Huntley Community School District 158 – Board of Education

Regular Agenda

Date: Thursday, June 20, 2024
Meeting: Regular Meeting with Closed Session
Time: 6:00 PM
Location: District Office
650 Dr. John Burkey Drive
Door 2
Algonquin, IL 60102

Mission Statement: Our learning community will inspire, challenge and empower all students always.
Board of Education Members: President, Mr. Andrew Bittman; Vice President, Mrs. Laura Murray; Secretary, Mr. Paul Troy; Mr. Sean Cratty; Mr. Michael Thompson; Mr. Anthony Quagliano; Mrs. Dana Wiley

Agenda

All times are approximate. D=Discussion, R=Report, A=Action

1. **Call to Order / Roll Call (A)** (Mr. Bittman)
Call to order the Regular Meeting at __ p.m. A quorum must be met.
Roll Call: Ayes / Absent / Motion _____
Members: Mr. Bittman, Mr. Cratty, Mrs. Murray, Mr. Quagliano, Mr. Thompson, Mr. Troy, Mrs. Wiley
2. **Closed Session / Roll Call (A)** (Mr. Bittman)
Move to enter into closed session at __ p.m. as indicated in the Open Meetings Act and 5ILCS120/2c for discussion of: **(1)** The appointment, employment, discipline, performance, or dismissal of specific employees or legal counsel; **(14)** Discussion of minutes of meetings lawfully closed under this Act.
Members: Mr. Bittman, Mr. Cratty, Mrs. Murray, Mr. Quagliano, Mr. Thompson, Mr. Troy, Mrs. Wiley
Roll Call: Ayes / Nays / Absent / Motion _____
    2.1. **Exit or Suspend Closed Session / Voice Call (A)**
    Move to exit or suspend closed session at __ p.m. and return to open session.
    Voice Call: Ayes / Nays / Motion _____
3. **Resume in Public Session / Roll Call (A)** (Mr. Bittman) *approx. 7:00 p.m*.
Resume the Regular meeting at __ p.m.
Members: Mr. Bittman, Mr. Cratty, Mrs. Murray, Mr. Quagliano, Mr. Thompson, Mr. Troy, Mrs. Wiley
Roll Call: Ayes / Absent / Motion _____
    3.1. **Action as Required / Roll Call** (Mr. Bittman)
    Will come from the Board.
    Roll Call: Ayes / Nays /Absent / Motion _____
    Action: Recommendation will come from the Board.
    Members: Mr. Bittman, Mr. Cratty, Mrs. Murray, Mr. Quagliano, Mr. Thompson, Mr. Troy, Mrs. Wiley
4. **Pledge of Allegiance** (Mr. Bittman)
Joseph Zawacki from Marlowe Middle School will lead us in the pledge.
5. **Student Recognition** (Mr. Bittman)
The Huntley High School Girls Track and Field Team finished in 2nd place at the State Meet. The following athletes earned medals:
Sienna Robertson-5th place in Discus, Dominique Johnson-3rd place in Long Jump and 1st place in Triple Jump, Sophie Amin-2nd place in 100 Hurdles, 4x100 Relay team of Sophie Amin, Emmy Byers, K'Leigh Saenz, and Vicky Evtimov with 1st place, and 4x200 Relay of Dominique Johnson, Emmy Byers, K'Leigh Saenz, and Vicky Evtimov with 1st place.
Presented by Jason Monson, Huntley High School Girls Head Track Coach.
Miriam Archer, a student in Advanced CAD class, went to the State IDEA (Illinois Design Educators Association) competition for 3D Architecture. She placed 1st in the regional competition at MCC in March. She competed in the State competition and won 3rd place. She was among approximately twenty other regional 1st and 2nd place winners.
Presented by Dr. Belin, Huntley High School Principal.
The following students competed at the STATE level competition for Special Olympics Illinois in Athletics events, similar to Track & Field:
Luis Martinez-4th place in division M15 softball throw, Parker Goering-2nd place in division M16 softball

throw, Chase Goering-4th place in division M17 softball throw, Gabbi Ford-2nd place in division F6 50M run and 1st place division F8 softball throw.
Presented by Carly Smith, Head Coach and Jennifer Slad, Assistant Coach.

6. **Public Comment** (Mr. Bittman)
As per Policy 2:230, public comment can be made during this portion of the meeting. The members of the public and district employees may comment on or ask questions of the Board, subject to reasonable constraints.

7. **Revision and Adoption of the Agenda / Voice Call (A)** (Mr. Bittman)
Move to adopt the agenda as presented (or with changes).
Action: Adoption of the Agenda.
Voice Call: Ayes / Nays / Motion _____

8. **Superintendent's Report** (R) (Ms. Lombard) **5**
Updates will be provided at this time.
Recommendation: For informational purposes only

8.1. **Donations (R)** (Ms. Lombard)
Jimmy's Charhouse of Elgin - $100.00 to Huntley High School Girls Bowling Team.
Gerald Hackemack - $70.00 to Huntley High School Boys Swimming Team.

9. **Assistant Superintendent of Special Services (R)** (Mrs. Gill) **7**
Updates will be provided at this time.
Recommendation: For informational purposes only.

10. **Director of Communications and Public Engagement (R)** (Ms. Barr)

10.1. **FOIA Requests (R)** (Ms. Barr) **10**
A monthly report on the FOIA requests is provided in the packet.

11. **President's Report** (Mr. Bittman)

11.1. **B-Flation How Good Grades Can Sideline Parents (R)** (Mr. Bittman)
Mr. Bittman will present and discuss this Gallop Poll article.
Recommendation: For informational purposes only.

11.2. **Huntley Education Association Annual Recap (R)** (Brad Aney)
Updates will be provided at this time.
Recommendation: For informational purposes only.

11.3. **Board Discussion (D)** (Mr. Bittman)
The Board will discuss new business items.
Recommendation: For informational purposes only.

12. **Consent Agenda (A)** (Mr. Bittman)
All of the following Consent Agenda items have gone through the Committee of the Whole. Prior to adoption, revisions are presented here.
Roll Call: Ayes / Nays / Motion __
Recommendation: Seeking approval and adoption of the Consent Agenda as follows:

12.1. **Consolidated District Plan (A)** (Dr. MacCrindle) **11**
Dr. MacCrindle is seeking approval of the Huntley 158 Consolidated District Plan, a state-mandated plan to guide the use of federal grants.
Recommendation: Seeking approval of the Board as presented.

12.2. **Dual Credit Intergovernmental Agreement Between MCCEE and Huntley Community Consolidated School District 158 (A)** (Dr. MacCrindle) **68**
Administration is providing an update to minor changes to the approved Intergovernmental Agreement with MCCEE.
Recommendation: Seeking approval by the Board as presented.

12.3. **Elementary Literacy Materials (A)** (Dr. MacCrindle) **83**
Dr. MacCrindle is seeking approval for year one of the roll-out of comprehensive literacy materials from Benchmark Education Company for $155,295.00 for monolingual classrooms and $182,259.00 for all Dual Language classrooms, which were placed on a 30-day review beginning on May 2, 2024.
Recommendation: Seeking approval by the Board as presented.

12.4. **Payables (A)** (Mr. Altmayer) **89**
Mr. Altmayer will seek approval of the Purchase Orders issued at $3,157,684.93; Accounts Payable issued at $18,395.00; and Disbursements issued at $12,593,624.12, as presented.
Recommendation: Seeking approval by the Board as presented.

12.5. **Revenue Contracts (A)** (Mr. Altmayer) **90**
Mr. Altmayer will seek approval of the revenue contracts for various fundraising activities.

Recommendation: Seeking approval of the revenue contracts as presented.

