unwritten rules of 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. **

BUS731/732 AP BUSINESS WITH PERSONAL FINANCE
1 year, 1.0 credit
Grade 11, 12
Prerequisite: None

This one-year, college-level course provides students with an in-depth understanding of the business world while developing essential personal financial management skills. Students will explore major areas of business and examine personal finance topics such as budgeting, saving, investing, credit, borrowing, and planning for future financial goals. Through real-world case studies, collaborative activities, and hands-on projects, students will analyze business challenges, develop innovative ideas, and make informed financial and business decisions. As part of the AP Career Kickstart program, students will have the opportunity to earn college credit through the AP Exam and an employer-endorsed credential demonstrating business and financial literacy skills.

Data and Computer Science



DATA AND COMPUTER SCIENCE COURSE LIST

Elective Courses

**Meets graduation requirements for either elective credit or mathematics credit, but cannot count toward both.

Only one of the *designated* AP Computer Science courses may count toward mathematics graduation requirements.

SUBJECT	GRADES	PREREQUISITES
Introduction to Data and Computer Science	9, 10, 11, 12	None
AP Cybersecurity	9, 10, 11, 12	None
AP Computer Science Principles**	10, 11, 12	Passing grade in Introduction to Data and Computer Science and a "C" or higher in Algebra 1 Note: Computer Science Essentials also meets prerequisite
AP Computer Science A (Java) **	10, 11, 12	Passing grade in Introduction to Data and Computer Science and a "C" or higher in Algebra 1 Note: Computer Science Essentials also meets prerequisite

DATA AND COMPUTER SCIENCE COURSE DESCRIPTIONS

CSC 153/154 INTRODUCTION TO DATA AND COMPUTER SCIENCE
(Yearly 1 Credit) (9, 10, 11, 12)
Prerequisite: None

Introduction to Data and Computer Science introduces students to the foundational concepts and practices of computer science through hands-on, problem-based learning. Students develop computational thinking and programming skills by designing and evaluating algorithms, progressing from block-based programming to Python, and applying concepts such as variables, conditionals, loops, functions, and data structures. Students also explore data analysis, artificial intelligence, and the responsible design and use of computing technologies. Through programming challenges and performance-based projects, students learn to develop, test, refine, and communicate computational solutions to real-world problems.

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

CSC 611/612 ADVANCED PLACEMENT CYBERSECURITY
(Yearly 1 Credit) (9, 10, 11, 12)
Prerequisite: None

AP Cybersecurity is part of College Board's AP Career Kickstart courses, designed to bring the nationally recognized college credit opportunities of AP to the applied learning of career and technical education. This foundational yearlong course is designed to be equivalent to a one-semester, college-level introduction to cybersecurity. Developed in partnership with college faculty and industry leaders, the course aligns with the NICE Workforce Framework for Cybersecurity and introduces students to foundational concepts and practices in the field. Students explore defense-in-depth strategies, which use multiple layers of protection to secure systems. They examine vulnerabilities, attacks, mitigation strategies, and detection methods across physical spaces, computer networks, devices, applications, and data. Course content is organized into five units: Introduction to Security, Securing Spaces, Securing Networks, Securing Devices, and Securing Applications and Data. Throughout the course, students develop the cybersecurity skills needed to analyze and mitigate risks, detect attacks, and collaborate on solutions. They also build professional skills by communicating key cybersecurity concepts, investigating problems, assessing impacts on systems, and implementing solutions.

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

CSC 771/772 ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES
(Yearly 1 Credit) (10, 11, 12)
Prerequisite: Passing Grade in Introduction to Data and Computer Science (or Computer Science Essentials) and "C" or higher in Algebra 1

AP Computer Science Principles is an introductory, college-level course that explores the breadth of computer science and how computing supports creativity, solves problems, and shapes the world. Students design and evaluate solutions by developing algorithms and programs, use abstraction to manage complexity, and analyze data to discover new knowledge. They investigate how computing innovations, systems, and networks, including the Internet, work and examine their impacts on society. Course content is organized around five big ideas: Creative Development, Data, Algorithms and Programming, Computing Systems and Networks, and Impact of Computing. Throughout the course, students develop computational thinking skills by designing solutions, implementing algorithms, incorporating abstractions, testing and refining code, and investigating computing innovations. They also build communication and collaboration skills while examining privacy, security, and ethical issues and contributing to an inclusive, safe, and responsible computing culture.

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

****This AP Computer Science course can count toward the 3-year Math graduation requirement.**

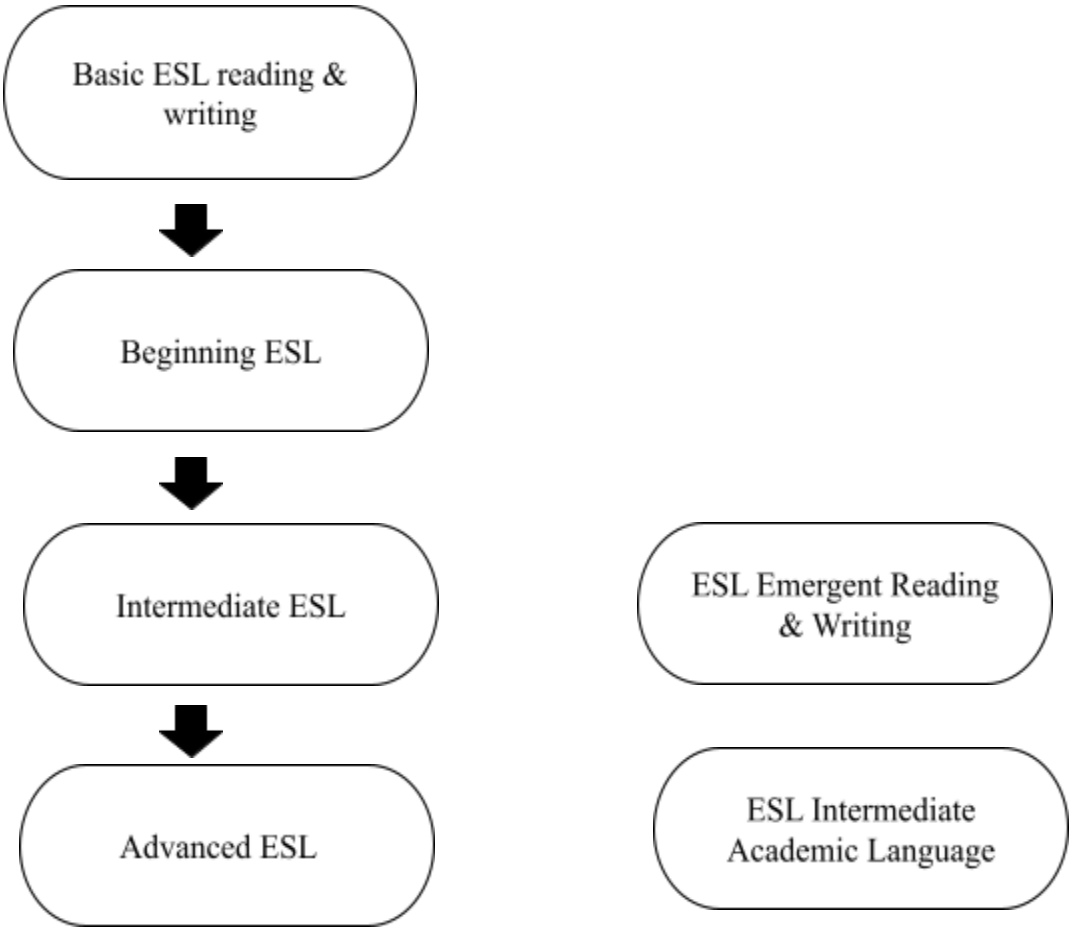
CSC 781/782 ADVANCED PLACEMENT COMPUTER SCIENCE A (Java)
(Yearly 1 Credit) (10, 11, 12)
Prerequisite: Passing Grade in Introduction to Data and Computer Science (or Computer Science Essentials) and "C" or higher in Algebra 1

AP Computer Science A is an introductory, college-level course focused on object-oriented programming and problem-solving using the Java programming language. The course complements AP Computer Science Principles by emphasizing program design and development. Students may take the two courses in any order. Students learn to design solutions, develop algorithms, and write programs using objects, methods, and classes. They explore how selection and iteration control program behavior and how data collections organize and support the use of information. Course content is organized into four units: Using Objects and Methods, Selection and Iteration, Class Creation, and Data Collections. Throughout the course, students develop computational thinking skills by designing, writing, implementing, and analyzing code. They learn to determine program results, explain unexpected behavior, and document how programs work and the conditions that produce specific outcomes. Students also examine the ethical and social implications of computer use and develop responsible computing practices.

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

****This AP Computer Science course can count toward the 3-year Math graduation requirement.**

Supported English Studies
(NCHS Only)



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 Emergent Reading & Writing		None
ESL Intermediate Academic Language		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 ESL 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.

