



**Vision:** Empower students to thrive in today's global society

**Empower**  
Students, Families,  
Staff, & Communities



**EMPOWERMENT**

**Enhance**  
Achievement & Eliminate  
the Opportunity Gap



**EQUITY**

**Ensure**  
Effective & Efficient  
Operations



**EXCELLENCE**

### Core Beliefs

- A safe and supportive learning environment that leads to self-confidence and social responsibility for all members of the school community.
- Intentional implementation of equitable policies, processes, and practices to ensure students succeed academically, socially, and civically.
- Effective, efficient, and sustainable fiscal practices to maximize learning and working opportunities for students, faculty, and staff in partnership with the community.

### Guiding Principles

- To promote creativity and adaptability to new ideas that support and improve student learning.
- To foster an environment that seeks to eliminate the opportunity and achievement gaps.
- To pursue the highest standards of achievement where all learners will be supported with intervention, enrichment, and acceleration opportunities.

**Mission:** To promote self-worth, social responsibility and life-long learning in partnership with our community.

## Welcome to Zion-Benton East

Serving a maximum of 500 students, ZBE provides an **innovative educational environment** within the Zion-Benton community. A part of Zion-Benton Township High School District 126, ZBE is a second campus in addition to the larger campus located across town.

ZBE emphasizes **Dual Credit** and **math and science**. In addition to the core content areas of English, mathematics, social sciences, natural/physical sciences, and physical education, ZBE offers electives that place a focus on the world **outside of the classroom**: freshman seminar, entrepreneurial leadership/career exploration, and computer certification programs. Juniors and seniors who qualify may enroll with the College of Lake County and take **Dual Credit** courses.

Believe  Engage  Excel

# Standards Based Instruction and Assessment

As with all programs within District 126, instruction at ZBE aligns to the Illinois State Standards. These systems ensure that all students receive instruction that is matched to their grade and subject area using a rigorous college preparatory model.



Twice each year, students are assessed by the district using the PSAT 8/9 and PSAT/NMSQT in the fall, and PSAT 8/9, PSAT 10, and SAT in the spring. By measuring academic progress at two points in time, students can check if they are **growing and learning** on pace with the expectations of the school and district. Teachers and students use these standardized test results, as well as internal assessment data, to inform teaching and learning decisions.



Through **assignments and assessments** that replicate the way questions are delivered on these assessments, students are well-prepared for their state-required exams.

## Four-Year Plan

<i>Subject</i>	<i>Grade 09</i>	<i>Grade 10</i>	<i>Grade 11</i>	<i>Grade 12</i>
<i>English</i>	<i>English 1</i>	<i>English 2</i>	<i>English 3</i>	<i>Dual Credit English or English 4</i>
<i>Social Studies</i>	<i>Social Studies</i>	<i>World Cultures</i>	<i>US History or Dual Credit US History</i>	<i>Government/ Economics</i>
<i>Math</i>	<i>Math 1 (Qualified freshman may begin with Math 2.)</i>	<i>Math 2</i>	<i>Math 3 or Dual Credit Math</i>	<i>Transitional Math or Honors Precalculus</i>
<i>Science</i>	<i>Biology</i>	<i>Chemistry</i>	<i>Physics</i>	<i>Science Elective</i>
<i>PE or NJROTC</i>	<i>Physical Education or NJROTC</i>	<i>Health/ Driver Education</i>	<i>Physical Education 3 or NJROTC</i>	<i>Physical Education 4 or NJROTC</i>
<i>Elective 1</i>	<i>Freshman Seminar</i>	<i>Personal Finance/ Career Exploration</i>	<i>Elective/ Dual Credit Elective</i>	<i>Elective/ Dual Credit Elective</i>
<i>Elective 2</i>	<i>Spanish 1 or Heritage Spanish 1</i>	<i>Spanish 2 or Heritage Spanish 2</i>	<i>Elective/ Dual Credit Elective</i>	<i>Elective/ Dual Credit Elective</i>

# Courses

The school day at ZBE starts and ends earlier than at ZBTHS. First period begins at 7:30 AM and the last period ends at 2:24 PM, except on Thursdays when students are dismissed at 1:35 PM for faculty collaboration. On Mondays, all students meet with an advisor to review their academic preparation, practice, and progress.

The reimagined Zion-Benton East offers a study hall or overload option to all four grades of students. Depending on course requests, students have the option of band or choir during the school day beginning with the class of 2026.

The earned honors program includes all four years. Juniors and seniors now have additional Dual Credit opportunities. Elective choices have also broadened.

## Sample Freshman Schedule

<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
<i>Physical Education or NJROTC</i>	<i>Physical Education or NJROTC</i>	<i>Physical Education or NJROTC</i>	<i>Physical Education or NJROTC</i>	<i>Physical Education or NJROTC</i>
<i>Social Studies</i>	<i>Social Studies</i>	<i>Social Studies</i>	<i>Social Studies</i>	<i>Social Studies</i>
<i>Freshman Seminar</i>	<i>Freshman Seminar</i>	<i>Freshman Seminar</i>	<i>Freshman Seminar</i>	<i>Freshman Seminar</i>
<i>Biology</i>	<i>Biology</i>	<i>Biology</i>	<i>Biology</i>	<i>Biology</i>
<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>
<i>English 1</i>	<i>English 1</i>	<i>English 1</i>	<i>English 1</i>	<i>English 1</i>
<i>Math 1</i>	<i>Math 1</i>	<i>Math 1</i>	<i>Math 1</i>	<i>Math 1</i>
<i>Study Hall/Overload</i>	<i>Study Hall/Overload</i>	<i>Study Hall/Overload</i>	<i>Early Dismissal</i>	<i>Study Hall/Overload</i>

# College & Career Readiness



*ZBE emphasizes a college preparatory program. As such, the school has several unique opportunities for students to gain valuable experience before they graduate high school.*

## Dual Credit Coursework -

Eligible ZBE juniors and seniors have an opportunity to participate in courses that provide high school and tuition-free college credit.