12.6. **Signatories for Bank / Financial Accounts (A)** (Mr. Altmayer) **126**

As per Policy 4.72, two signatories, the Treasurer and Superintendent, are required on Bank / Financial Accounts as indicated. The administration is recommending that Mark Altmayer - CFO/Treasurer and Ms. Jessica Lombard - Superintendent, be approved as signatories for all bank / financial accounts.

Recommendation: Seeking approval of the Board as presented.

12.7. **Designation of Depositories (A)** (Mr. Altmayer) **127**

In accordance with Illinois School Code 105ILCS 5/8-7, Administration provides a listing of official depositories for funds of the School District.

Recommendation: Seeking approval of the Board as presented.

12.8. **Notice of Appointment of Treasurer / Treasurer's Bond (A)** (Mr. Altmayer) **130**

Administration is seeking renewal of Mr. Altmayer for appointment of Treasurer / Surety Bond for the 2024-2025 school year.

Recommendation: Seeking approval of the Board as presented.

12.9. **25-26 School Calendar (A)** (Dr. Zehr) **132**

Dr. Zehr is seeking the approval of the Board of the 25-26 school calendar.

Recommendation: Seeking approval of the Board as presented.

12.10. **Membership Renewal for IASB for 2024-25 (A)** (Ms. Lombard)

The annual IASB membership renewal is due July 1, 2024. The cost for the 2024-25 school year is $17,734. Administration is recommending continuing membership for 2024-2025.

Recommendation: Seeking approval of the Board as presented.

12.11. **Membership Renewal for LUDA for 2024-25 (A)** (Ms. Lombard)

The annual LUDA membership renewal is due July 1, 2024. The cost for the 2024-25 school year is $5,924. Administration is recommending continuing membership for 2024-25.

Recommendation: Seeking approval of the Board as presented.

12.12. **MOU with Sun City (A)** (Ms. Lombard)

Administration is seeking approval of the memorandum of understanding with Sun City.

Recommendation: Seeking approval as presented on June 6, 2024, Closed Session

12.13. **MOU with McHenry County College (A)** (Ms. Lombard)

Administration is seeking approval of the memorandum of understanding with McHenry County College.

Recommendation: Seeking approval as presented on June 6, 2024, Closed Session

12.14. **Policy - Second Reading (A)** (Mr. Bittman) **135**

At the May 16, 2024, BOE meeting, the Policy Committee recommended moving the policies forward for a second reading.

Recommendation: Seeking approval of the second reading of the policies as presented.

12.15. **Minutes (A)** **182**

The following minutes are presented for approval.

May 2, 2024, COW Meeting

May 2, 2024, Closed Session Confidential

May 16, 2024, Regular BOE Meeting

May 16, 2024, Closed Session Confidential

Recommendation: Seeking approval of the Board as presented.

13. **Action Items / Roll/ Voice Call** (Mr. Bittman)

Action items require a motion and a second; discussion if needed; and roll.

13.1. **HR Personnel (A)** (Dr. Zehr) **189**

Seeking approval of the personnel reports provided and reviewed by the Board, which include explanation for resignations, retirements, terminations, employment, contract revisions, and leave requests, as presented.

Recommendation: Seeking approval by the Board as presented.

Roll Call: Ayes / Nays / Motion _____

13.2. **Tentative Draft of the FY25 Budget (A)** Mr. Altmayer **195**

Mr. Altmayer will present the FY25 Tentative Budget & 5-Year Plan for the Board's review.

Recommendation: Seeking approval by the Board as presented.

Roll Call: Ayes / Nays / Motion __

13.3. **Supplemental Purchase Orders and Accounts Payable** (A) (Mr. Altmayer) **254**

Administration recommends approval of the Supplemental Purchase Orders Report at $7,025,348.39 and Supplemental Accounts Payable at $20,758.28 as presented.

Recommendation: Seeking approval by the Board as presented.
Roll Call: Ayes / Nays / Motion _____

13.4. **Bond Issuance - Parameters Resolution (A)** (Altmayer) **300**
Please find attached the Resolution providing for the issue of not to exceed $50,000,000 General Obligation Refunding School Bonds of the District for the purpose of refunding certain outstanding bonds of the District, providing for the levy of a direct annual tax sufficient to pay the principal and interest on said bonds, authorizing the sale of said bonds to the purchaser thereof, and authorizing the execution of an escrow agreement in connection therewith.
Recommendation: Seeking approval of the Board as presented.
Roll Call: Ayes / Nays / Motion __

13.5. **Student Handbooks (A)** (Ms. Lombard) **354**
Administration is recommending approval of the 2024-25 Student Handbooks for all elementary schools, ECC, both middle schools, and the high school, including the Athletic Handbook.
Recommendation: Seeking approval of the Board as presented.
Roll Call: Ayes / Nays / Motion __

13.6. **Kitchen Make-Up Air Unit Replacement at Huntley High School (A)** (Mr. Renkosik) **622**
Mr. Renkosik will present the Cooperative Purchasing Network contract price for the replacement of the Kitchen Make-Up Air Unit at Huntley High School.
Recommendation: Seeking approval of the Board as presented.
Roll Call: Ayes / Nays / Motion _____

14. **Public Comment** (Mr. Bittman)
As per Policy 2:230, public comment can be made during this portion of the meeting. The members of the public and district employees may comment on or ask questions of the Board, subject to reasonable constraints.

15. **Adjournment (A)** (Mr. Bittman)
Members: Mr. Bittman, Mr. Cratty, Mrs. Murray, Mr. Quagliano, Mr. Thompson, Mr. Troy, Mrs. Wiley
Motion to adjourn the meeting at __ p.m.
Voice Call: Ayes / Nays / Motion _____

HUNTLEY
COMMUNITY SCHOOL DISTRICT 158

Huntley Community School District 158

650 Dr. John Burkey Drive
Algonquin, Illinois 60102
(847) 659-6158 • www.huntley158.org

Date: June 20, 2024
To: Board of Education
From: Ms. Jessica Lombard, Superintendent
Subject: **Superintendent Updates**

This memo aims to provide information or highlight updates on various work or projects within the Superintendent's office or district as a whole.

Strategic Planning

On June 5 and 6, 2024, I had the opportunity to attend a Superintendent's roundtable through EAB. There were two main areas of focus for this roundtable: Generative AI and the Future of Learning and Building a High Performing District. Dr. MacCrindle and I had previously had discussions with EAB around the tenants of effective systems and shared some of the components we have in place within Huntley158. Through the discussions at the roundtable, EAB rolled out their Blueprint for High Performing Districts, along with research supporting each component of the blueprint. One area that resonated with me was How to Define Success and Set Relevant High-Impact Priorities for the district; Strategic Planning if you will. This next year we will be completing year 5 of our current plan and begin to plan for the next iteration of Huntley 158's Strategic Plan. Mrs. Barr and I have begun reviewing different ways to carry out the gathering feedback from stakeholders as we build the next plan. One component that I feel we can begin early on in the process is gaining feedback and developing a **Portrait of a Graduate**. Defining what we want Huntley 158 graduates to look like, characteristics to possess, will guide much of the rest of the plan and strengthen decision making processes within the district. We plan to bring information and a timeline of this process to the Board of Education in Early Fall.

Partnerships

Huntley 158 has partnered with a variety of research organizations such as EAB and Hanover Research in the past on a variety of projects identified in our Strategic Plan. These research organizations have provided high-quality research, analytics and consultation that have assisted the district in making informed decisions around key performance indicators. As the district continues to identify areas of focus such as middle school scheduling, math performance, strategic planning, attendance, behavior management, retaining and recruiting high quality educators, etc. we will review these potential partnerships and how they may be able to assist with research on various topics or how they may analyze our ROI or program effectiveness in different areas. Contracts will be brought or shared with the board if partnerships will be continued for the 2024-25 school year.