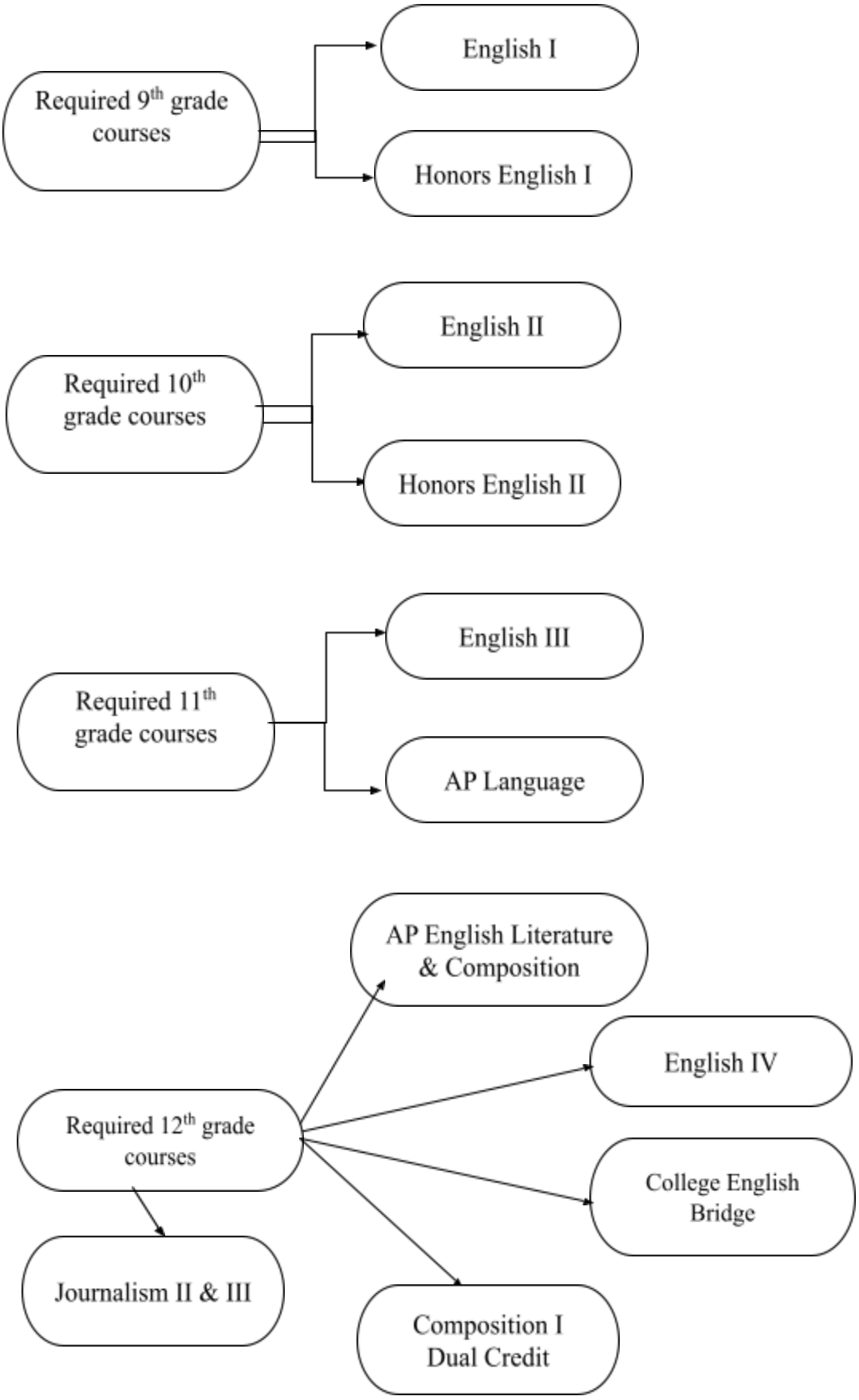
RTI 125/126 ESL INTERMEDIATE ACADEMIC LANGUAGE
(Yearly 1 Credit)
Prerequisite: None

This course is designed for English Learners at 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

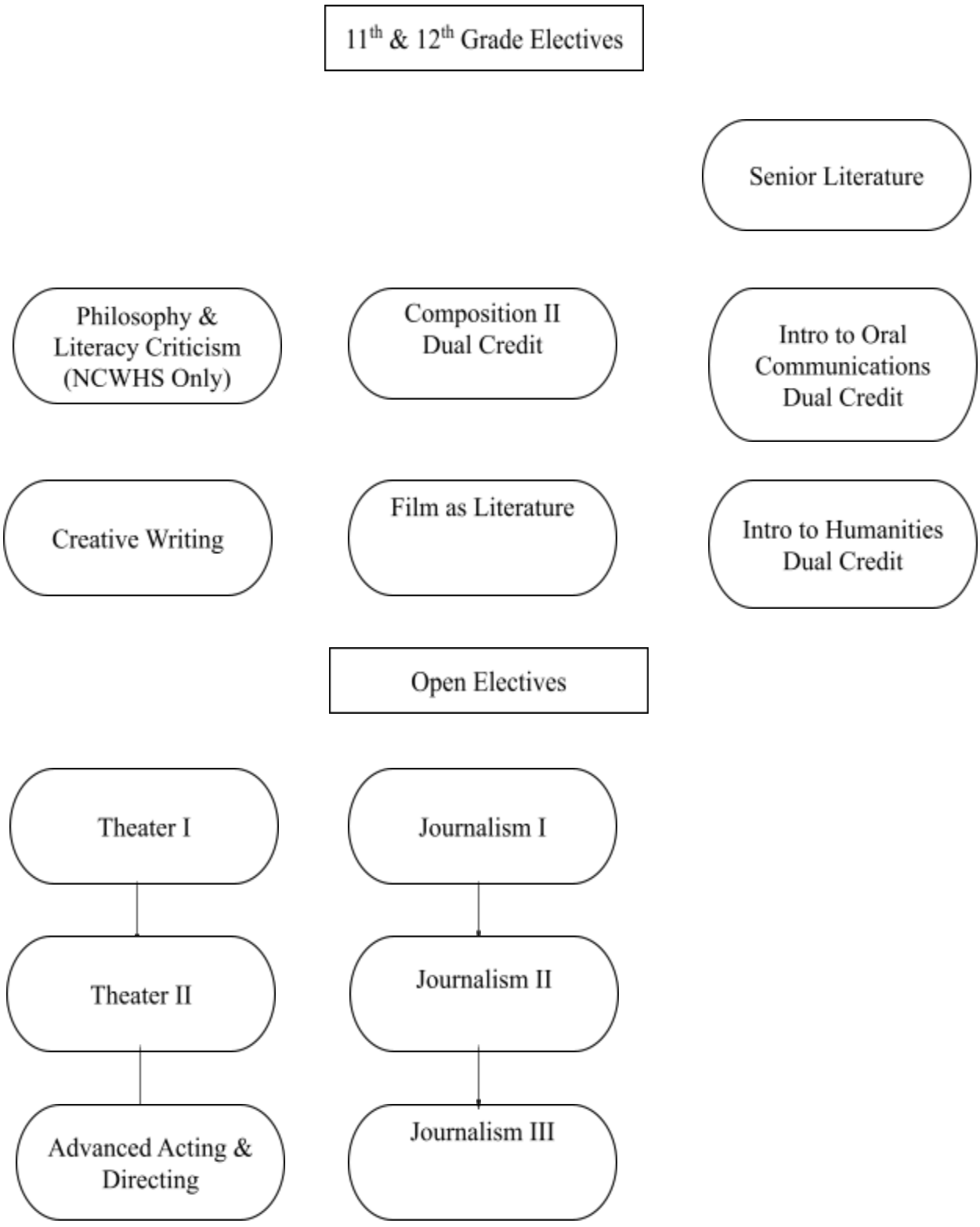
This course is designed for English Learners at the beginning and developing levels of English proficiency who demonstrate the need for additional support in the Four domains of language (reading, writing, speaking, and listening). Criteria for eligibility: the student has demonstrated on either the 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. This course earns an English credit.

English



Note: See course list for prerequisites

English 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	Meets or Exceeds on Reading/Writing IAR 3.0 on 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	11th graders must be concurrently enrolled in English III or AP Language
Creative Writing	11, 12	11th graders must be concurrently enrolled in English III or AP Language
Film as Literature	11, 12	11th graders must be concurrently enrolled in English III or AP Language
Theater I	10, 11, 12	10th graders must be concurrently enrolled in English II or Honors English II and have a passing grade in English I; 11th 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	9,10, 11, 12	10th graders must be concurrently enrolled In English II/Honors English II and have passing grade in English I; 11th graders must be concurrently enrolled in English III/AP Lang
Journalism II* grade	10, 11, 12	Successful completion of Journalism I and 10th English. This course is one option to fulfill the senior level English requirement
Journalism III*	11, 12	Successful completion of Journalism II and 11th 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 (General sequence of courses)**
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.

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 (NCWHS Only)
(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 research 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 BLENDED JOURNALISM I
(Yearly 1 Credit) (9, 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 BLENDED JOURNALISM II
(Yearly 1 Credit) (10, 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 BLENDED JOURNALISM III
(Yearly 1 Credit) (11, 12)
Prerequisite: Successful completion of Journalism II and 11th grade English
This course is one option to fulfill the senior level English requirement.

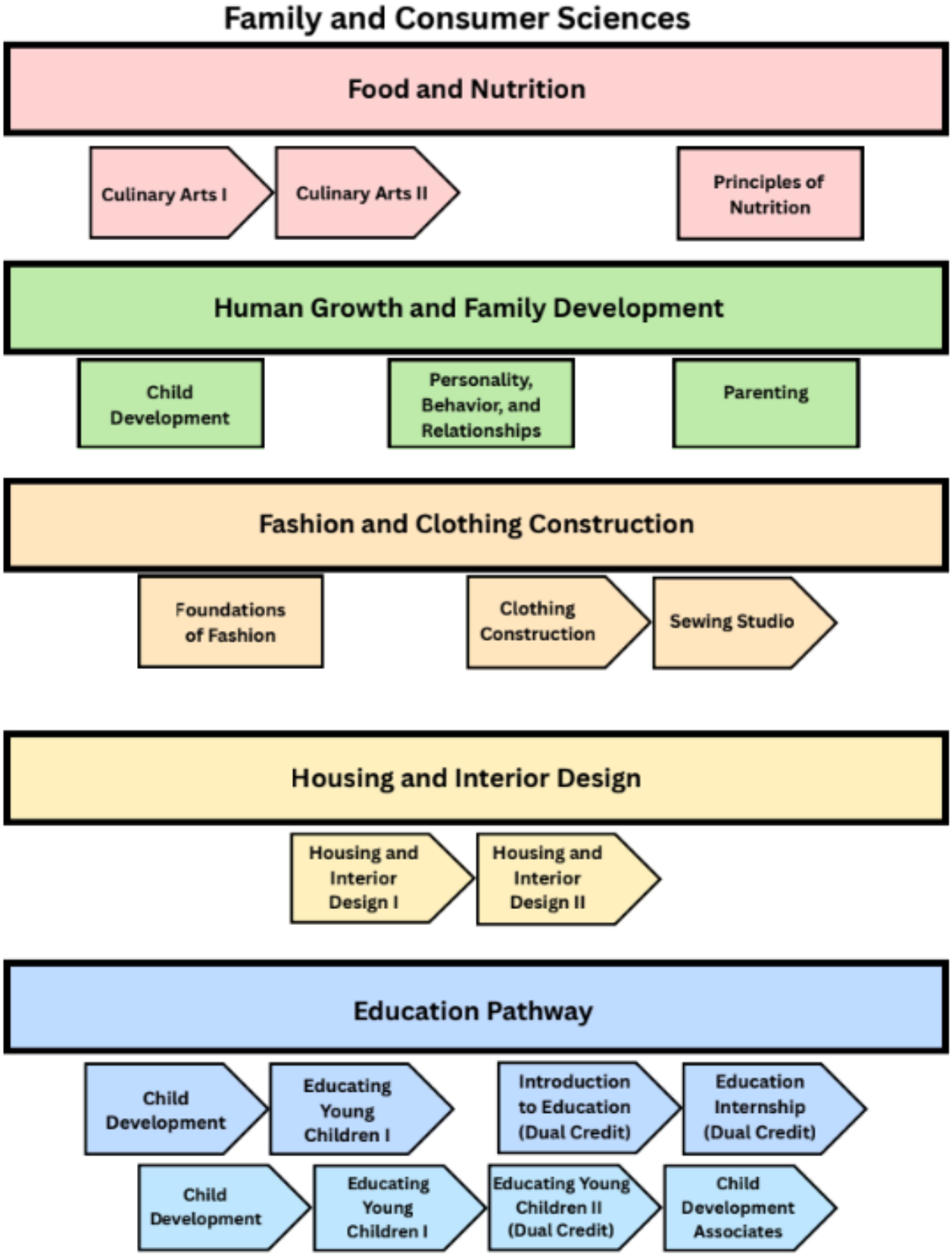
This elective course is for the most advanced journalism students who have successfully completed both the Journalism/Newspaper I and Journalism/Newspaper II classes. Students will be fully responsible for the production of the school newspaper. They will assume the top editorial positions on the staff 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