Dual Credit students who successfully complete each course with a grade of C or better will earn college credit hours with the College of Lake County (CLC) and will receive a CLC transcript. Students who pass the course with a D or better will also receive .5 credits on their high school transcript. Students who participate successfully in the Dual Credit program can earn up to forty-one (41) tuition-free college credit hours with CLC.

Additional courses may be taken by eligible students at the CLC campus after the school day or during the summer. ZBE students who participate in college credit coursework outside of the ZBE school day are subject to CLC eligibility requirements and any related fees. Students who wish to take classes outside the New Tech day at the normal CLC tuition rate may see their counselor for more information.

Starting in the fall of 2022, ZBE began offering Dual Credit coursework that meets the requirements of the Illinois Articulation Initiative: General Education Core Curriculum (IAI GECC). This is a statewide agreement between many colleges and universities designed to help Illinois college students transfer credit as easily as possible. It establishes a package of lower-division general education coursework accepted at all participating schools. It assures transferring students that lower-division general education requirements for a bachelor's degree have been satisfied at any participating institution. It consists of 12 to 13 courses (37-41 semester credits) chosen from five categories: communications, mathematics, physical and life sciences, humanities and fine arts, and social and behavioral sciences. Two summer Dual Credit electives will be offered to allow ZBE students to complete their General Education Core Curriculum.



# Dual Credit Offerings

*Dual Credit electives are subject to change at the discretion of The College of Lake County (CLC) and may not be offered each term. The course objectives of these classes are aligned to rigorous expectations and outcomes as designated by CLC. ZBE students who desire college credit for these courses are subject to CLC eligibility requirements and any related fees. Students must maintain a cumulative GPA of 2.5 to qualify for Dual Credit.*

## ***Dual Credit US History to 1876 .5 Credits - 3 CLC Credit Hours***

This course is a survey of American history from the pre-Columbian era to the end of Reconstruction. Among the topics to be explored are: pre-Columbian Americans, European exploration and colonization of the Americas, African slavery and the Atlantic trade, British Colonial America, the American move to Independence and the establishment of the United States, the Early Republic and the Age of Jackson, Westward Expansion and Sectionalism, and lastly the Civil War and Reconstruction.

## ***Dual Credit US History 1876 to Present .5 Credits - 3 CLC Credit Hours***

This course is a survey of the social, economic, political, intellectual, and cultural history of the United States since 1876. Among the topics examined are: industrialization, immigration, overseas expansion, world wars, economic growth and technological change, the Cold War, urbanization and suburbanization, civil rights and women's rights movements, politics and the evolution of liberalism and conservatism, and the age of globalization.

## ***American Decades .5 Credits - 3 CLC Credit Hours***

This course introduces students to the interdisciplinary study of American culture by examining the intercultural/multicultural ideas, processes, values, motifs, and traditions that have shaped our pluralistic society. American history, philosophy, literature, music, visual and performing arts will be studied. Emphasis will be placed on reflecting the diverse cultural constituency, and racial and ethnic minorities.

## ***Critical Thinking .5 Credits - 3 CLC Credit Hours***

This course is an introduction to critical thinking skills (i.e., informal logic), including the following: problem solving, diagramming and evaluating arguments, constructing sound reasoning skills and habits, detecting fallacies, and reasoning from a variety of disciplines such as science, business, law, and the arts.

***Introduction to Digital Media******.5 Credits - 3 CLC Credit Hours***

This course will explore the variety of hardware and software now used to produce digital media, from simple audience-oriented presentations to highly interactive applications. Through lectures, demonstrations, and hands-on laboratory experience, students will examine the production techniques, application uses, trends, business and legal concerns, design elements, and the product evaluation standards currently used in the digital media industry. Students will develop the design, storyboards, and prototype for a project.

***Internet Fundamentals******.5 Credits - 3 CLC Credit Hours***

This course addresses in detail everything students need to know to access, explore, and use the world's richest information resource: the Internet. The course examines software, online provider options, costs, the telecommunication process, E-mail, FTP, Chat, Usenet, the World Wide Web and Web 2.0. Students will get step by step instructions on how to access, research, and retrieve academic, personal, and professional information.

***Dual Credit English Composition I******.5 Credits - 3 CLC Credit Hours***

This course is designed to help students develop their competence in college-level writing and in the analysis of texts so they can enter the dialogue of the academic community. This course includes the analysis and practice of argument and the use of critical thinking to read, analyze, and produce college-level texts.