Chronic Absenteeism/Attendance Campaign

Work continues in this area and we look forward to bringing a robust presentation to either the August Committee of the Whole or August Regular Board meeting.

Administrative "BootCamp"

The summer months in the district office and with our larger leadership team are busy with planning for the upcoming school year. Part of this planning involves professional development for our administrators. The Learning and Innovation team leads various trainings throughout the summer on identified areas that will support targeted topics during the school year. July 29-August 2, 2024 we will also have a week-long "bootcamp" that is currently being planned that will kick off the key areas of focus for the 2024-25 school year. It is during this time that we also collectively collaborate on KPIs for the 2024-25 Strategic Plan. Information will be shared as this week is planned out.

650 Dr. John Burkey Drive
Algonquin, Illinois 60102
(847) 659-6158 • www.huntley158.org

ComEd Rebate

Last week the District received notice from ComEd that we will receive an additional rebate check of $63,019 associated with the ComEd Electric Vehicle Rebate Program. Last month, as part of this same program, the District received a $300k rebate related to the current 4 electric buses the district owns, offsetting the local funding used to purchase these buses. This rebate check offsets the local dollars spent on the chargers and charger infrastructure. We should receive this check in the coming week.

Recommendation

This report is for information only.

HUNTLEY
COMMUNITY SCHOOL DISTRICT 158

Huntley Community School District 158

650 Academic Drive
Algonquin, Illinois 60102
(847) 659-6158 • www.huntley158.org

Date: June 20, 2024
To: Board of Education
From: Ms. Deanna Gill, Assistant Superintendent for Special Services
Cc: Ms. Jessica Lombard, Superintendent
Subject: **Special Education Updates**

Executive Summary

This memo aims to provide information on continued work to support special education in Huntley Community School District 158.

Highlights

- Special Olympics
  - Our Huntley Hurricanes state qualifiers participated in the 2024 Summer Special Olympics Summer Games. The Summer Games is a three-day event held June 7-9 2024 in Bloomington-Normal. Summer Games includes more than 15,000 participants, including more than 3,500 athletes and Unified partners, 1,250 coaches, 1,200 volunteers, and 10,000 families and friends.
  - The following athletes placed:
    - Luis Martinez-4th place in division M15 softball throw
    - Parker Goering-2nd place in division M16 softball throw
    - Chase Goering-4th place in division M17 softball throw
    - Gabbi Ford-2nd place in division F6 50M run and 1st place division F8 softball throw
- AAC Boards
  - Playground Communication structures have been installed at each of our ECC and elementary school playgrounds. A total of 7 boards were installed across the district. These structures provide overt communication support for our students with significant communication needs, it will benefit **ALL** students. These universal Playground Communication structures will solicit and encourage interactions among students and normalize communication differences. In addition, they will promote AAC and communication awareness and foster a culture of meaningful inclusion in our district.

FY25 IDEA Grant

Our FY25 IDEA Grant funds are for purchases dated July 1, 2024-June 30, 2025. As outlined in our district's Consolidated District Plan, we will utilize funds from the IDEA grant for purchases to support special education through many purchases including professional development, curriculum and specialized instructional tools/resources. These purchases will support our continued commitment to special education in Huntley and reflect the needs outlined in our KPI outcomes. Below is an overview of some of the purchases that we anticipate bringing forward to the July 2024 BOE meeting.

Focus Area	Summary	
PD	**Easterseals (contract)*** Easterseals provides essential services and on-the-ground support to school districts in order to enhance K-12+ special education supports, early childhood programs, autism services, medical rehabilitation, and more. Their public education, policy, and advocacy initiatives positively shape perceptions and address the urgent and evolving needs of the one in four Americans living with disabilities today. The Easterseals team of experts are dedicated to empowering people with disabilities, families, and communities to be full and equal participants in society.	

650 Academic Drive
Algonquin, Illinois 60102
(847) 659-6158 • www.huntley158.org

	Easterseals Summer professional development: July 31, 2024 <u>Structuring Effective Instruction</u> Engaging and hands-on professional development session to provide teachers with practical strategies and techniques for integrating principles of structured teaching and related strategies to meet the unique needs of students with autism and other special education needs. By implementing effective instructional frameworks and incorporating individualized supports, teachers can create a structured and inclusive learning environment that promotes engagement, participation, and academic success for students with specialized instructional needs. **Infinitec (contract)** Infinitec is the assistive technology program of UCP Seguin of Greater Chicago. Assistive technology is any device that accomplishes a task for someone who cannot achieve it naturally. Examples range from synthetic voice for speech to wheelchairs for mobility to reading programs that aid people with learning disabilities or blindness. Our partnership with Infinitec provides us with comprehensive resources, including state of the art professional learning, technical support and services to support our staff and student specialized learning needs. **Goalbook** Goalbook is a specialized toolkit for special educators to use in the development of high quality IEPs to support specially designed instruction that supports the unique learning needs of our students receiving special education services. Goalbook services include: • 1 day of remote or onsite professional development led by Goalbook • 1 mid-year remote or onsite consultation/PD for a comprehensive review and to ensure implementation goals are met • Access to ongoing webinars that feature a variety of content areas to build teacher capacity for improving instructional practice • Analytics services for leadership upon request • Dedicated Goalbook Success team member to work in partnership with district and school implementation leads throughout the year • Dedicated Goalbook help desk and technical support **Anticipated contract renewal with:** Easter Seals* Goalbook* **Anticipated licensing agreements continued with:** Infinitec
Curriculum	**Unique Learning Systems** Unique Learning System is a one-of-kind solution designed specifically to help students with special learning needs master their state's extended standards. From one convenient, cloud-based platform, educators deliver differentiated, standards-aligned content enhanced by powerful assessments, data tools, and evidence-based instructional support. Students from pre-K through transition have the advantage of consistent, high-quality instruction, a motivating interactive learning environment, engaging symbol support, and a path to independence.

650 Academic Drive
Algonquin, Illinois 60102
(847) 659-6158 • www.huntley158.org

	Anticipated licensing agreements continued with: Unique Learning Systems
Specialized Instructional tools and resources	**Embrace** Our IEP software used for special education tracking and reporting **Easterseals (contract)*** ***Easterseals Classroom Setup for 24-25 school year*** Expert coaches work collaboratively on site with district staff for up to 6 hours to set up the physical environment; create meaningful visual supports; and teach the importance of a structured environment to promote independence and success at school. **Anticipated contract renewal with:** Embrace Easter Seals*

***Anticipated >$35,000.00**

LIGHT Program Updates

- Lease agreement for Vine Street
- Delivery of wheelchair accessible van that was approved for purchase in November, 2023 will be delivered in July, 2024

Recommendation

This report is for information only.

D158 FOIA Report as of 6/12/2024									
Request #	**Date Rec'd**	**Type**	**Requested by:**	**Request:**	**Status:**	**Date Completed:**	**Time Spent Preparing**	**Approx. Cost to D158**	**Notes**
2024-13	5/10/24	Email	John Elias	"I would love to have a copy of the school video and activity bus video recorded on 5/10/2024 for my son Alan Elias since my son (student of Huntley High School) had a fight with another student and he is required to appear in court."	Completed	5/1/24	1	$60	
2024-14	5/30/24	Email	Jessica Rosales	"We are partnering with McHenry County College on a compensation project for their staff and management roles. We are requesting the following compensation information by incumbent: Current title Current rate of pay (hourly) FTE Annual Hours If you are unable to provide incumbent pay, please provide us a copy of your current pay schedule including position titles and pay ranges."	Completed	6/3/24	1	$60	

HUNTLEY
COMMUNITY SCHOOL DISTRICT 158

Huntley Community School District 158

650 Dr. John Burkey Drive
Algonquin, Illinois 60102
(847) 659-6158 • www.huntley158.org

Date: June 20, 2024

To: Board of Education

From: Dr. Amy MacCrindle, Assistant Superintendent for Learning & Innovation

Cc: Ms. Jessica Lombard, Superintendent

Subject: **Consolidated District Plan Approval**

Executive Summary

The Illinois State Board of Education has consolidated the federal formula grant application and management process, aiming to provide more efficient technology for grant management, and better support planning and grant management with multiple funding sources. All districts that intend to submit an application for one of the 13 federal grants included in the Consolidated District Plan must have an approved plan with iSBE before submitting the grant application. State grants are not included in the Consolidated District Plan at this time.