Education Pathway Plan of Study 10-9-25



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 -Dual Credit	12	Introduction to Education (Application Required)
Child Development Associate (Early Childhood Internship)	11, 12	EYC 1, Intro 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	Foundations of Fashion recommended
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 151/152 CHILD DEVELOPMENT
FCS 150/159 BLENDED CHILD DEVELOPMENT (West only)
(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 and creating an 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.*

FCS501/502 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 teaching as a profession. Students will explore 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 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. *Heartland Community College dual credit can be achieved for EDUC 101: Introduction to Education.*

FCS611/612 EDUCATION INTERNSHIP- DUAL CREDIT
(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. It will include theories and processes for understanding and working with culturally diverse groups in a classroom setting. It will explore the symbiotic relationship between schools and their cultural context and recent trends with regards to diversity and achievement.

Students 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 1⁄2 credit or eight hours per week

for 1 credit. Students are required to provide their own transportation and pass a background check for this component. 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.

Heartland Community College dual credit can be achieved for EDUC 135: The Multicultural Classroom.

FCS 620/629 EARLY CHILDHOOD INTERNSHIP
(Yearly 1 or 2 Credits) (11, 12)
Prerequisite: Application is required

The Early Childhood Education Internship Program is designed for students interested in working with children birth-age 5. The course is designed to support students in earning the national Child Development Associate (CDA) Credential. Content knowledge will be aligned with the professional requirements of the CDA including the tracking of 120 training hours in each of the 8 CDA subject areas. Internship experiences will be aligned with the CDA requirement of 480 hours of professional work experience in a center based setting with children birth-5 years old. Students are required to provide their own transportation for this component. A clear background check is mandatory in order to complete the clinical portion of the course. Students will work with community partners to complete the portfolio requirement of the CDA. Additional information about the CDA can be found on their website at https://www.cdacouncil.org/en/.

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 1, 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)
Foundations of Fashion recommended

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)

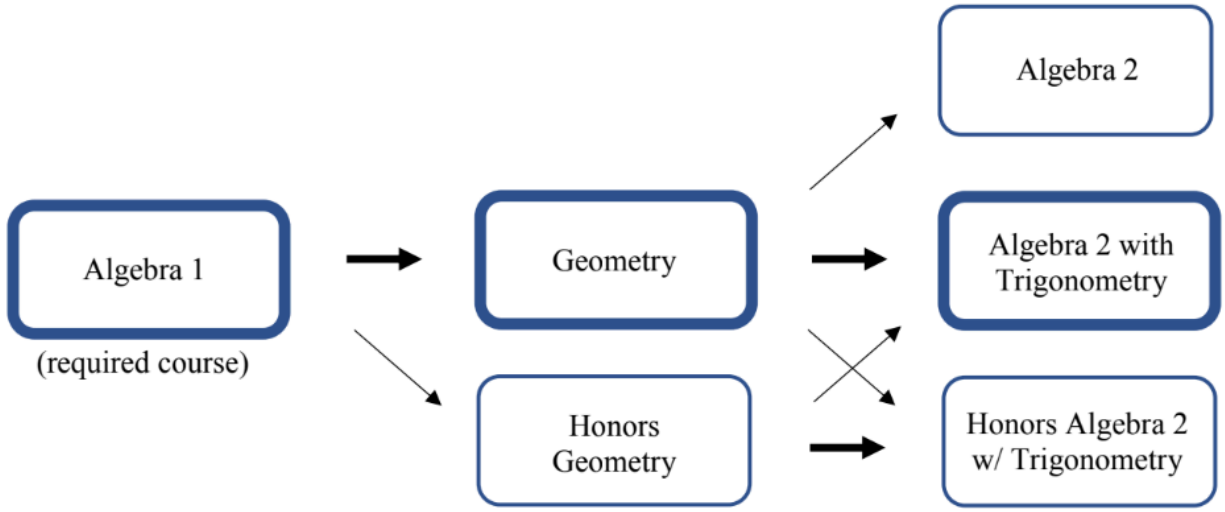
You're legally an adult at 18. Are you really ready for life after high school? This is a course every student should take and will cover topics you will encounter after graduation. Popular movies are used to give real life examples and promote class discussions about determining who you are, what is 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.

Mathematics

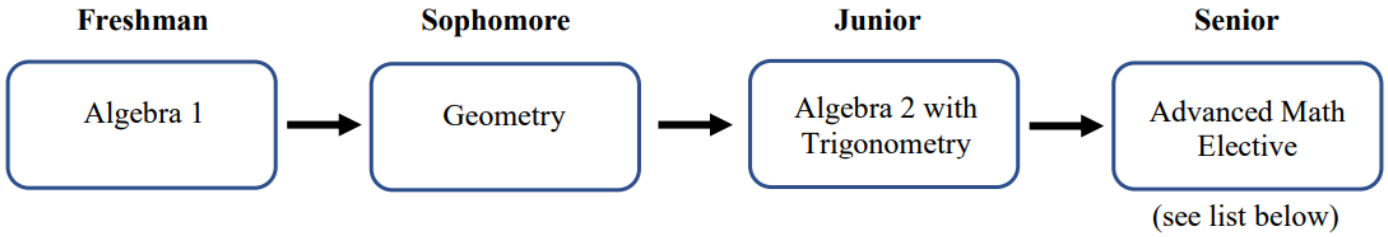
AGA (Algebra 1 - Geometry - Algebra 2) Sequence



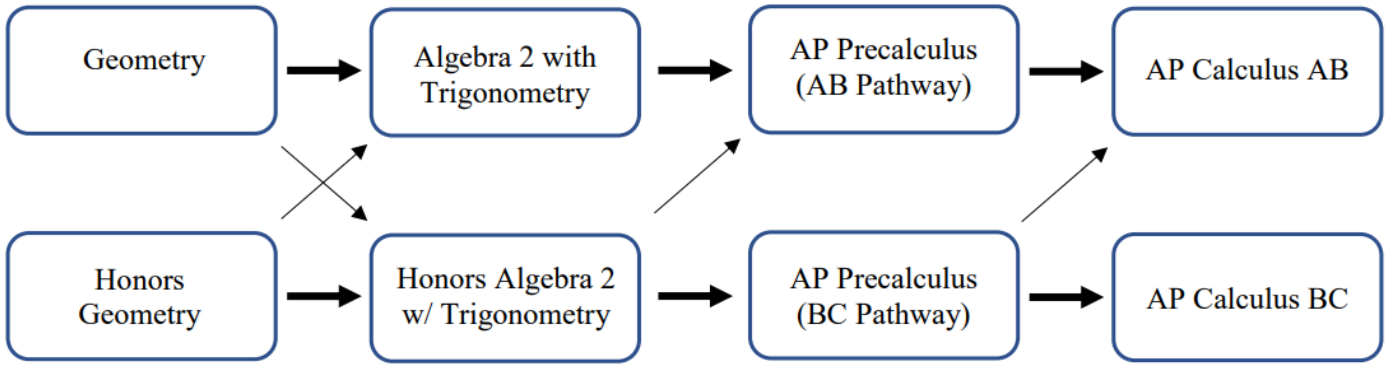
Note: The AGA Sequence satisfies the 3-year Illinois high school graduation requirements for mathematics.

Potential Four-Year Math Pathways

After successful completion of Math 8 in 8th Grade:

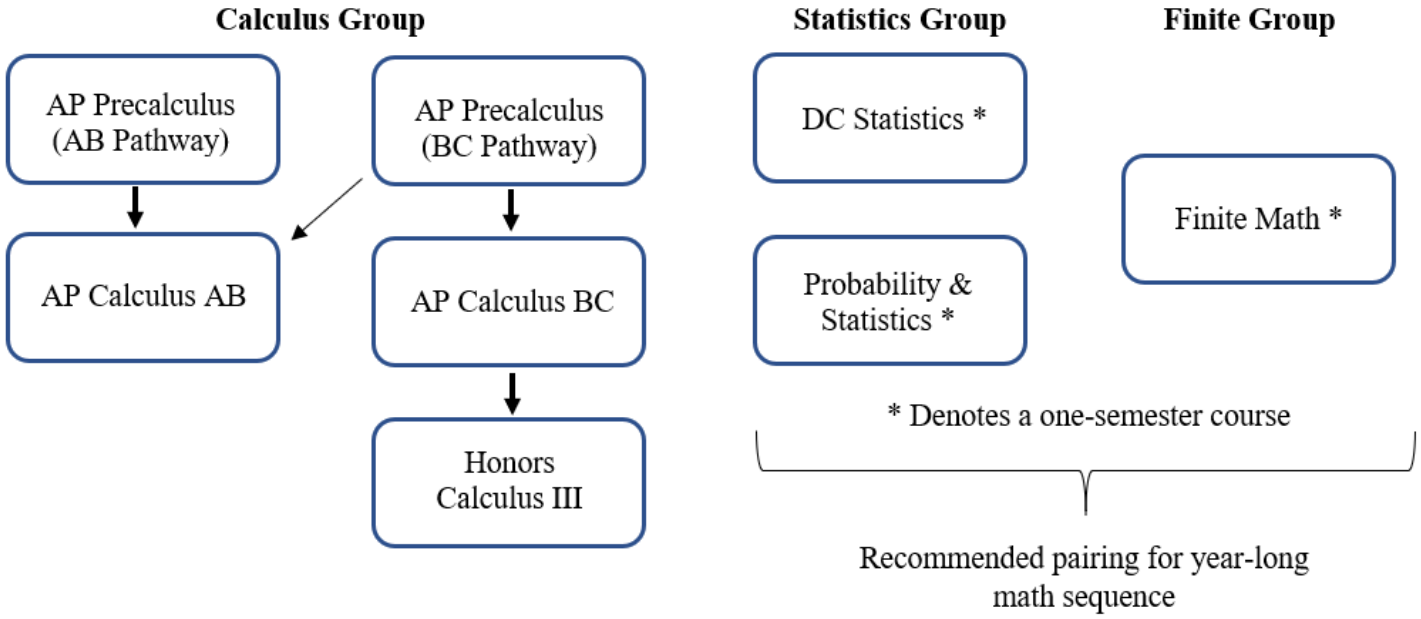


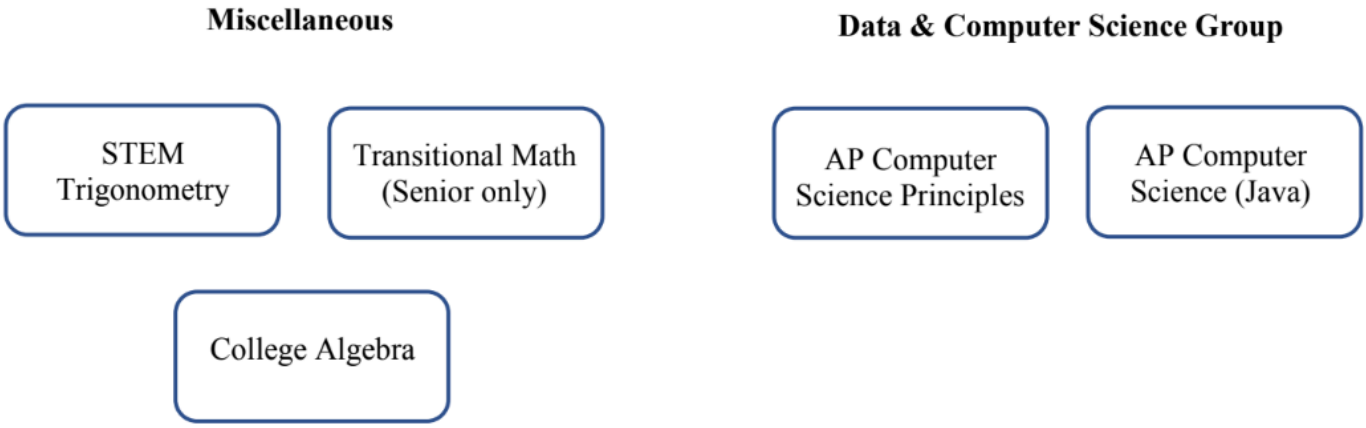
After successful completion of Algebra 1 in 8th Grade (Calculus Pathways):



Advanced Math Electives

Note: Advanced Math Electives, Dual Credit (DC), Advanced Placement (AP) are offered *after* the AGA sequence requirements are met. See course descriptions for prerequisites.





MATHEMATICS COURSE LIST

Mathematics Graduation Requirements: 3 Credits

- Algebra 1
- Geometry Content Course
- Only one of the *designated* AP Computer Science courses may count toward mathematics graduation requirements.

Note: 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	"D" or "F" in Math 8
Algebra 1	9, 10	Successful completion of Math 8 or Pre-Algebra
Geometry	9, 10, 11	Algebra 1
Honors Geometry	9, 10	"A" in Algebra 1 or Teacher Recommendation
Algebra 2	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 w/Trigonometry	9, 10, 11	"C" or higher in Honors Geometry; or "A" in both Algebra 1 and Geometry
College Algebra	11, 12	"C" or higher in Algebra 2 w/Trigonometry
STEM Trigonometry	11, 12	"C" or higher in Algebra 2 w/Trigonometry
QL Transitional Math	12	Successful completion of 3 years of math
AP Precalculus (AB Pathway)	10, 11, 12	"B" or higher in Algebra 2 w/ Trigonometry; or "C" or higher in Honors Algebra 2 w/ Trigonometry
AP Precalculus (BC Pathway)	10, 11, 12	"B" or higher in Honors Algebra 2 w/ Trigonometry
Finite Math	11, 12	"C" or higher in Honors Algebra 2 w/ Trigonometry; or "B" or higher in Algebra 2 w/ Trigonometry
Probability & Statistics	11, 12	"C" or higher in Honors Algebra 2 w/ Trigonometry; or "B" or higher in Algebra 2 w/ Trigonometry

(continued on next page)

Introduction to Statistics [Dual Credit]	11, 12	"C" or higher in Honors Algebra 2 w/ Trigonometry; or "B" or higher in Algebra 2 w/ Trigonometry
AP Calculus AB	11, 12	"B" or higher in AP Precalculus (AB Pathway) or "C" or higher in AP Precalculus (BC Pathway)
AP Calculus BC	11, 12	"B" or higher in AP Precalculus (BC Pathway)
Honors Calculus III	12	A or B in AP Calculus BC

NOTES: 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 provided prerequisites are met.

A scientific calculator is required for all math classes. In some cases, a graphing calculator is required or strongly suggested.

MATHEMATICS COURSE DESCRIPTIONS

MAT 151/152 PRE-ALGEBRA
(Yearly 1 Credit) (9)
Prerequisite: Students who earned a D or F in Math 8 in junior high.

Pre-Algebra builds the foundational skills needed for success in Algebra 1. Topics include operations with positive and negative numbers, fractions and decimals, equivalent expressions, linear equations and inequalities, proportional relationships, slope, graphing, systems of equations, and geometric similarity. Students develop mathematical reasoning through problem solving and real-world applications.

MAT 321/322 ALGEBRA 1
(Yearly 1 Credit) (9, 10)
Prerequisite: Successful completion of Math 8 or 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 w/Trigonometry.

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 1. Emphasis in this class is placed upon revisiting and expanding the algebraic concepts taught in Algebra 1. This course is **not** designed for students who intend to enroll in AP Precalculus (AB Pathway or BC Pathway) 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 AP Precalculus, 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 TI-83/84 family graphing calculator is required. *Meets Geometry Content State Graduation Requirement.*

MAT 721/722 HONORS ALGEBRA 2 W/ TRIGONOMETRY
(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 w/Trigonometry 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 AP Precalculus, 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 TI-83/84 family graphing calculator is required.

MAT 731/732 COLLEGE ALGEBRA
(Yearly 1 Credit) (11, 12)
Prerequisite: "C" or higher in Algebra 2 with Trigonometry

This course is designed to assist students in acquiring a more thorough knowledge and proficiency in Algebra concepts. It prepares students for college placement tests with review of fundamental principles and applications related to graphing and analyzing linear, quadratic, rational, logarithmic, and exponential functions. Additional topics include systems of linear equations and inequalities, trigonometric functions, identities, and conics. **A scientific calculator is required for this course.**

MAT 811/812 STEM TRIGONOMETRY
(Yearly 1 Credit) (11, 12)
Prerequisite: Geometry, Algebra 2, or Algebra 2 w/ Trigonometry

This course is for students looking for an additional year of math and took Geometry and Algebra 2 (no trig) or Algebra 2 with trigonometry and struggled with the trigonometry content. 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 AP Precalculus, 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.

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 date 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 901/902 ADVANCED PLACEMENT PRECALCULUS (AB Pathway)
(Yearly 1 Credit) (10, 11, 12)
Prerequisite: "B" or higher in Algebra 2 with Trigonometry; or "C" or higher in Honors Algebra 2 with Trigonometry

AP Precalculus (AB Pathway) is designed to be equivalent to a first-semester, college-level precalculus course and prepare students for AP Calculus AB. Students develop an understanding of college algebra, trigonometry, and additional topics that prepare them for further college-level mathematics. They explore how functions model real-world situations and describe relationships between quantities. Students investigate polynomial, rational, exponential, logarithmic, trigonometric, and polar functions and their applications. The course framework is organized into three units: Polynomial and Rational Functions; Exponential and Logarithmic Functions; and Trigonometric and Polar Function. Throughout the course, students develop three mathematical practices: Procedural and Symbolic Fluency, Multiple Representations, and Communication and Reasoning. They strengthen their ability to manipulate functions, equations, and expressions; connect graphical, numerical, analytical, and verbal representations; and communicate conclusions using precise mathematical language and supporting reasoning.

MAT 903/904 ADVANCED PLACEMENT PRECALCULUS (BC Pathway)
(Yearly 1 Credit) (10, 11, 12)
Prerequisite: "B" or higher in Honors Algebra 2 with Trigonometry

AP Precalculus (BC Pathway) is designed to be equivalent to a first-semester, college-level precalculus course and prepare students for AP Calculus BC. Students develop an understanding of college algebra, trigonometry, and additional topics that prepare them for further college-level mathematics. They explore how functions model real-world situations and describe relationships between quantities. Students investigate polynomial, rational, exponential, logarithmic, trigonometric, and polar functions and their applications. The course framework is organized into four units: Polynomial and Rational Functions; Exponential and Logarithmic Functions; Trigonometric and Polar Functions; and Functions Involving Parameters, Vectors, and Matrices. The fourth unit provides additional topics, including parametric, vector-valued, implicitly defined, and linear transformation functions, and is not assessed on the AP Exam. Throughout the course, students develop three mathematical practices: Procedural and Symbolic Fluency, Multiple Representations, and Communication and Reasoning. They strengthen their ability to manipulate functions, equations, and expressions; connect graphical, numerical, analytical, and verbal representations; and communicate conclusions using precise mathematical language and supporting reasoning.

MAT 841 FINITE MATH
(Semester 1/2 Credit) (11, 12)
Prerequisite: "C" or higher in Honors Algebra 2 w/Trigonometry; 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 842 PROBABILITY & STATISTICS
(Semester 1/2 Credit) (11, 12)
Prerequisite: "C" or higher in Honors Algebra 2 w/Trigonometry; 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 TI-83/84 family graphing calculator is required.

MAT 861/862 INTRODUCTION TO STATISTICS – DUAL CREDIT
MAT 860/869 BLENDED INTRODUCTION TO STATISTICS – DUAL CREDIT
(Semester 1/2 Credit High School) (11, 12)
Prerequisite: "C" or higher in Honors Algebra 2 w/Trigonometry; 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.* A TI-83/84 family graphing calculator is required for this course.