***Dual Credit English Composition II******.5 Credits - 3 CLC Credit Hours***

This course furthers the work done in English Composition I by providing students more experience as academic writers, readers, researchers and critical thinkers. To help students construct their own meaning while engaging with the texts of others, they will develop the ability to collect, evaluate, and incorporate varied sources in thoughtfully-written analyses and arguments. Students' work should demonstrate the ability to position themselves within the context of academic and societal conversations using a variety of texts, which may include literature, arguments on various issues, news articles, films, advertisements, and websites.

***Introduction to Art******.5 Credits - 3 CLC Credit Hours***

This course will introduce students to an appreciation of the visual arts through an intercultural, social/historical approach. The course will also emphasize the nature of the creative process, integrating a study of the concept-

al principles, with methods and materials which influence artistic critical thinking, problem solving, exploration, and discovery.

***Introduction to Ethics***

***.5 Credits - 3 CLC Credit Hours***

In this course, students critically evaluate general moral theories, fundamental moral concepts, and contemporary moral issues such as animal rights and the environment, reproductive technology and abortion, euthanasia and assisted suicide, poverty and famine relief, war and peace, racism, sexism, and other injustices. Students work to develop and defend their own views on these matters, and to understand and evaluate others' views, by studying and applying moral theories such as virtue ethics, utilitarianism, deontology, and ethics of care. Throughout the course, students learn about moral concepts such as sound reasoning, autonomy, impartiality, utility, rights, responsibility, and justice. Specific attention is given to moral issues relevant to and philosophical contributions made by members of traditionally underrepresented groups.

***Introduction to Criminology***

***.5 Credits - 3 CLC Credit Hours***

This course is designed to familiarize the student with the social and legal aspects of crime in American society. An emphasis is placed on the definition of crime and deviance, the nature and extent of the crime problem, the history of criminology, criminological theory, violent crime, economic crime, public-order crime, and victimology.

***Introduction to Business***

***.5 Credits - 3 CLC Credit Hours***

This course provides a broad overview of the principles, functions and careers in business. Topics included are: economics, global business, ethics, business structures, entrepreneurship, management, marketing, accounting, finance, and operations management.

***Introduction to Theatre***

***.5 Credits - 3 CLC Credit Hours***

This course presents a broad overview of live theatre. It will cover the various elements that make up theatre, the history of theatre, the theatre of the present, and the practitioners involved in the production of live theatre.

***Introduction to Criminal Justice***

***.5 Credits - 3 CLC Credit Hours***

This course examines the legal process and the administration of justice in American society. Students will be exposed to the criminal process from the police function through adjudication, sentencing, and corrections, as well as



the social, moral, and political issues involved in the administration of justice in a free society.

***Introduction to Psychology***

***.5 Credits - 3 CLC Credit Hours***

This course presents the basic concepts and theoretical perspectives for understanding psychology. The course encompasses factors affecting human behavior and mental processes and includes, but is not limited to, the history of psychology, research methodology, the brain and behavior, learning, memory, cognition, language, intelligence, development, personality, abnormal psychology, therapy and social psychology.

***American National Politics***

***.5Credits - 3 CLC Credit Hours***

This course is an introductory survey to American politics designed to help students better understand the U.S. political system. The focus of the course is on the system's key political actors, behaviors, processes, and institutions. Empirically based explanations are offered to help students understand why these political factors are important to the system's operation, and what effect they have on both the electoral and policy making processes and their outcomes.

***Introduction to Sociology***

***.5 Credits - 3 CLC Credit Hours***

This course is an introductory analysis and description of structure and dynamics of human behavior in our society. Students will apply the scientific method to the observation and conceptualization of social roles, status, and culture. Processes in socialization, intergroup and collective behavior, and specific analysis of major institutions and social changes are considered.

***Introduction to Geology***

***.5 Credits - 3 CLC Credit Hours***

This course fulfills the Physical Science component of the transferable General Education Core Curriculum (GECC) package for public colleges and universities in the state of Illinois and will be taught by CLC faculty. This course is designed for those who wish to explore an interest in geology, major in geology, or satisfy lab science requirements. Topics include igneous rocks and volcanism, sedimentary rocks and stratigraphy, metamorphic rocks and metamorphism, weathering, mass wasting, streams, deserts and glaciers. Lab studies concentrate on minerals, rocks and topographic maps.

***Fundamentals of Public Speaking***

***.5 Credits - 3 CLC Credit Hours***

This course provides students with an introduction to the fundamentals of public speaking. This course combines a theoretical basis with practical ver-

bal and nonverbal skills to enhance public speaking effectiveness. Students learn how to develop, research, organize, adapt, deliver and critique messages. Students are offered ways to increase learning outcomes through reading course materials, viewing instructional and example video recordings, lecture, discussion, and interactive application activities, and evaluation by self, peers, and instructor.

***Dual Credit Quantitative Literacy***

***1.0 Credits - 3 CLC Credit Hours***

This course develops conceptual understanding in several areas, including: representing and analyzing data through such statistical measures as central tendency, dispersion, normal distribution, and correlation and regression; using logical statements and arguments in a real-world context; estimating, approximating and judging the reasonableness of answers; graphing and using polynomial functions and systems of equations in the interpretation and solution of problems; and selecting and using appropriate approaches and tools in formulating and solving real-world problems. This course does not meet the math requirement in the Associate of Science or Associate



**Lake County Tech Campus**

A limited number of slots are available for ZBE students to enroll in a vocational program at the Tech Campus in Grayslake. Students must apply and meet District 126 eligibility requirements. Interested students should see their counselor during first semester of their sophomore year.