Allocation amounts for each grant are based on demographics and numbers of students in key groups (free/reduced lunch, ESL/bilingual, students with IEPs, or total population), depending on the purpose of the grant. A list of the intended federal grant applications for Huntley 158 is included below:

Federal Formula Grant	Huntley 158 Applies for Grant
Title I, Part A – Improving Basic Programs	**YES**
Title 1, Part A - School Improvement Part 1003	**NO**
Title I, Part D – Delinquent Children	**NO**
Title I, Part D – Neglected Children	**NO**
Title I, Part D –State Neglected/Delinquent	**NO**
Title II, Part A – Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders	**YES**
Title III – Language Instruction Education Program	**YES**
Title III – Immigrant Student Education Program	**NO**
Title IV, Part A – Student Support and Academic Enrichment	**YES**
Title V, Part B – Rural and Low-Income Schools	**NO**
IDEA, Part B Flow-Through	**YES**
IDEA, Part B Preschool	**YES**
ARP-ESSER III (Elementary and Secondary School Emergency Relief III)	**NO**

The Consolidated District Plan application must be approved by the Board of Education, then submitted to ISBE and approved prior to any of the formula grant applications being approved for use in FY25.

650 Dr. John Burkey Drive
Algonquin, Illinois 60102
(847) 659-6158 • www.huntley158.org

The attachment contains the printed version of the Consolidated District Plan for consideration and approval by the Board of Education. Please note that for some categories, the grant automatically includes prior language and the home addresses of members of the Bilingual Parent Advisory Committee have been omitted for this board packet.

The main revisions this year included:

- Identifying more specifically the intent of the use of funds for title grants
- Connecting the needs assessment to the district strategic plan
- Updating terms for accuracy and relevance throughout the application

Upon approval by the Huntley District 158 Board of Education on June 20, 2024, the plan will be submitted for approval to the Illinois State Board of Education on June 21, 2024

Recommendation

The Administration recommends that the Board of Education approve the Huntley 158 Consolidated District Plan as presented.

Close Printer Friendly Page

Applicant: Huntley Community School District 158 **County:** McHenry

Application: 2024-2025 Consolidated District Plan - 00
Cycle: Original Application

Project Number: 25-CDP-00-44-063-1580-22

Consolidated District Plan

Printer-Friendly
Click to Return to Application Select

Needs Assessment and Programs

Instructions

1. Consolidated planning includes how anticipated programs will be funded. Indicate below for which programs the LEA anticipates receiving funding for school year 2024-2025.* [1]

NOTE: All funding sources should be reviewed after October 1, and the plan should be amended and resubmitted to ISBE if funding sources have been added or removed due to actual grant awards.

- [x] Title I, Part A - Improving Basic Programs
- [ ] Title I, Part A - School Improvement Part 1003
- [ ] Title I, Part D - Delinquent
- [ ] Title I, Part D - Neglected
- [ ] Title I, Part D - State Neglected/Delinquent
- [x] Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- [x] Title III - Language Instruction Educational Program (LIEP)
- [ ] Title III - Immigrant Student Education Program (ISEP)
- [x] Title IV, Part A - Student Support and Academic Enrichment
- [ ] Title V, Part B - Rural and Low Income Schools
- [x] IDEA, Part B - Flow-Through
- [x] IDEA, Part B - Preschool

2. Describe how the LEA will align federal resources, including but not limited to the programs in the CDP, with state and local resources to carry out activities supported in whole or in part with funding from the programs selected.* [2] For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs. *DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.*
([count] of 7500 maximum characters used)

The LEA will align federal resources with state and local resources in all programs to carry out the activities funded by the programs. Federal resources will be aligned in each program, as follows:

Title I Part A: Title 1 needs center around the universal tier of learning and supplemental intensive tiers of supports for at-risk students.
Title 2 Part A needs focus on increasing rigor and supports of the Universal Tier of Instruction for literacy and math, as well as a strategic reset of professional learning communities (PLCs) to lead data-driven discussions.
Title 3, Part A needs focus on aligning language supports for EL learners to Tier 1 instruction through incorporation of training and materials as well as providing support to families. These resources will be aligned with local resources in that local resources support Tier One, the core instructional program, which includes all EL students and bilingual students.
Title 4 Part 1: Title 4 funds will focus on supporting at risk students with social emotional learning needs, leading to increased academic performance. A specific focus will be on Kindergarten and ensuring the integration of a play-based approach to learning
IDEA Part B - Flow-Through: The LEA will align IDEA Part B Flow-Through funds with local funds to provide FAPE for students with IEPs through the delivery of specialized instruction and services. The services will include assistive technology devices, non-certified special education paraprofessionals and clerical staff, training/professional development, related services assessments, supplies, materials, classroom materials, curriculum, adaptive seating, and instructional tools. In addition, IDEA Part B Flow-Through funds will enhance individual professional development plans and program development to support students with needs in the areas of trauma and self-regulation. As well as, best

practices in specialized instruction for both low-incidence and high-incidence disabilities. The LEA works with the fiscal department to ensure a balanced budget, meeting maintenance of effort (MOE), and expenditure reports are up-to-date. This is accomplished through bi-weekly meetings with the finance department to ensure funds are not supplanting local dollars for our students with IEPs. Ongoing needs assessment of activities for teachers includes surveys, interviews, team meetings, and staff requests to meet the student's IEP needs. The LEA works collaboratively with all stakeholders to ensure the process is communicated effectively and that all stakeholders have access to the funds to meet their student's needs.
IDEA Part B - Preschool: The LEA will align IDEA Part B Preschools funds with local funds to provide FAPE for students with IEPs through the delivery of specialized instruction and services. The services will include training/professional development and materials for professional growth, supplies, materials, classroom materials, curriculum, and instructional tools. The LEA works with the fiscal department to ensure a balanced budget, meeting MOE, and expenditure reports are up-to-date. This is accomplished through meetings with the finance department to ensure funds are not supplanting local dollars for our students with IEPs. Ongoing needs assessment of activities for teachers includes surveys, interviews, team meetings, and staff requests to meet the student's IEP needs. The LEA works collaboratively with all stakeholders to ensure the process is communicated effectively and that all stakeholders have access to the funds to meet their student's needs.