MAT 921/922 ADVANCED PLACEMENT CALCULUS AB
(Yearly 1 Credit) (10, 11, 12) (AP Level)
Prerequisite: "B" or higher in AP Precalculus (AB Pathway); or "C" or higher in AP Precalculus (BC Pathway)

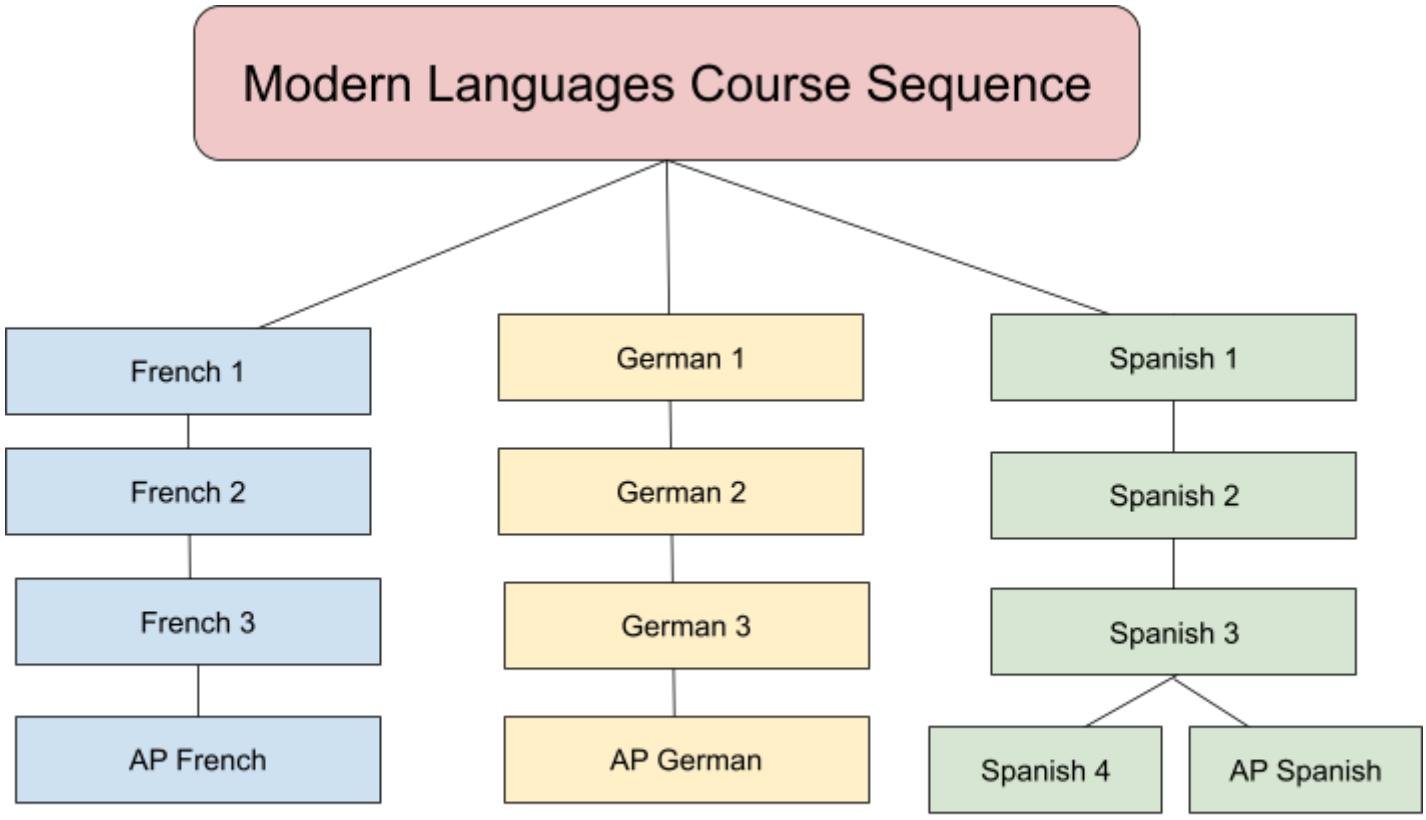
AP Calculus AB is designed to be equivalent to a first-semester, college-level calculus course focused on differential and integral calculus. Students explore how calculus describes change, models real-world situations, and analyzes the behavior of functions. Students investigate limits and continuity, develop an understanding of derivatives and integrals, and apply these concepts to solve problems. Course content is organized into eight units: Limits and Continuity; Differentiation: Definition and Fundamental Properties; Differentiation: Composite, Implicit, and Inverse Functions; Contextual Applications of Differentiation; Analytical Applications of Differentiation; Integration and Accumulation of Change; Differential Equations; and Applications of Integration. Three big ideas connect these topics: Change, Limits, and Analysis of Functions. Throughout the course, students examine concepts and solve problems using graphical, numerical, analytical, and verbal representations. They develop mathematical reasoning and communication skills by connecting these representations, interpreting rates of change and accumulation, and explaining how calculus concepts apply across contexts.

MAT 941/942 ADVANCED PLACEMENT CALCULUS BC
(Yearly 1 Credit) (10, 11, 12) (AP Level)
Prerequisite: "B" or higher in AP Precalculus (BC Pathway)

AP Calculus BC is designed to be equivalent to first- and second-semester, college-level calculus courses. Students explore how calculus describes change, models real-world situations, and analyzes the behavior of functions. The course includes the content and skills of AP Calculus AB and applies them to parametrically defined curves, polar curves, and vector-valued functions. Students also explore additional integration techniques and applications, sequences, and series. Three big ideas serve as the foundation of the course: Change, Limits, and Analysis of Functions. Throughout the course, students examine concepts and solve problems using graphical, numerical, analytical, and verbal representations. They develop mathematical reasoning and communication skills by connecting these representations, using derivatives and integrals to interpret change, and relating limits, differentiation, integration, and infinite series to understand the behavior of functions.

MAT 971/972 HONORS CALCULUS III
(Yearly 1 credit) (11,12)
Prerequisite: "B" or higher 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.


Modern Languages Course Sequence
French 1
French 2
French 3
AP French
German 1
German 2
German 3
AP German
Spanish 1
Spanish 2
Spanish 3
Spanish 4
AP Spanish

MODERN 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
Spanish IV	12	Pass Level III or meet requirements of Placement Exam
AP German, AP French, AP Spanish	12	Level III or meet requirements of Placement Exam.Students intending to take the AP test should enroll in this course following level III.

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 modern 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 modern 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 modern 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.”

MODERN 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 modern 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 are 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 are 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 or meet requirements of Placement Exam

This course is directed at developing the student's 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 341/342 SPANISH IV
FOR 340/349 BLENDED SPANISH IV
(Yearly 1 Credit) (11, 12)
Prerequisite: Pass Level III 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.

FOR 151/152 AP FRENCH
FOR251/252 AP GERMAN
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.

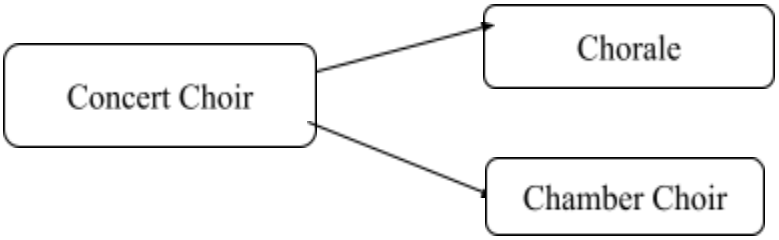
Communication and grammar are emphasized through the culture, literature, and history of the target population. Students' understanding of native speech is enhanced through the use of video and audio texts. Evaluation is based upon written and oral communicative competence, as well as object testing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

**Spanish 3 students who want to continue but not take the Spanish AP test may enroll in Spanish IV. French 3 and German 3 students who want to continue should enroll in AP French or AP German regardless if they are planning on taking the AP test or

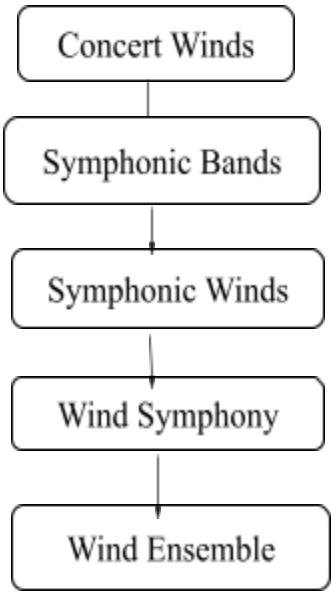
not. According to the College Board, some of the benefits for students who elect to take an AP course in high school are: “stand out in college admission, earn college credits, possibly skip introductory courses in college and build college readiness skills.”

Music

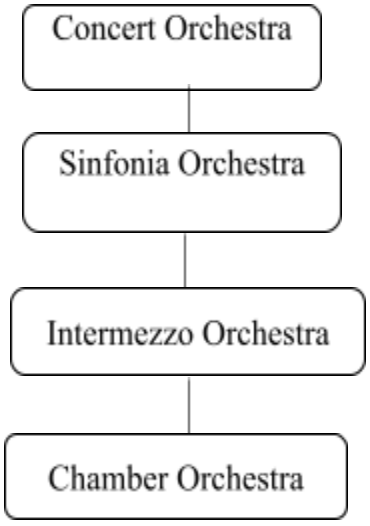
Choirs



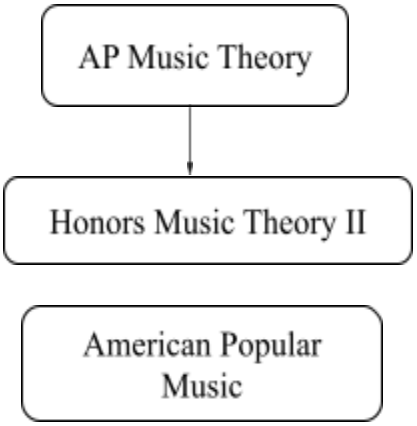
Bands



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.