Tech Campus courses that are available include: Cybersecurity, Game Programming and Virtualization, Multimedia, Biomedical Science, Certified Nurse Assisting, Cosmetology, Criminal Justice, Culinary Arts, Early Education and Teaching, Emergency Medical Services, Firefighting, Law Enforcement and Crime Scene Investigation, Medical Assisting, Computer Support Services, Construction Skills & Management, Industrial Technology, Welding & Fabrication, Automotive Collision Repair, and Automotive Service.

# The Characteristics Of A Successful ZBE Student

*The successful ZBE student is one who is...*

- ... *A Critical Thinker* - who is curious about his/her world and desires opportunities to analyze, debate, evaluate, create, and solve real world issues.
- ... *A Self-Starter* - who takes the initiative for his/her own learning and is motivated to explore, research, discuss, and understand new perspectives and ideas.
- ... *An Independent Learner* - who actively participates in learning by setting goals, maintaining focus, and seeing his/her actions through to completion.
- ... *A Collaborator* - who enjoys the opportunity to learn through researching information, sharing knowledge, and presenting learned outcomes alongside fellow students.
- ... *A Respectful Citizen* - who demonstrates social responsibility and respect for himself/herself, peers, school staff, and parents.
- ... *College & Career Centered* - who desires an active and rigorous learning environment and values the importance of gaining necessary skills to prepare for both college and a career after high school.

By the time they graduate, ZBE students have become proficient in each of these skills and are able to enter a **college/university (74.6%)**, **military service (4.6%)**, **trade (8%)**, or **workplace environment (12.6%)** confident that they can handle just about any task assigned to them.



# School Culture

## **C.L.A.S.S. - Career, Leadership, Academics, and Social Success**

At ZBE culture is driven by the students. C.L.A.S.S. is the main program driving the building culture. Every student is placed into a C.L.A.S.S. which grows into a tight-knit group within their grade level, creating an identity all its own.

1. C.L.A.S.S. drives the common culture at ZBE.
2. Teachers observe overall student performance and advise and assist the "whole student".
3. C.L.A.S.S. helps students meet their academic, social, and career goals.
4. C.L.A.S.S. has a strong focus on social emotional learning (SEL).

## **Democracy School -**

ZBE is recognized as a **Democracy School by the *Robert R. McCormick Foundation***. ZBE shares a commitment to expanding and improving civic learning experiences across the curriculum. By exploring exemplary



practices, ZBE continuously strives to embody the five elements (Vision and Leadership, Curriculum, Staff Development, School-Community Connections, and School Climate) that are necessary to sustain ZBE's commitment from one class of students to the next.

## **Community Connections**

### **ZBE in the Community -**

Zion-Benton East students participate in many community activities both in groups and as individuals. By working with the community at big events like Jubilee Days, the Community of Character Walk, and Beach Park Fest, and working with organizations like the Coalition for Healthy Communities, the Zion-Benton Public Library, and the Zion Township, students develop important professional skills while contributing to a better community.

### **The Community in ZBE -**

Community leaders, organization members, and local business owners partner with Zion-Benton East as guest speakers and consultants. These partnerships provide students with positive role models and mentors, valuable skill development, and opportunities to apply their learning through real-world experiences.

# 21<sup>st</sup> Century Skills

Instruction at ZBE touches on five school-wide learning outcomes that are skills employers and colleges seek today. Given the importance of students being college and career ready, ZBE promotes **student growth** in each of these five skills.

<i>Learning Outcomes</i>	<i>Descriptor</i>
<i>Knowledge &amp; Thinking</i>	<i>Students will show their knowledge on content specific topics that are aligned with standards such as Common Core, Next Generation Science, and C3 (College, Career, Civic Life).</i>
<i>Written Communication</i>	<i>Students will use writing processes to clearly communicate thoughts and information related to a variety of topics within their course content.</i>
<i>Oral Communication</i>	<i>Students will speak publicly, in both formal and informal contexts, about a variety of topics related to the content of their course.</i>
<i>Collaboration</i>	<i>Students will work effectively and efficiently as leaders and teammates in order to complete tasks and reach goals and objectives.</i>
<i>Agency</i>	<i>Students will work toward a growth mindset and the ability to engage in reflection, self-management, and self-advocacy as they take ownership of their</i>

## Preparing for Graduation

Graduation is the last stage in the journey for ZBE students. However, it all starts with a plan. Knowing what courses are required and when students will be taking them is essential to high school success at ZBE.