Response from the approved prior year Consolidated District Plan. **Old version of application**
The LEA will align federal resources with state and local resources in all programs in order to carry out the activities funded by the programs. Federal resources will be aligned in each program, as follows:
Title I Part A: Intervention for at-risk students is a program that is partially funded by the district, with extension funding via Title I Part A. Extension resources provided by Title I Part A include personnel to deliver enhanced interventions for at Risk students. In addition, Title I Part A funds will enhance professional development related to professional development and program development for elementary literacy, a core district focus that will have increased impact on at-risk students.
Title I, Part A - School Improvement Part 1003: School Improvement Part 1003 will focus on supporting professional development initiatives created during the planning year implementation to support targeted designation for multilingual learners in the district.
Title II Part A:Title II Part A will focus on supporting professional development in the area literacy, a core district focus that will have increased impact on at-risk students.
Title III, Part A: Title III Part A funds focus on support of English Language Learners and bilingual students, to enrich their experience and support their achievement. Funds will be spent on professional learning experiences for teachers, supplemental materials for students, and parent materials. These resources will be aligned with local resources in that local resources support Tier One, the core instructional program, which includes all EL students and bilingual students.
Title IV Part A: Title IV Part A funds will focus on supporting social emotional learning standards implementation for at-risk students. Social Emotional Learning is a focus of the district, and federal program funds will be allocated to enhance district and community supports
IDEA Part B - Flow Through: The LEA will align IDEA Part B Flow Through funds with local funds to provide FAPE for students with IEPs through the delivery of specialized instruction and services. The services will include assistive technology devices, non-certified special education paraprofessionals and clerical staff, trainings/professional development, related services assessments, supplies, materials, classroom materials, curriculum, adaptive seating, and instructional tools. In addition, IDEA Part B Flow Through funds will enhance individual professional development plans and program development to support students with needs in the areas of trauma and self-regulation. As well as, best practices in specialized instruction for both low incidence and high incidence disabilities. The LEA works with the fiscal department to ensure a balanced budget, meeting MOE, and expenditure reports are up-to-date. This is accomplished through bi-weekly meetings with the finance department to ensure funds are not supplanting local dollars for our students with IEPs. Ongoing needs assessment of activities for teachers include surveys, interviews, team meetings, and staff requests in order to meet the students IEP needs. The LEA works collaboratively with all stakeholders to ensure the process is communicated effectively and that all stakeholders have access to the funds to meet their student's needs.
IDEA Part B - Preschool: The LEA will align IDEA Part B Preschools funds with local funds to provide FAPE for students with IEPs through the delivery of specialized instruction and services. The services will include trainings/professional development and materials for professional growth, supplies, materials, classroom materials, curriculum, and instructional tools. The LEA works with the fiscal department to ensure a balanced budget, meeting MOE, and expenditure reports are up-to-date. This is accomplished through meetings with the finance department to ensure funds are not supplanting local dollars for our students with IEPs. Ongoing needs assessment of activities for teachers include surveys, interviews, team meetings, and staff requests in order to meet the students IEP needs. The LEA works collaboratively with all stakeholders to ensure the process is communicated effectively and that all stakeholders have access to the funds to meet their student's needs.
ARP-ESSER III- Funds will provide our district help to sustain the safe operation of schools and address the impact of the COVID-19 pandemic on the nation's students supplementing district's efforts and initiatives.

3. Will the LEA braid funding?*

Indicate the funds that will be braided, and list the programs or initiatives that will be supported by braiding. If no programs/initiatives are supported by braiding, enter N/A in the text field.

If No Braiding is selected, additional fund sources will not be checked.

- [x] No Braiding
- [ ] Title I, Part A - Improving Basic Programs
- [ ] Title I, Part A - School Improvement Part 1003
- [ ] Title I, Part D - Delinquent
- [ ] Title I, Part D - Neglected

- [ ] Title I, Part D - State Neglected/Delinquent
- [ ] Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- [ ] Title III - Language Instruction Educational Program (LIEP)
- [ ] Title III - Immigrant Student Education Program (ISEP)
- [ ] Title IV, Part A - Student Support and Academic Enrichment
- [ ] Title V, Part B - Rural and Low-Income Schools
- [ ] IDEA, Part B - Flow-Through

N/A

4. Will the LEA hybrid-blend Title II and/or Title IV funding?*

Indicate all that apply, and list the programs or initiatives that will be supported by hybrid blending. If no programs/initiatives are supported by the full/partial transfer of funds, enter N/A in the text field.

If No Transfer of Funds is selected, additional hybrid blending options will not be checked.

- [x] No Transfer of Funds
- [ ] Title II to Title I
- [ ] Title IV to Title I
- [ ] Title II to Title IV
- [ ] Title IV to Title II

N/A

5. Provide a Summary of the LEA's Needs Assessment.*

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

The LEA's (Local Education Agency) Needs Assessment highlights several critical areas aligned with three key goals of the Huntley 158 Strategic Plan: ensuring all students achieve personal growth and development, preparing them to meet lifelong goals, and providing safe, supportive learning environments. This comprehensive needs assessment involves various instruments and processes, including internal surveys, discipline data for at-risk students, and evaluations of current practices across Tier 1, 2, and 3 support levels based on academic and social-emotional learning data. Student input, along with an analysis of curricular practices, academic data, and behavioral data, is also considered. Data collection is facilitated through the 5Essential Survey and internal system audits, combining external tools and internal monitoring for a thorough understanding of needs. The assessment activities emphasize the need for continuous collaboration among administrative, instructional, and related services personnel to ensure that the needs of all students are met through appropriate curriculum, materials, interventions, and services. These efforts are aimed at enhancing student achievement, closing gaps, and ensuring compliance with educational standards and IEP goals.

Legislative References:

[1] Title I, Part A, Reference Section 1112(a) (1)

[2] Title I, Part A, Reference Section 1112(a) (1)

*Required field, applicable for all funding sources

Close Printer Friendly Page

Applicant: Huntley Community School District 158
Application: 2024-2025 Consolidated District Plan - 00
Cycle: Original Application

Project Number: 25-CDP-00-44-063-1580-22

County: McHenry

Consolidated District Plan

Printer-Friendly
Click to Return to Application Select

Needs Assessment Impact

1. Indicate which of the instruments below were used in the LEA needs assessment process.*

- A. ☑ School and/or district report card(s)
- B. ☑ Five Essentials Survey
- C. ☑ Student achievement data (disaggregated by student groups)
- D. ☑ Current recruitment and retention efforts and effectiveness data
- E. ☑ Professional development plan(s)
- F. ☑ School improvement plan(s)
- G. ☐ ESSA site based expenditure data
- H. ☐ ED School Climate Survey (EDSCLS)
- I. ☐ CDC School Health Index
- J. ☐ National School Climate Center
- K. ☐ ASCD School Improvement Tool
- L. ☐ Illinois Quality Framework and Supporting Rubric
- M. ☑ Other

List and describe other instruments and/or processes that were used in the needs assessment.The LEA's (Local Education Agency) Needs Assessment encompasses key areas revolving around three of the Huntley 158 Strategic Plan Goals: All students achieve personal growth and development, are prepared to achieve their lifelong goals, and learn in environments that are safe, secure, and supportive. Assessment involves utilizing internal surveys, discipline data for at-risk students, and an evaluation of current practices across Tier 1, 2, and 3 support levels rooted in academic and social emotional learning data. Additionally, student input as well as an analysis of curricular practices, academic data, and behavioral data is considered.

It's noteworthy that the data collection for these assessments is facilitated through the 5Essential Survey and internal system audits, suggesting a reliance on comprehensive external tools and internal monitoring processes to gather essential information. This approach aims to provide a thorough understanding of the intended goals.

2. For each program for which funding is anticipated, provide a summary of the needs assessment results. Include the program goal(s) identified through the need process, as applicable.* Writing space appears if a program was selected on the Needs Assessment and Programs page; to make changes in program funding, re page, revise, save the page, and return to this page.

i. Identify areas of need related to student achievement, subgroup performance, and resource inequities.

ii. Include any additional information relevant to this planning document. Provide targeted responses where noted.

iii. Describe how the needs assessment information will be used for identifying program goals and planning grant activities for each program as applicable.