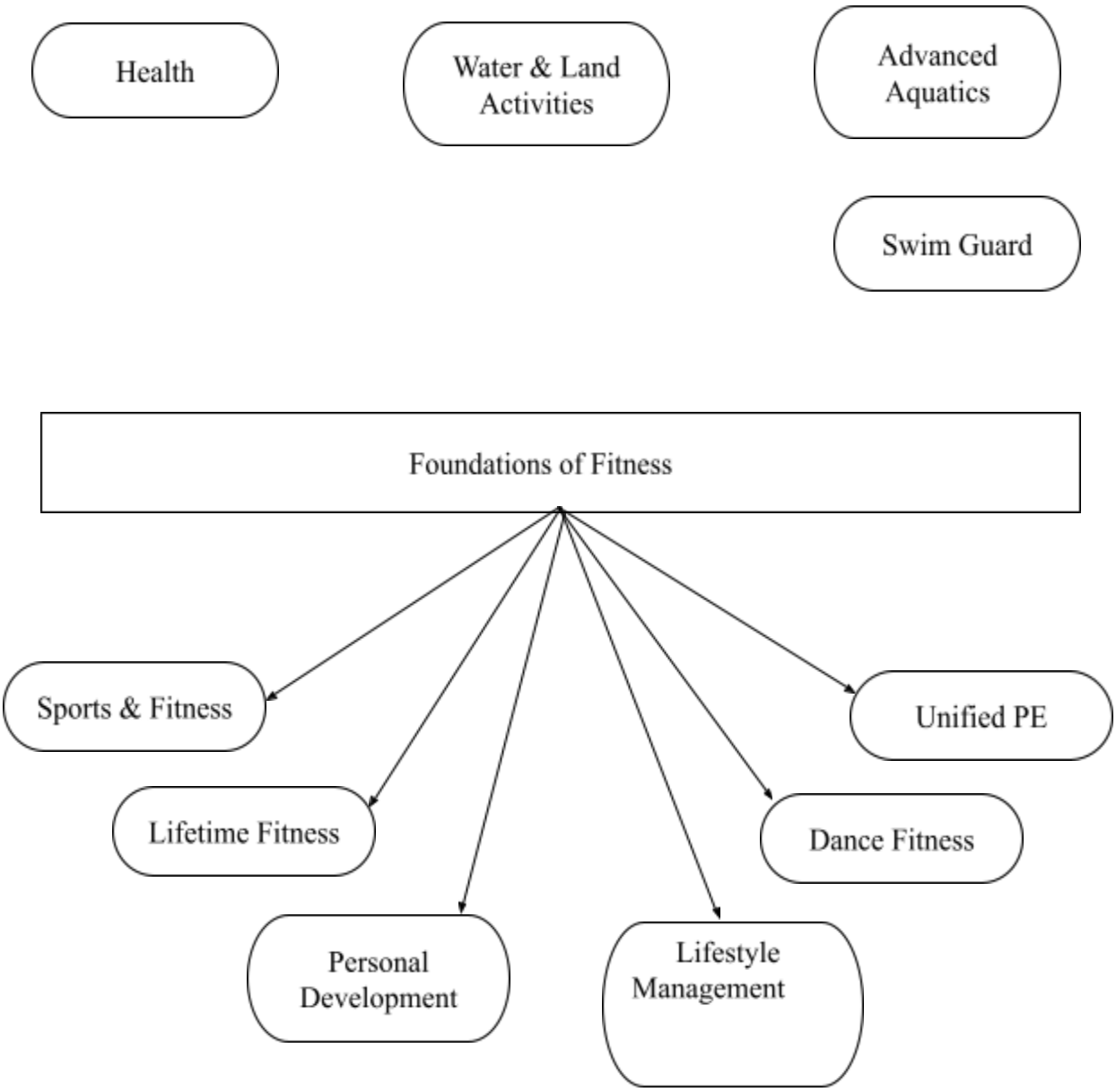
MUS 451/452 AP MUSIC THEORY
(Semester 1/2 Credit) (11, 12) (AP Level)
Prerequisite: Membership in Chamber Choir, Wind Ensemble, or Chamber Orchestra, or 80% or higher grade on proficiency exam.

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's 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
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 in PE courses.

Due to facility limitations, students may be placed into a PE course that is different from 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

Personal Development is a strength, power, and speed training course designed to help students develop physical fitness and improve athletic performance through a heavily structured weight lifting program. Students will learn and apply proper lifting techniques while participating in progressive resistance training using free weights and other training methods. Students will track their training and progress throughout the course while developing skills and habits that can be applied to athletics, general fitness, and lifelong health. Other topics including basic sport nutrition, training methods, and body anatomy will be covered. The course is appropriate for both athletes and non-athletes, all genders, as well as students new to or experienced in strength training. This class is in the weight room M/W/F, and either the cardio room or gym on T/TH.

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 15 years of age by the end of the course. 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.

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

DRV 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, 2027, they WILL NOT take Driver Education until the following school year. If a student turns 15 prior to December 31, 2027, they will register for one of the sections below.

Turns 15…	1st quarter	2nd quarter	3rd quarter	4th quarter
Before May 1, 2027	DRV101	PHY101		
Between May 1, 2027 & July 31, 2027	PHY111	DRV111		
Between August 1, 2027 & October 15, 2027			DRV102	PHY102
Between October 16, 2027& December 31, 2027			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 state of Illinois determines the number of hours for this course. Students may be dropped if they exceed the number of allowable absences. Please see your teacher for details.*

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 or summer session.

Science

Grade 9	Grade 10	Grade 11	Grade 12
Biology ***or*** Honors Biology	• Chemistry • Honors Chemistry • BSAA • PSAA ***(some students may double up with Physics)***	• Physics (***requirement for all AP classes)*** ***(some students double or triple up with physics and 1+ of the following):*** • 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* or Science Elective	Advanced Placement Biology/Chemistry/Physics

Sample 3-Year Plan

Grade 9	Grade 10	Grade 11	Grade 12
Biology	Chemistry	*Physics* or Science Elective	

Sample 4-Year Plan

Grade 9	Grade 10	Grade 11	Grade 12
Biology	Chemistry *	Physics* or Science Elective	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	Meets or exceeds on math IAR 3.0 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 w/Trigonometry may take as a Sophomore.
AP Physics C	11, 12	C" or higher in Physics I and Completion or concurrent enrollment in College Algebra
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 but does not meet criteria for NCAA eligibility.**

***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 but does not meet criteria for NCAA eligibility.**

***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
SCI400/409 BLENDED 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
SCI 600/609 BLENDED 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 w/Trigonometry 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
SCI 750/759 BLENDED ADVANCED PLACEMENT PHYSICS C
(Yearly 1 Credit) (11, 12) (AP Level)
Prerequisite: C or higher in Physics I and completion or concurrent enrollment in College Algebra

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.*

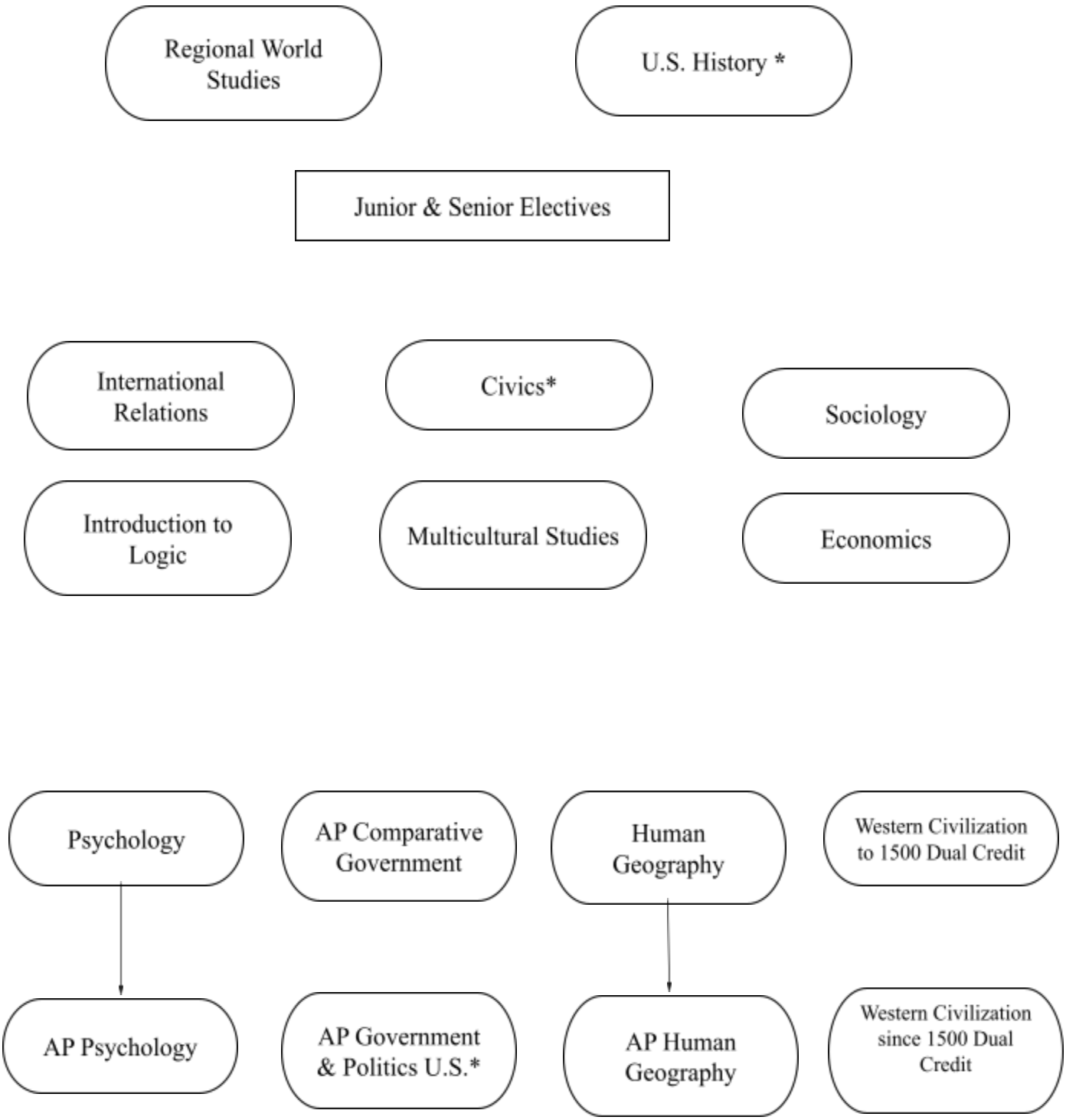
SCI 831/832 EARTH AND SPACE SCIENCE
SCI 830/839 BLENDED EARTH AND SPACE SCIENCE
(Yearly 1 Credit) (11, 12)
Prerequisite: Successful completion of 2 years of science

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. The 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. The 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. The 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 mainstream 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 Pre-Algebra
(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.