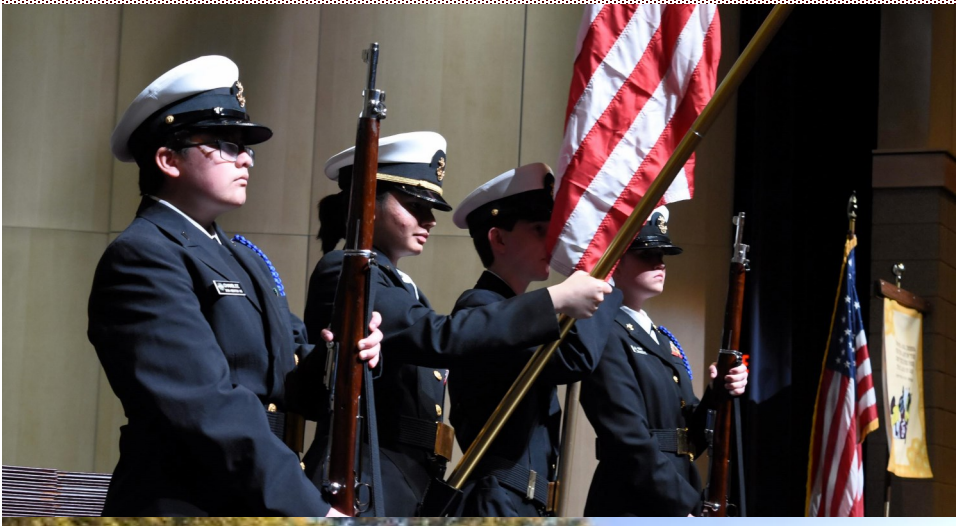
# Differences Between ZBE and ZBTHS

While both ZBE and ZBTHS are four-year public high schools that follow District 126 policies and protocols, the learning models used by each school differ. It is important that families have a candid discussion about which model is most appropriate for their student over the next four years. Selecting a high school is a four-year commitment. Intra-district transfers from ZBE to ZBTHS are significantly restricted and require Administrative approval in accordance with District policies.

ZBTHS has a more traditional education setting, which may be a good fit. Review the information in this booklet, talk to family, friends, neighbors, and community members about what this school has to offer, and make an informed choice about whether or not ZBE will best serve your needs for the next four years.

<u>ZBE</u>	<u>ZBTHS</u>
<i>Illinois Articulation Initiative General Education Core Curriculum</i>	<i>Traditional instructional model; includes group work</i>
<i>Earned Honors system: all students are eligible to earn an honors designation and credit by meeting certain criteria each semester; coursework is differentiated for student ability levels</i>	<i>Varied pathway system: Regular, Advanced Placement, Career Technical Education offerings</i>
<i>Many Dual Credit/GECC courses for Juniors and Seniors</i>	<i>Advanced Placement courses, a couple Dual Credit courses offered</i>
<i>Small student population (~500 students)</i>	<i>Large student population (~2,200 students)</i>





# Zion - Benton East Clubs and Activities

# Student Life

*ZBE student life takes on many forms. Athletics and clubs all help make up the diverse energy that makes ZBE unique, yet still a part of District 126 life.*

## **Athletics -**

ZBE students can take part in all District 126 activities, participating in sports during the fall, winter, and spring seasons. Several coaches are also ZBE faculty members, which means athletics are an important part of student life. Buses take athletes to the ZBTHS campus directly after school, if that's where practice takes place, or they can wait at ZBE if practice is at or near ZBE.

## **Extracurricular Clubs -**

If a ZBTHS club meets after school, then ZBE students can participate. In addition to clubs like *Theatre, Speech & Debate, NJROTC, and Bass Fishing*, ZBE also has its own branches of *National Honor Society, Rotary Interact, The Brotherhood of Extraordinary Young Men, Sister to Sister, Student Government, Art Club, Bee Leaders, Green Bees, Fitness Club, Black Student Union, and Healthy YOUTH*. ZBE also has several groups we call our own.



## **National Honor Society**

National Honor Society is an activity that is dedicated to scholarship, service, leadership, and character. The group is made up of students who strive for high achievement, not only in academics, but also in community service and leadership. Their main objective is to serve and lead the school and community by planning and executing unique service projects and special events.

Each spring, students with high GPAs and a proven desire to serve the school and community have the opportunity to join NHS at their annual induction ceremony. More than just a GPA, National Honor Society is a distinctive, multifaceted learning experience that provides a solid and meaningful foundation for life.



## Healthy YOUth

Healthy YOUth (Youth Opportunities Unlimited) is a drug prevention program for dedicated, hard-working, and responsible students who have chosen to be drug-free and who want to share that commitment with others in their community. Healthy YOUth is more than just a club. The program is sponsored not only by ZBTHS, but by the Lake County Health Department and the Coalition for Healthy Communities as well. Healthy YOUth members will be mentors and role models for other students who choose to live a healthy lifestyle. To do this confidently, Healthy YOUth students will receive support and guidance throughout the year from Community Health Specialists from the Lake County Health Department and sponsors at the high school.

Healthy YOUth members will help organize events and participate in activities at the high school, with the Coalition for Healthy Communities, Substance Abuse Prevention Work Group, Community Awareness and Social Norms Marketing. Some of the recent accomplishments of Healthy YOUth have been a successful activity day for mental health awareness and a prom button to promote safe celebrations.

Healthy YOUth members will meet to keep up-to-date in drug prevention, learn leadership and presentation skills, get to know each other and to have fun!

## Rotary Interact

Rotary Interact is a service organization created for youth and is sponsored by local Rotary clubs. Zion-Benton East's chapter of Interact is sponsored by the Illinois Beach Sunrise Rotary Club and is open to all ZBE students.

Each year, Interact selects a minimum of one local and one international service project to develop and deploy. These projects give back to the global and local community while building leadership skills and personal integrity. Keeping with the core values of ZBE, Interact members also learn the value of responsibility and hard work.

## Student Government

Student Government is a body of students from each grade level that meets to help guide the direction of the school through a student perspective.