A. Title I, Part A - Improving Basic Programs

Needs assessment results for Title I indicated the following needs: Enhanced intervention supports for at-risk students, in the form of intervention support. Program revision for literacy and math, to evidence based curriculum and aligned instructional practices, to enhance instruction for at-risk students, and to close the achievement gap. Areas of identified need related to student achievement i interventions so that all students can meet or exceed grade-level expectations. Interventions are designed to assist all students identified through data as at-risk, including students in all subgroups. program goals of providing enhanced intervention, professional learning, and program review related to literacy and math programming and organization of instruction, and materials that are cultura level appropriate for at-risk students.

B. Title I, Part A - School Improvement Part 1003

C. Title I, Part D - Delinquent

D. Title I, Part D - Neglected

E. Title I, Part D - State Neglected/Delinquent

F. Title II, Part A - Preparing, Training, and Recruiting

Also identify needs assessment results, including programs and activities planned as a result of the needs assessment, a description of strategies for closing gaps, and key professional development opportunities for teachers and principals.

The professional learning needs assessment results have identified several key areas for development and improvement: a focus on enhancing the Universal Tier of Instruction with increased rigor ar emphasis on Math and Literacy, supporting teachers with new materials K-12. A strategic reset of Professional Learning Communities (PLCs) with the goal of empowering staff in leading data-driven addressing student learning needs, will occur. Additionally, a need to hone in on specifically designed instruction is essential, thus enhancing instruction and improving student achievement for at-risk students in all subgroups. These needs will drive program goals of providing professional learning and program review related to literacy programming and organization of instruction. Professional lea achievement gaps and raising student achievement will center around instructional design in these areas.

G. Title III - LIEP

Needs assessment results for Title III indicated the following needs: Enhanced professional practices related to supporting English Learners in the Tier One classroom related to instructional strategie acquisition. Materials to support instruction aligned to the language support needs of students is essential. Strengthening our community and family engagements about promoting multilingualism in English Learners, and professional development about learning through a biliteracy model for parents.

H. Title III - ISEP

I. Title IV, Part A - Student Support and Academic Enrichment

Also provide information for Title IV-A programs and activities planned as a result of needs assessment that align with the Title IV-A budget.

Needs assessment results for Title IV indicated the following needs: Enhanced professional practices related to supporting at-risk students in the Tier One classroom related to supporting social emot resulting in increased academic performance. Additionally, enrichment opportunities for students will be considered as well as a specific focus on integrating a play based approach in Kindergarten. M instruction in social-emotional learning at the Tier One and Tier Two levels. Areas of identified need related to student achievement include providing Tier One and Tier Two instruction so that all stud exceed expectations for social-emotional learning standards. Programs and activities will include the use of materials to support learning, the development of support structures within schools to add professional development related to meeting these needs.

J. Title V, Part B - Rural and Low Income Schools

K. IDEA, Part B - Flow-Through [1]

Needs assessment results for IDEA, Part B-Flow-Through indicate the following needs: Enhanced professional practices to improve specially designed instruction for students with low-incidence disab emotional/behavioral regulation. Instructional materials to support student deficits as determined by student IEPs. Continued engagement and education of parents who have students with IEPs on t supporting the transition to the post-secondary setting, supporting a child with special needs in the education setting, and understanding the delivery of special education services. The needs assessr utilization is an ongoing process that is completed by the district's pupil personnel team. The team works collaboratively to identify staffing and program requirements for students. Administrative, in related services personnel have team discussions that incorporate school improvement plans, technology plans, and special education evidence-based best practices such that the needs of each stud met. These discussions include the need for specific curriculum, materials/supplies, interventions, technology, and services so that IEP goals and services that are outlined in the IEP can be adequate compliance. Needs assessment activities have also included discussion regarding the need to continue out-of-district placements as our last option for students and determining which students can tr district for local programming/LRE.

L. IDEA, Part B - Preschool

Needs assessment results for IDEA, Part B-Preschool indicate the following needs: Enhanced professional practices to improve specially designed instruction for students in an inclusive instructional s materials to support student deficits as determined by student IEPs-Continued engagement and education of parents who have students with IEPs on topics including; supporting a child with special setting, and understanding the delivery of special education services. The needs assessment for grant utilization is an ongoing process that is completed by the district's pupil personnel team. The te collaboratively to identify staffing and program requirements for students. Administrative, instructional, and related services personnel have team discussions that incorporate school improvement pl and special education evidence-based best practices such that the needs of each student can be properly met. These discussions include the need for specific curriculum, materials/supplies, interven services so that IEP goals and services that are outlined in the IEP can be adequately addressed and in compliance. Needs assessment activities have also included discussion regarding the need to c placements as our last option for students and determining which students can transition back to the district for local programming/LRE.

Legislative Requirement:
[1] IDEA - 23 IAC Section 1.420(q)

*Required field, applicable for all funding sources selected

Close Printer Friendly Page

Applicant: Huntley Community School District 158
Application: 2024-2025 Consolidated District Plan - 00
Cycle: Original Application

Project Number: 25-CDP-00-44-063-1580-22

County: McHenry

Consolidated District Plan

Printer-Friendly
Click to Return to Application Select

Stakeholder Involvement

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal

ISBE Goals:

- [x] Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a success paying special attention to addressing historic inequities.
- [x] Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique acad needs of each and every child.
- [x] Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to education that meets their needs.

District Goal(s):

- [x] Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

To consistently enhance student growth and achievement, create safe, healthy, and nurturing environments conducive to learning and wellness, and attract, support, develop, and retain the best

1. Select the types of personnel/groups that were included in the planning process (required stakeholders for various programs as footnoted below).* Check all that apply.

- A. [x] Teachers (1,7,8)
- B. [x] Principals (1,7,8)
- C. [x] Other school leaders (1,8)
- D. [x] Paraprofessionals (1)
- E. [x] Specialized instructional support personnel (1,2,3,4,8)
- F. [ ] Charter school leaders (in a local educational agency that has charter schools) (1)
- G. [x] Parents and family members of children in attendance centers covered by included programs (1,2,3,4,7,8)
- H. [ ] Parent liaisons
- I. [x] Title I director (1)
- J. [x] Title II director (1)
- K. [x] Bilingual director (1,6,8)
- L. [x] Title IV director (1)
- M. [x] Special Education director
- N. [ ] Guidance staff
- O. [x] Community members and community based organizations (7)
- P. [ ] Business representatives (2,3,4)
- Q. [ ] Researchers (7)
- R. [x] Institutions of Higher Education (7)
- S. [ ] Other - specify
- T. [ ] Additional Other - specify

Program Footnotes:

1 = Title I, Part A - Improving Basic Programs
2 = Title I, Part D - Neglected
3 = Title I, Part D - Delinquent
4 = Title I, Part D - State Neglected/Delinquent
5 = Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
6 = Title III, including LIEP and ISEP
7 = Title IV, Part A - Student Support and Academic Enrichment
8 = EL - BSP

2. Articulate how the LEA consulted with the stakeholders identified above in the development of this plan. Describe how stakeholders' input impacted the final plan submission, as well as references to particular meetings. Note that documentation of stakeholder engagement may be requested during monitoring; keep documentation on file. [1]**

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

The development of the Consolidated District Plan involved a comprehensive and inclusive approach, engaging diverse stakeholders, including teachers, parents, and administrators. Initiatives like the Special Education Parent and Committee Surveys, along with a student survey on social-emotional learning, captured specific insights shaping the plan.

Administrative perspectives were gathered through meetings with key figures like the Assistant Superintendents, principals, and directors. Focused sessions with

various groups, such as multilingual families, BPAC, SEAC, and others, provided targeted insights to address diverse student needs.

Equity considerations were integrated through participation in the Equity Steering Committee and Teacher of Color Affinity Groups. The RAD Student Council and the 5 Essentials Survey enriched the planning process by incorporating essential factors influencing the learning environment.