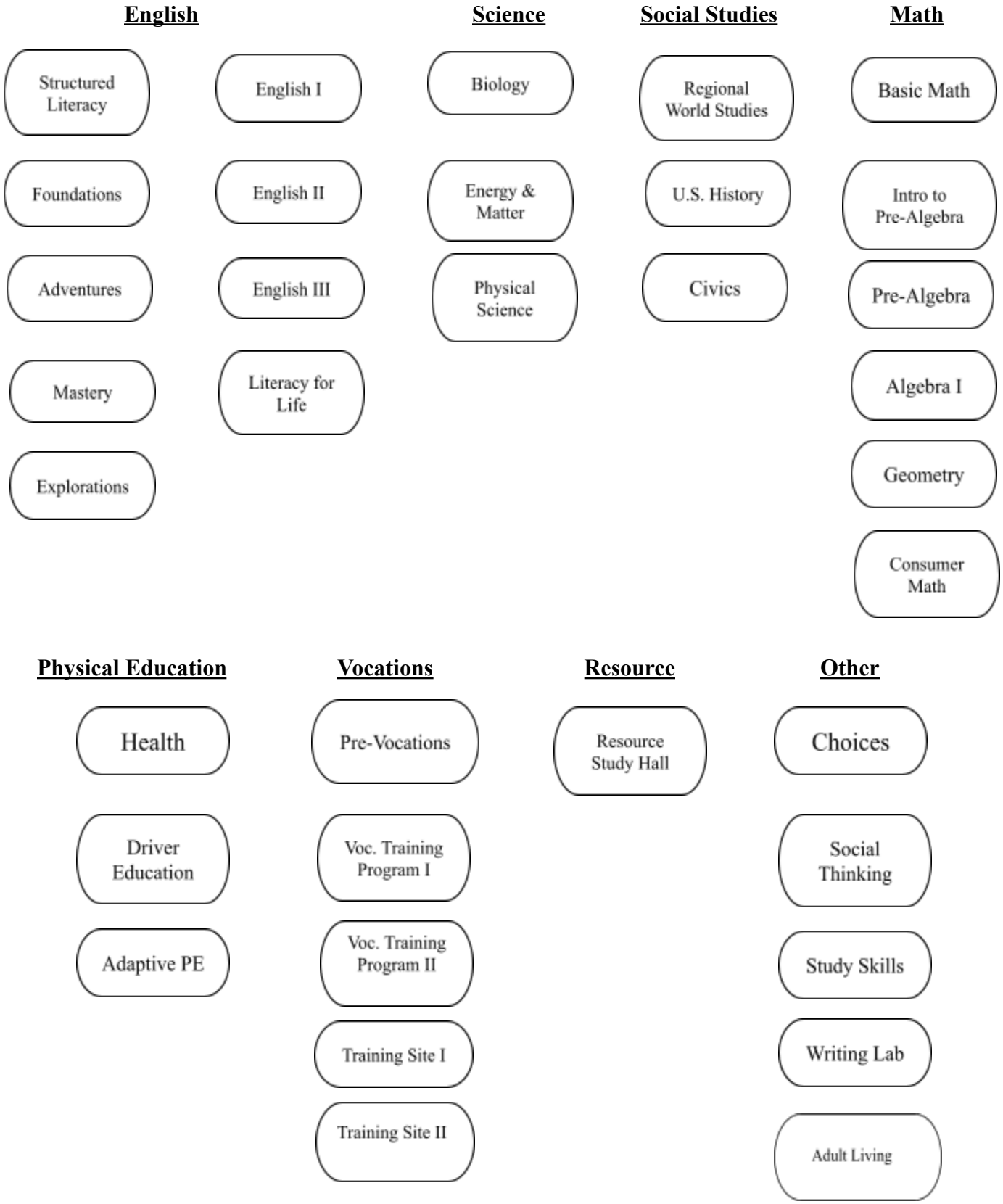
MAT531/532 FOCUSED GEOMETRY
(Semester Credit ½ Credit) (10, 11) Pre-Requisite Interventionist Recommendation

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



SPECIAL EDUCATION COURSE LIST

SUBJECT	GRADES	PREREQUISITES
English		
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
Science		
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
Social Studies		
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
Math		
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
Physical Education		
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
Vocations		
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
Training Site I	11, 12	Recommendation of IEP Team
Training Site II	11, 12	Recommendation of IEP Team
Resource		
Resource Study Hall	9, 10, 11, 12	Recommendation of IEP Team
Other		
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
Adult Living	9, 10, 11, 12	Recommendation of IEP Team
Skills for Success	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 READING
(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 new 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.

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.

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 though 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. The 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 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 1
(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 sites 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: IEP Team 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.

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 skills 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 371/372 ADULT LIVING
(Yearly 1 credit) (9,10, 11, 12)

This Adult Living course, designed for high school students (grades 9-12), focuses on equipping them with essential skills for independent living. The course covers personal communication, employment responsibilities, financial literacy including banking and budgeting, developing positive social interactions, understanding medical needs and services, navigating

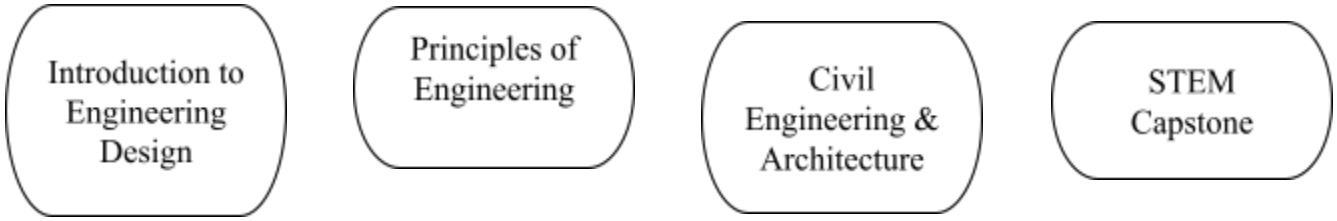
independent living choices, finding community resources, and engaging in leisure activities. The course aligns with Illinois Learning Standards, emphasizing reading comprehension, vocabulary, and practical application of mathematical concepts for real-world problem-solving. Assessments include projects, checklists, quizzes, and practice sheets, with resources ranging from daily skill-building activities and discussions to community trips and role-playing scenarios.

SPL123/124 SKILLS FOR SUCCESS
(Yearly 1 Credit) (9, 10, 11, 12 - recommendation of IEP team)

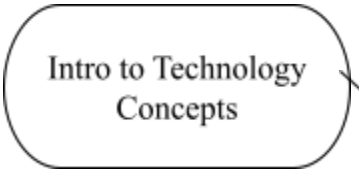
This course is designed to prepare students for success during high school and beyond. Students will learn to understand their Individualized Education Plans (IEPs), build self-advocacy and executive functioning skills, and engage in transition planning for life during and after high school. Students will also focus on improving organization, time management, and academic work habits. Support with coursework, projects, and progress on annual IEP goals will be provided as needed. This course can be taken for up to two years for credit per IEP team recommendation. While recommended for underclassmen, it is open to anyone with an IEP based on the recommendation of the IEP team.

Technology

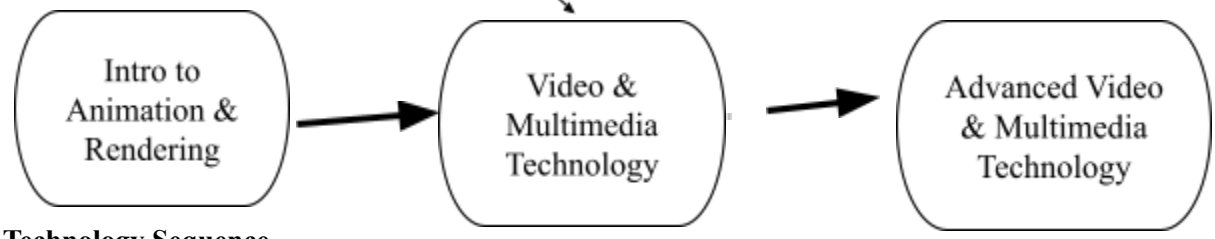
Engineering sequence



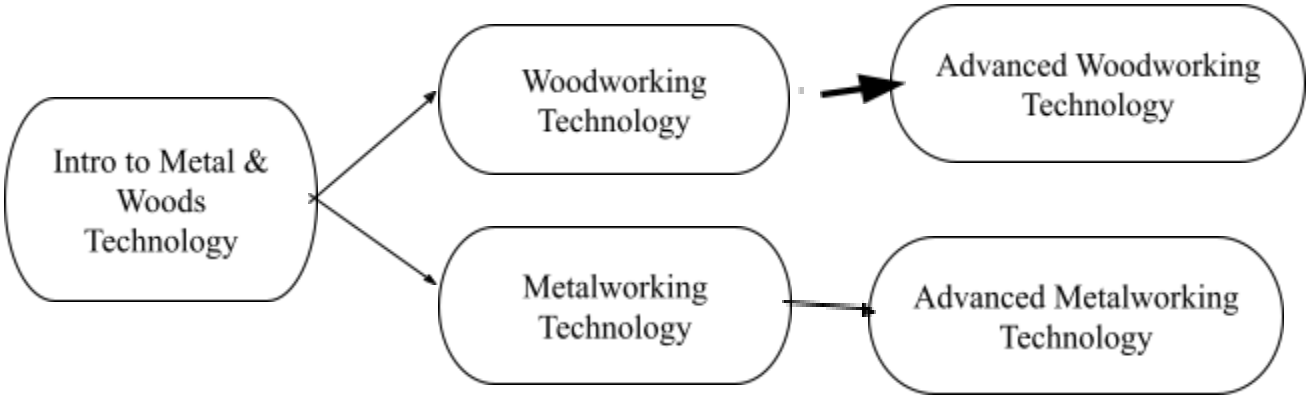
General Technology Sequence



Interactive Design Sequence



Applied Technology Sequence



Note: See course list for prerequisites

TECHNOLOGY COURSE LIST

SUBJECT	GRADES	PREREQUISITES
Intro to Technology Concepts	9, 10, 11, 12	None
Video & Multimedia Technology	10, 11, 12	One year of Technology Concepts or one year of Intro to Animation & Rendering
Advanced Video & Multimedia Technology	11, 12	One year of Video & Multimedia Technology
Introduction to Metal & Wood Technology	9, 10, 11, 12	None
Introduction to Engineering Design	9, 10, 11, 12	None
Principles of Engineering 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	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 processes 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 are 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