## Bee Leaders

The Bee Leaders are upperclassmen who visit freshmen advisories and serve as mentors and leaders. They work collaboratively with staff to promote a positive school climate and diverse culture. Bee Leaders also assist with Freshman Zero Day and various school events.

## Brotherhood of Extraordinary Young Men

Brotherhood of Extraordinary Young Men is a dynamic organization established specifically to assist our participants to excel academically, socially, culturally, professionally, and in the community. Brotherhood of Extraordinary Young Men is primarily comprised of male students who strive for academic excellence and make a commitment to plan and implement programs that benefit their community at large. We encourage our participants to embrace leadership by being positive examples for each other.

The overall mission of *The Brotherhood* is to improve male student success. While they have a diverse group across all grade levels, one of the primary objectives of *The Brotherhood* is to increase the number of minority students attending college. Students are encouraged to support one another, using the motto: "I am my brother's keeper, and together we will rise."

## Sister to Sister

Sister to Sister is an organization that teaches young women about the importance of sisterhood, with members helping each other achieve academic, social, and personal goals. Members go on college visits, field trips, and senior trips to foster this greater sense of sisterhood.

## BSU

Black Student Union is a student-led organization that focuses on developing young African American leaders. BSU provides a safe and comfortable setting for students to share thoughts, feelings, and views regarding the issues that affect our African American/Black population. Our goals are to celebrate Black Culture, educate students about Black History, promote academic excellence, and model leadership. Activities include discussions about Black Culture, planning Black History Month activities, connecting with surrounding Lake County High School BSU organizations for events and volunteer opportunities, college visits, and guest speakers.

# Naval Junior Reserve Officer Training Corps

NJROTC at ZBE consists of extra-curricular activities of community service, academic, athletic, drill and orienteering competitions, field meets, flights, visits to naval or other activities, marksmanship sports training, color guard, and physical training.

## NJROTC Drill Team

The district's nationally ranked precision drill team is composed of 20-30 NJROTC cadets that compete throughout the year against other NJROTC drill teams throughout the nation. The team has won the Area Three West Academic/Drill and Physical Fitness championship for many times in the last 11 years and has gone on to compete at the National Drill competitions in Pensacola, Florida. The team is composed of armed and unarmed platoons that perform basic and exhibition drills. All Drill Team members are in the NJROTC program.

## NJROTC Rifle Team

The District's nationally ranked Air Rifle Team has won the Navy National Championship eight times and is composed of NJROTC cadets. The team competes in three leagues against Army, Navy, Marine Corps, and Air Force ROTC units throughout the nation. The team has been the Illinois State Champions for the past 20 years. Cadets are issued all the equipment they will need for practice and competitions. They annually compete in various National Competitions along with the Junior Olympics.

## NJROTC Orienteering Team

Orienteering is an outdoor sport that combines land navigation with a treasure hunt. The Chicago Area Orienteering Club (CAOC) has many members who have competed nationally as well as internationally. The Orienteering team competes with CAOC every Sunday in the forest preserves in the south Chicago area. Although CAOC courses are open to the public, all members of the NJROTC team are in the CAOC program.



## Fitness Club

The weight room is open after school three days a week as designated. There is no sign up or team, so feel free to come any time that the weight room is open. There is no obligation. Come when it works for your schedule. More information can be obtained in the weight room.

## Art Club

Art Club is the place for students to express their artistic side, no matter the medium. They work with drawing, painting, photography, and digital media to express themes and feelings that are important to students.

## Encore Players & Stage Crew

Encore Players is made up of all students who are involved in Drama at ZBTHS. Encore Players is the production group for all ZBTHS Drama Productions. Students who wish to join should try out for a play or one of the production crews.

ZB Stage Crew is the “behind the scenes” activity of all ZB theatre productions. Stage Crew is always looking for students who want to learn how to work back stage. Students learn how to construct, paint, light school productions, work with all the tools as well as learn the language of the theatre. It is also a great group to make good friends.

## Green Bees

Green Bees is a chance for ZBE students to get out of the building and see the natural world. In the warmer months, they support the Community Garden at Hermon Park. Year round, hikes take place after school or on weekends at various locations in and around Lake County, including various Lake County Forest Preserve sites, Illinois Beach State Park, and around the

## Interested in Extracurriculars ZBE?

- Talk to other students!
- Seek out the faculty sponsor.
- Discuss your interests with your parents.
- Check the daily announcements.

Detach application along the dotted line. Return completed application to ZBE main office.

Application Received  
 Date: \_\_\_\_\_  
 By: \_\_\_\_\_  
*For Office Use Only*

## Zion-Benton East 2024-25 Application

This application must be completed and arrive at Zion-Benton East

**NO LATER THAN February 9, 2024, at 3:30 p.m.**

\* Applications received after the deadline will be added to the waitlist.