The Consolidated District Plan emerged from a collaborative and inclusive process, drawing insights from diverse stakeholders and meetings. This engagement significantly influenced the final plan, addressing the multifaceted needs of the entire school community. The LEA remains committed to documenting stakeholder engagement for ongoing monitoring and continuous improvement.

Response from the prior year Consolidated District Plan. Old version of application

Various stakeholders were consulted in the creation of the Consolidated District Plan. Stakeholders consulted included the following: Teachers, Principals, School Leaders, Paras, Specialized Instructional Support Personnel, Parents from included attendance centers, Title I, II, IV directors, Bilingual directors, Special Education Director, Community Members and Community Based Organizations, Researchers, Institutions of Higher Education. Input from the various stakeholders helped to inform various sections of the plan to ensure it will meet the needs of the various populations represented in the school community.

The following meetings or communication occurred:
-Parent Survey
-Staff Survey
-Special Education Parent Survey
-Special Education Committee Survey
-Curriculum Committee, including teachers, school leaders, principals.
-Teacher and Para-Professional survey, social-emotional learning
-Student survey, social-emotional learning
-Assistant Superintendent, Title I/II/IV Coordinator, Bilingual Director, Special Education Director.
-Multilingual families, parents of gifted students, parents of some at risk students
-Superintendents and community members
-BPAC meeting
-SEAC
-RTI Facilitator and Interventionist meeting
-Equity Action Coalition
-Teacher of Color Design Studio
-HEA/HESPA (Union) surveys
-RAD Student Council
-5 Essentials Survey

3. Describe the approaches the district will use to include parents and family members in the development of LEA plans, so that the plans and related activities represent the needs of varied and diverse populations. [2]**

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

District 158 believes that parents and family members are important to the academic growth of a student. District 158 seeks to include parents and families in the development of the plans and related activities. Parents, along with other key stakeholders, will be invited to participate in a needs assessment to develop a current understanding of the needs of at-risk students in District 158. Parents who are unable to participate in the needs assessment meetings will be offered to meet with the Title I coordinator separately or to provide written feedback that will be used in the development of the targeted plan. Reports of progress are provided after each data cycle for parents to develop a clear understanding of the student's progress and to be able to provide an opportunity for feedback to the school's staff.
In addition to feedback that is provided to parents throughout the school year, parents will be offered materials and resources to support students at home. Resources will be made available to at-risk students in the Title I schools.

Response from the prior year Consolidated District Plan. Old version of application

District 158 believes that parent and family members are important to the academic growth of a student. District 158 seeks to include parents and families into the development of the plans and related activities. Parents, along with other key stakeholders, will be invited to participate in a needs assessment to develop a current understanding of the needs of at risk students in District 158. Parents who are unable to participate in the needs assessment meetings will be offered to meet with the Title I coordinator separately or to provide written feedback that will be used in the development of the targeted plan. Reports of progress are provided after each data cycle for parents to develop a clear understanding of the students' progress and to be able to provide an opportunity for feedback to the school's staff.
In addition to feedback that is provided to parents throughout the school year, parents will be offered materials and resources to support students at home. Resources will be made available to at-risk students in the Title I schools

4. Describe the activities/strategies the LEA will implement for effective parent and family engagement. This includes a description of any activities/strategies that will be implemented for effective English learner and immigrant parent family engagement, as applicable. [3]**

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

This year most activities were conducted in person. Activities and strategies for effective parent and family engagement include:
-Parent meetings with families from at Title I schools for the purpose of providing feedback, ideas, and collaborative planning;
-Bi-monthly meetings with bilingual parents related to student needs- MPAC
-Outreach to families with first-generation college-bound students at Huntley High School
-Special Education Action Committee
-Teacher of Color Affinity Groups

Response from the prior year Consolidated District Plan.

This year most activities were conducted in a hybrid model, small groups in person and via Zoom. Activities and strategies for effective parent and family engagement include:
-Parent University sessions targeted to key topics for at risk students
-Parent meetings at Title I schools for the purpose of providing feedback, ideas, and collaborative planning
-Bi-Monthly meetings with bilingual parents related to student needs
-Outreach to families with first generation college bound students at Huntley High School
-Regular communications from Title I schools about key programs and goals
-Special Education Action Committee
-Use of communication platform OTUS for enhanced parent communication at the elementary level continues its implementation. Parents will see student portfolios, messages from teachers, and will interact with student progress.
-Teacher of Color Design Studio
-Community Strategic Planning Sessions

Title I Requirement:

An LEA must develop the Title I Plan with timely and meaningful consultation with the stakeholders identified below.

ESEA section 1112(a)(1)(A)

Title III Requirement:

An LEA must develop and implement the plan in consultation with teachers, researchers, school administrators, parent and family members, community members, public or private e higher education. (Section 3121(b)(4)(C))

Legislative References:

[1] Title I, Part A, Section 1112(a) (1) (A and B) and Section 3121 (b) (4)(C)

[2] Title I, Part A, Section 1116(a)(2)

[3] Title I, Part A, Section 1116(a)(2) and Section 1112(b)(7)

*Required field

**Required if funding selected for Title I, Part A; Title I, Part D; Title II, Part A; Title III; and/or Title IV, Part A

Close Printer Friendly Page

Private School Participation

File Upload instructions are linked below. Click here for general page instructions.

NOTE: This page may remain blank if no private schools are listed or participating in the programs
NOTE: This page is not applicable to state schools or state-authorized charter schools.

Using the latest available verified data, private schools within the district`s boundaries that are registered with ISBE are pre-populated in the table below. Timely and meaningful consultation with these schools is required by legislation for ESEA Titles I, II, and IV, as well as both IDEA grants. Any additional newer schools can be added by selecting Create Additional Entries. See separate sections below for more detailed information on completing the table.

Will Private Schools participate in the Program?
○ Yes ◉ No

LEA has informed Private Schools of the Title II/Title IV transfer.
○ Yes ○ No ◉ N/A

Nonpublic School Consultation Form

Upload Instructions for Private/Nonpublic School Forms

Private School Name	School Closing	Title I	Title II	Title IV	Nonpublic Consultation Form
	☐	○ Yes ○ No Number of Low-Income Student(s):	○ Yes ○ No Total Enrollment Number Student(s):	○ Yes ○ No Total Enrollment Number Student(s):	Choose File No...sen

Comments:

Close Printer Friendly Page

Applicant: Huntley Community School District 158
Application: 2024-2025 Consolidated District Plan - 00
Cycle: Original Application

Project Number: 25-CDP-00-44-063-1580-22

County: McHenry

Consolidated District Plan

Printer-Friendly
Click to Return to Application Select

Preschool Coordination

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal

ISBE Goals:

- [x] Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a success paying special attention to addressing historic inequities.
- [x] Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique acad needs of each and every child.
- [x] Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to education that meets their needs.

District Goal(s):

- [x] Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

To consistently enhance student growth and achievement, create safe, healthy, and nurturing environments conducive to learning and wellness, and attract, support, develop, and retain the best

Describe how the district will support, coordinate, and integrate services provided under this part with early childhood education programs at the district or individ plans for the transition of participants in such programs to local elementary school programs.* [1]

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan ne

If the district does not offer early childhood education programs, enter
No Preschool Programs

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

Coordination and Integration of Transition From Preschool Programs into Elementary School Programs:
As part of Child Find, District 158 administers a preschool screening process and operates an Early Childhood Center under the Preschool for All concept to provide education for early childhoo services or at-risk based on a local rubric for admission. In addition to screening, the Early Childhood Center has a process in place for a smooth transition for students in early intervention to 3rd birthday. The students are provided services listed in the IEP in either a general education blended setting or a self-contained setting. Supplies and snacks are provided. Teaching Strategie progress to families. Elementary school administrators and related service staff meet with staff from the Early Childhood Center to facilitate the integration of preschool students into the elem program holds open houses and there are elementary school curriculum nights that share information with parents and assist students with the transition. Students with an IEP in preschool ar transition meetings designed to facilitate their transition into the elementary school program with IEP services. In addition, many of the at-risk students in preschool are bilingual, so they also focused on their needs as English Learners, and they also receive additional screening to ensure proper placement and services at the elementary school.