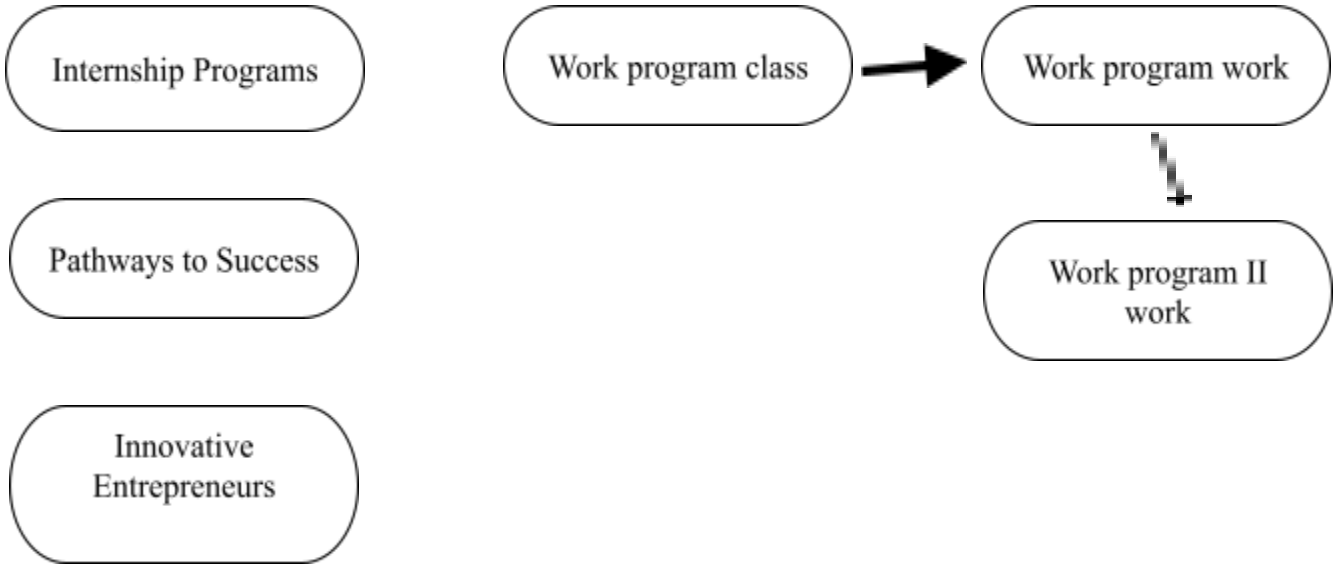
This course is an advanced study of the manufacturing process of wood products. Students will research, plan, and manufacture a student designed wood project with instructor approval. Topics include the product design, measurement, layout, manufacturing processes, cabinetmaking/woodworking, jig and fixture 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. This course must be taken in conjunction with WRK 101/102 or WRK 100/109.

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 or WRK 100/109 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 Career Academy

All Elective Courses

	GRADES	PREREQUISITE
Automotive Technology I	11, 12	None
Automotive Technology II	12	Automotive Technology I – C or better
Commercial Driver's License	12	Seniors who are 18 years of age or older
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	12	Cosmetology I – C or better
Criminal Justice & Law Enforcement I	10, 11, 12	None
Criminal Justice & Law Enforcement II	11, 12	Criminal Justice & Law Enforcement I – C or better
Criminal Justice & Law Enforcement III	12	Criminal Justice & Law Enforcement II – 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
Cybersecurity II	11, 12	Cybersecurity C or better
Emergency Medical Technician – Basic	12	None
Esthetics I & II	11, 12	None
Fire Science	11, 12	None
Health Careers & Medical Terminology	10, 11, 12	None
Certified Nurse Assistant	11, 12	None
CNA Leadership	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	10, 11, 12	Principles of Engineering
Robotics & Engineering II	12	Robotics & Engineering I – C or better
Mechatronics	10, 11, 12	None
Welding I	11, 12	Metal Working Technology
Welding II	12	Welding I – C or better
Heavy Equipment Repair and Operation	11, 12	None

BLOOMINGTON CAREER ACADEMY

Bloomington Career Academy 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 Career Academy, and back each school day, except for first block of classes. **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 Bloomington Career Academy, 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, OSHA 10 safety certification
This class is dual credit with Heartland Community College, EVES 110

AVT 651/652 AUTOMOTIVE TECHNOLOGY II
(Yearly 2 Credits) (12)
Prerequisite: Successful Completion of 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.

AVT521/522 Commercial Driver's License
Prerequisite: Available to: Seniors who are 18 years old

This Commercial Driver's License (CDL) course, offered in partnership with Nussbaum Trucking Academy at Heartland Community College, provides comprehensive instruction in the safe and proper handling and operation of semi-trucks. The course includes classroom training for the CDL Learner's Permit, Essential Workplace Skills training in communication and customer service, and extensive behind-the-wheel training in an automatic or manual transmission semi tractor-trailer.

Students will learn essential strategies for driving in hazardous conditions, observing laws and regulations, and properly loading and securing cargo. The course also covers the expectations and realities of a career in commercial driving. At the end of the course, students will take the Class "A" License Road and Skill Test, administered by the Illinois Secretary of State's Office. This course is designed to fully prepare you for an entry-level position as a professional driver, with a strong emphasis on practical, behind-the-wheel experience.

This course is designed to fully prepare you for an entry-level position as a professional driver, with a strong emphasis on practical, behind-the-wheel experience.
Industry Certifications Available: Class A Commercial Driver's License through the Illinois Secretary of State

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.
***Industry Certification Available*: COMPTIA A+ certification.**
This class is Dual Credit with Heartland Community College, Networking 150, 3 credits and Networking 151, 3 credits.

AVT 231/232 COMPUTER TECHNOLOGY & NETWORKING II
(Yearly 2 Credits) (11, 12)
Prerequisite: Successful Completion of 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.
***Industry Certification Available*: CompTIA's Net Pro 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: Successful Completion of 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 Metals and Woods

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: Successful Completion of 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 BCA Cosmetology 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 BCA Hairmasters Cosmetology are credited towards the completion of the 1,500-hour course and licensure.

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
This class is dual credit with Heartland Community College, CRJ 110.

AVC 271/272 CRIMINAL JUSTICE & LAW ENFORCEMENT II
(Yearly 2 Credits) (11, 12)
Prerequisite: Successful Completion of 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.

AVC291/292 CRIMINAL JUSTICE & LAW ENFORCEMENT III
(Yearly 2 Credits) (12)
Prerequisite: Successful Completion of Criminal Justice & Law Enforcement I & II

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

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.

Industry Certifications Available: 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 105, 2 hours and 106, 3 hours.

AVF 591/592 CULINARY ARTS II
(Yearly 2 Credits) (12)
Prerequisite: Successful Completion of 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.

AVT251/252 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+

AVT315/316 CYBERSECURITY II
(Yearly 2 Credits) (11, 12)
Prerequisite: Successful completion of Cybersecurity– C or better

This Network Security course offers a solid foundation in key security principals within computer and information technology. Students will learn to identify and counter various network threats, including attacks on email, web applications, remote access, and file and print services. Core topics include authentication protocols, malware detection, secure communication channels, intrusion detection systems, and firewall implementation. Through hands-on experience with Google Cloud tools like Cloud Shell, Cloud Storage, and the Security Command Center, students tackle real-world cybersecurity challenges while working towards a Google Cloud Cybersecurity certification. The course also includes training in essential cybersecurity programming languages, equipping students with the skills needed to build secure systems and respond to evolving cyber threats.

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, Emergency Telecommunicator Certification, OSHA 10-Hour Safety

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

AVF871/872 ESTHETICS I & II
(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 BCA 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.

Industry Certifications Available: CPR and Stop the Bleed Certifications

This class is Dual Credit with Heartland Community College, Health 110, 3 credits.

AVH 651/652 CERTIFIED 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, CPR/AED Certified

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

AVH 691/692 CNA LEADERSHIP

(Yearly 2 Credits) (12)

Prerequisite: Successful Completion of Nurse Assistant Program (B or higher), CNA Certification and approval from BCA 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 BCA 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, DMED 130, 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: Successful completion of 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. \

his class is Dual Credit with Heartland Community College, Digital Media 120, 3 credits. Digital Media 130, 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**

AVT725/726 MECHATRONICS
(10, 11, 12)
Prerequisite:None
The Mechatronics course provides students with a comprehensive introduction to the principles and applications of electro-mechanical systems, with a focus on the integration of electrical, mechanical, and automated technologies. Students will gain knowledge and hands-on experience in areas such as electricity, mechanics, hydraulics, pneumatics, gears, cams, levers, and industrial circuits, as well as robotic operations and programming. Instruction includes the operation, safety, and troubleshooting of industry-leading robotic systems, motor controls, and advanced automation equipment. Emphasis is placed on understanding manufacturing processes, materials, and system components used in modern production environments. This course is designed to prepare students for careers in advanced manufacturing, automation, and related technical fields, and to provide a strong foundation for postsecondary education in engineering technology or industrial maintenance. An emphasis is placed on the Lean approach to manufacturing—a philosophy centered on minimizing waste and maximizing efficiency. Through this lens, students will gain a deeper understanding of how to optimize manufacturing processes, select the right materials, and utilize system components to achieve streamlined, high-performance production environments.
This class is Dual Credit with Heartland Community College, MAIN 220 and MAIN 245.

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.

AVT721/722 Heavy Equipment Repair and Operation
Prerequisite: 11, 12th Grade

Heavy Equipment Repair and Operation equips students with the skills and knowledge needed for a successful career in the heavy equipment industry. Through a combination of classroom instruction and hands-on training, students learn to operate and maintain a variety of heavy equipment. The program emphasizes safety, preventative maintenance, troubleshooting, and repair techniques, ensuring that students can confidently handle equipment used in distribution, manufacturing, and utility industries. With real-world experience gained in our yard and shop, students graduate with the foundational skills required to meet industry demands and excel in the workforce. Students must hold a valid Illinois driver's license.

*****Dual Credit is subject to change at the discretion of the community college. *****

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 BCA 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.

HEARTLAND COMMUNITY COLLEGE AND UNIT 5 MATH PLACEMENT AGREEMENT

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 w/Trigonometry	Year-long	TMAT 103: Technical Math I
AP Precalculus	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
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

HEARTLAND COMMUNITY COLLEGE AND 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

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 Parkside Junior High School

Student Activity Fund Name Fishing Club

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

1. The purpose of the proposed Student Activity Fund is A place to hold any funds that are raised for fishing Club

2. Income in support of this Student Activity Fund will be obtained from the following sources:
Students work concessions at BB games

3. Expenditures from this Student Activity Fund will be for these purposes:
Supplies needed for the students to fish

4. **Authorized Signatures:**
The following individuals are authorized to initiate expenditures from this fund:

N/A
Student Representative

Faculty Advisor

5. Other Comments: _____

Sarah A. Crowder
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