PSAT  
 R: \_\_\_\_\_ M: \_\_\_\_\_  
 Alternative Assessment Score  
 STAR    i-Ready    MAP  
 R: \_\_\_\_\_ M: \_\_\_\_\_  
*For Office Use Only*

### Please Print

Student Name: \_\_\_\_\_ Gender: M   F Student Birthday: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ Age: \_\_\_\_\_  
Last                                  First                                  MI                                  Circle One                                  Month                                  Day                                  Year

Student's Place of Birth: \_\_\_\_\_ Home Language: \_\_\_\_\_  
City/State/Country

Mother/Legal Guardian's Name: \_\_\_\_\_ Father/Legal Guardian's Name: \_\_\_\_\_

Please mark an X over Relationship of Parents/Guardians:                                  Female: \_\_\_\_\_ Male: \_\_\_\_\_  
Mother / Step / Foster / Guardian                                  Father / Step / Foster / Guardian

Student's Ethnic Background: \_\_\_\_\_ Place an X over appropriate ethnicity/ethnicities.  
American Indian    Asian/Pacific Islander    Black    Hispanic    Multi    Pacific Islander/Hawaiian    White

Federal Race: \_\_\_\_\_ Place an X over appropriate race(s).  
American Indian/Alaskan Native    Asian    Black    Native Hawaiian/Other Pacific Islander    White

Student has received or is currently receiving: \_\_\_\_\_ Special Education Services    \_\_\_\_\_ 504 Plan/Services    \_\_\_\_\_ Bilingual Support Services

Mailing Address: \_\_\_\_\_  
House #                                  Street                                  City                                  State                                  Zip

Mother's Cell Number: \_\_\_\_\_ Father's Cell Number: \_\_\_\_\_

Mother's Work Number: \_\_\_\_\_ Father's Work Number: \_\_\_\_\_

Mother's E-mail: \_\_\_\_\_ Father's E-mail: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Student's Cell: \_\_\_\_\_ Student's E-mail: \_\_\_\_\_

Name of current school: \_\_\_\_\_

\_\_\_\_\_ Applicant is a sibling of a current or past ZBE student ( \_\_\_\_\_ Class of \_\_\_\_\_ )  
Name of current or past Zion-Benton East sibling                                  Graduation Year

\_\_\_\_\_ I want to take ROTC (Reserve Officers Training Corps) instead of Physical Education.

During 9<sup>th</sup> period I want an overload (pick one): \_\_\_\_\_ Band    \_\_\_\_\_ Choir    Band and choir meet at ZBTHS during 9<sup>th</sup> period. A bus is provided. **If nothing is marked, a study hall at ZBE will be scheduled.** Freshmen take English, Math, Biology, Social Studies, Freshman Seminar, and Spanish.

**Submitting this Application acknowledges that the Parent and Student agree that the Student shall complete the four-year program at ZBE.**

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Parent/Legal Guardian

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Student

**If submitted after February 9, 2024, eligible students will be added to the waiting list.**

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### For Office Use Only—Requirements Completed for 2024-25 Application to Zion-Benton East

\_\_\_\_\_ A completed application.                                  Date: \_\_\_\_\_

\_\_\_\_\_ Student and parent attendance at a Zion-Benton East family orientation meeting.                                  Date: \_\_\_\_\_

\_\_\_\_\_ Proof that the student lives/will live in the Zion-Benton Township High School District 126 attendance area (a copy of a gas or electric bill or mortgage or lease papers). A complete residency check will be done during registration over the summer.

Reviewed By: \_\_\_\_\_ Date: \_\_\_\_\_

**Zion-Benton East**  
**1634 W. 23<sup>rd</sup> Street, Zion IL 60099 PH: 847-731-9800 www.zb126.org/zbe**

# ZION-BENTON EAST

## ADMISSION POLICIES 2024-2025

Zion-Benton East envisions a balance among its students reflecting the population of Zion- Benton Township High School District 126. Below are the policies to be implemented in selecting students to be admitted to Zion-Benton East for the 2024-2025 school year.

### Admission Requirements and Procedures

The following requirements to attend Zion-Benton East must be met:

- 1) All parents who desire to enroll their student at Zion-Benton East must attend a parent orientation meeting. If it is not possible to attend an official orientation event, the parent and student must arrange an alternate orientation with the Administration.
- 2) Students must submit a completed application, signed by the student and parent, by **Friday, February 9, 2024.**
- 3) We may seek input from the student's 8th-grade teachers to help determine if placement at Zion-Benton East will be a good fit in terms of willingness to collaborate and how much additional support is needed.
- 4) If PSAT/MAP/STAR/i-Ready scores are available, the following benchmarks will be used:  
Reading: 360 PSAT or 208 MAP or 538 STAR or 600 i-Ready  
Math: 370 PSAT or 215 MAP or 704 STAR or 490 i-Ready
- 5) Those students who have an IEP (Individualized Educational Plan) or Section 504 plan, meet the above eligibility, and receive a supportive recommendation from the IEP/504 team, which includes District 126 LEA(s), will be eligible for assignment to Zion-Benton East.

*All applicants must complete an application with a Parent/Guardian and Student signature. Execution of the Application by both the Parent/Guardian and Student is an acknowledgement that they agree that the Student shall attend and complete the four-year term at Zion-Benton East. Should you change your mind about attending Zion-Benton East, you must inform the principal's office in writing by **March 1, 2024.** Transfers from ZBE to ZBTHS after this time are limited and are granted at the discretion of the Administration, typically only at the start of the following school year, based on Board policy.*

- 6) Those students who receive English Language (EL) services, meet the above eligibility, and receive a supportive recommendation from the EL team, will be eligible for assignment to Zion-Benton East.

Consistent with District 126 policies, enrollment preference will be given in the following order:

1. Those students who have siblings currently enrolled in the school.
2. Those students who have siblings who have graduated from the school.

### Enrollment– Freshman Class Only

All Zion-Benton East freshman students will be seated following the application due date. The procedure will be as follows:

- a. Only students whose completed applications were received by the application due date will be included. Applications must be received in the Principal's Office by 3:30 p.m. on **Friday, February 9, 2024.**
- b. Only students who reside within District 126 boundaries and those who have met the requirement of attending an orientation meeting will be included.
- c. Twins/triplets/etc. are all accepted if one is selected, provided each has applied.
- d. Student acceptance is conditioned upon the student completing 8<sup>th</sup> grade and, where applicable, participating in the academic support program and/or being recommended by the student's IEP/Section 504/EL team.
- e. The enrollment process will be determined and overseen by District 126 Administration.
- f. Enrollment will continue until 126 applicants have been chosen. The 127th student selected and beyond will be placed on a waiting list.
- g. Waiting list students will be notified if a seat becomes available. Should a student choose not to take the seat, his/her name will be removed from the waiting list, and the next student on the waiting list will be notified. Students who reactivate their application will be added to the waiting list.
- h. Students may continue to apply directly at Zion-Benton East after the application deadline and if qualified will be enrolled or placed on the waiting list.

*\* Admission to Zion-Benton East shall be open to all students on a non-discriminatory basis, without regard to color, race, nationality, religion, sex, sexual orientation, ancestry, age, physical or mental disability, gender identity, status of being homeless, immigration status, order of protection status, actual or potential marital or parental status, including pregnancy. Zion-Benton East shall be non-sectarian and not charge tuition for admission to the school.*

Detach application along the dotted line. Return completed application to ZBE main office.

# Frequently Asked Questions

***My child has an IEP/504 Plan. Can he/she still attend ZBE?***

*Any student who meets the eligibility criteria may be considered for attendance at ZBE, including students with disabilities. So long as the student anticipates graduating from the 8th grade and meets the math and reading performance criteria, he/she can submit an application for assignment to ZBE. An IEP or Section 504 team meeting is held to review the student's identified special education needs and the ability of the District to meet those needs at ZBE. If the IEP/Section 504 team supports the student's attendance at ZBE, the student will be assigned to the program according to the admission procedures.*

***How do I know if ZBE is a good fit for my student?***

*Both of District 126's high schools have much to offer. Families need to determine which four-year program best meets their needs and aspirations for their students. If a student is academically ready for college preparatory curriculum freshman year, would thrive in a smaller school setting rich in personalization, and enjoys rigorous learning that focuses on real-world problems and integrates coursework, ZBE is a very viable opportunity families should consider.*

***What are the top reasons ZBE students and parents would give for choosing Zion-Benton East for their four-year high school?***

*Personalization... ZBE's smaller learning environment fosters close, supportive relationships amongst students and adults. Twenty-first Century Skills... ZBE's learning environment and expectations prepare students to thrive in today's global society by developing critical skills in knowledge and thinking, written communication, oral communication, collaboration, agency, technology literacy, citizenship, and applied learning.*

***Does ZBE prepare students for college and other post high school opportunities?***

*Absolutely! ZBE's graduation requirements include four years of English, three years of social science, science, and math in addition to other state required courses. Students must complete 22.5 credits in order to earn their high school diploma. The coursework is specifically designed to prepare students well for the workforce, military, vocational school, and/or two or four-year college/university.*

***Do ZBE students pay additional fees?***

*No! ZBE students are assessed the same District 126 fees that students who attend Zion-Benton Township High School pay.*

***My child receives EL Services. Can he/she still attend ZBE?***

*Any student who meets the eligibility criteria may be considered for attendance at ZBE, including students receiving EL Services. So long as the student anticipates graduating from the 8th grade and meets the math and reading performance criteria, he/she can submit an application for assignment to ZBE. An EL team meeting is held to review the student's identified needs and the ability of the District to meet those needs at ZBE. If the EL team supports the student's attendance at ZBE, the student will be assigned to the program according to the admission procedures.*

# Interested in ZBE?

*If you or someone you know is interested in attending  
Zion-Benton East,  
be sure to complete these required steps:*

- ✓ PSAT 8/9 test scores from 8th grade.
  - ✓ Minimum Reading score-PSAT 360
  - ✓ Minimum Math score-PSAT 370
  - ⇒ *If scores are lower, alternative assessments can be considered.*
  - ✓ Minimum Reading score-MAP 208/STAR 538/iReady 600
  - ✓ Minimum Math score-MAP 215/STAR 704/iReady 490
- ✓ Attend one of the orientation meetings with your parents.  
⇒ *(Be sure to sign in!)*
- ✓ If you receive Special Education services or have a 504 plan, meet with the District 126 Director of Special Education and secure a recommendation from the IEP transition team.
- ✓ If you receive English Language services, meet with the District 126 Bilingual Services Team and secure a recommendation.
- ✓ Complete and submit an application prior to the registration deadline.

*For more information, visit is at [www.zb126.org/zbe](http://www.zb126.org/zbe)  
or call ZBE at 847-731-9803*

**We look forward to seeing you in the coming year!**

ZBE is a public four-year high school within the boundaries of  
Zion-Benton Township High School District 126.

**Apply Online!**

Scan this QR code to go to the Online Application.

<https://form.jotform.com/203575815093055>



1634 W. 23rd Street, Zion, Illinois 60099

Phone: 847-731-9800

Web: [www.zb126.org/zbe](http://www.zb126.org/zbe)