Coordination and Integration to Meet the Needs of Individual Students:
The needs of individual students are met through their IEP, staff receive professional development to support students. Supplies and materials are provided for students' individual learning nee are also met by transition meetings that occur for preschool students who are transitioning from the District 158 Early Childhood Center into District 158 elementary schools. In addition, indiv the needs of individual students with IEPs and bilingual needs with the respective teams of teachers and support staff in each building.

Response from the approved prior year Consolidated District Plan. Old version of application

Coordination and Integration of Transition From Preschool Programs into Elementary School Program:
As part of child find, District 158 administers a preschool screening process and operates an Early Childhood Center under the preschool for all concept to provide education for early childhood or at-risk based on a local rubric for admission. In addition to screening, the Early Childhood Center has a process in place for a smooth transition for students in early intervention to begin in birthday. The students are provided services listed in the IEP in either a general education blended setting or a self-contained setting. Supplies and snacks are provided. Teaching Strategies Go progress to families. Elementary school administrators and related service staff meet with staff from the Early Childhood Center to facilitate the integration of preschool students into the elem program holds open houses and there are elementary school curriculum nights that share information with parents and assist students with the transition. Students with an IEP in preschool ar transition meetings designed to facilitate their transition into the elementary school program with IEP services. In addition, many of the at-risk students in preschool are bilingual, so they also focused around their needs as English Learners, and they also receive additional screening to ensure proper placement and services at the elementary school.

Coordination and Integration to Meet the Needs of Individual Students:
The needs of individual students are met through their IEP, staff receive professional development to support students. Supplies and materials are provided for students' individual learning nee are also met by transition meetings that occur for preschool students that are transitioning from the District 158 Early Childhood Center into District 158 elementary schools. In addition, indiv the needs of individual students with IEPs and bilingual needs with the respective teams of teachers and support staff in each building.

Title I Requirement

Coordination of services with preschool education programs

Legislative References:

[1] Title I, Part A, Section 1112(b)(8)

*Required field for Title I and/or IDEA Preschool

Close Printer Friendly Page

Applicant: Huntley Community School District 158
Application: 2024-2025 Consolidated District Plan - 00
Cycle: Original Application

Project Number: 25-CDP-00-44-063-1580-22

County: McHenry

Consolidated District Plan

Printer-Friendly
Click to Return to Application Select

Student Achievement and Timely Graduation

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal

ISBE Goals:

- [x] Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a success paying special attention to addressing historic inequities.
- [x] Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique acad needs of each and every child.
- [x] Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to education that meets their needs.

District Goal(s):

- [x] Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

To consistently enhance student growth and achievement, create safe, healthy, and nurturing environments conducive to learning and wellness, and attract, support, develop, and retain the best

1. Describe the well-rounded instructional program to meet the academic and language needs of all students and how the district will develop and implement th

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan ne

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

Development of the Program: District 158 (D158) has undergone multiple curriculum reviews in all areas: Literacy/Language Arts, Mathematics, Science, Social Studies, Physical Education/He and Career; Technology Education. Each curriculum cycle includes 6 phases: Review; Needs Assessment, Curriculum Development; Assessment Writing, Resource Review; Selection, Profession Implementation, and Refinement and Adjustment. A cycle is 5-6 years.

Implementation of the Program: The instructional program is implemented via curriculum maps and research-based instructional practices within the classrooms. Curriculum maps for all subje Oversight is conducted through consistency checks at the building and district level, as well as evaluation of student performance data to determine the effectiveness of instruction and approp

Academic Needs and Supports: D158 uses MTSS to identify and support all students' academic, social-emotional, and behavioral success. MTSS is a data-driven framework for continuous imp interventions based on student needs and uses a tiered approach to allocate resources effectively. This system also identifies needs at educator, classroom, school, and district levels, leading t development and improvement efforts. MTSS spans content areas and grades, promoting equal access and student success while considering local context. High-quality instruction and univers points. Students needing extra help receive increasing intervention intensity. Progress is monitored closely, and interventions are adjusted based on individual responses. MTSS is used in both creating a seamless system guided by student data.

Variety of Well-Rounded Activities and Approaches:
Mathematics: The mathematics program in D158 is focused on providing a rigorous experience that encourages students to develop application skills, critical thinking skills, and the ability to a subject area. The program is based on the Illinois Learning Standards and is built around the 8 mathematical practices. Student mastery is assessed using multiple means of assessment.

English Language Arts: The literacy program in D158 is focused on the Illinois Learning Standards for English Language Arts. Every student receives high-quality, evidence-based literacy instru components of literacy: Oracy, Phonological Awareness, Phonics and Word Recognition Skills, Fluency, Vocabulary, Comprehension, and Writing. This spans from a planned scope and sequence literacy skills in the early grades to the more complex, higher-order thinking skills at the middle and high school level.

Science: Science education in D158 is in alignment with the NGSS, and focuses on an inquiry-based approach. Students engage in project-based learning, with a focus on student creativity an solving and critical thinking. Students investigate questions, design studies, gather evidence, and present findings that are relevant to real-world problems. District 158 offers the largest Proje program in the state, offering students the potential to specialize in the student of medical topics within a Medical Academy approach.

Social Studies: In D158, the C3 framework for social studies is being implemented, in alignment with the State of Illinois' adoption of this framework for social studies standards. Rigorous inst analytical thinking. Students develop the ability to use creative thinking to solve problems and analyze issues to contribute to the community and become productive global citizens. Social stu through civics, economics, history, and geography, in addition to other specialized areas of study, such as law and justice.

Physical Education: The PE and Health curricula focus on the development, integration, and sustainability of healthy lifestyle choices. Assessments are based on targeted student fitness and he demonstrate the skills necessary to keep themselves fit, healthy, and safe. All students participate in daily PE. The PE curriculum is delivered through whole and small-group instruction and ac collaboration and cooperation among students.

Fine Arts: D158 offers a robust PreK-12 fine arts curriculum. Students study vocal and instrumental music, visual arts, theater arts, and technical arts. Through the study of the arts, students Students explore areas of their own interest and passion, and more fully develop the range of their talents. The study of fine arts incorporates speaking and listening standards, as students pe skills that are needed for success as adults.

World Languages: D158 offers the study of three world languages: Spanish, French, and Chinese. The study of languages begins in 6th grade and continues through high school. Students stud and global issues and concerns.

Career and Technical Education: CTE offerings within D158 are broad and designed to meet a range of student needs. Students have the opportunity to enter an Engineering Academy, in whic Way engineering prepares them for multiple different careers in this field. In addition, students have the opportunity to study computer programming, industrial arts, and multiple applied subj directly for college and careers in the 21st Century.

Intervention Support for the Academic Program to Ensure it is Well-Rounded: D158 uses a three-tier model of school support. Resources are allocated in direct proportion to student needs. Th three-tier model that utilizes increasingly more intense instruction and interventions. The Universal Core Instruction Tier is quality, responsive, core instruction in the classroom. This level of in component of RtI and is received by ALL students. A gradual release of responsibility model allows students to take on new learning using scaffolded instruction.

Through universal screeners, all students are assessed to measure current levels of achievement and to identify individual student needs. An array of methods and instruments are used, inclu achievement assessments, district-wide achievement assessments, curriculum-based measurements, and observations. If the results of district-level assessments suggest that an individual st performing below standards or exceeding standards, then interventions or enrichment should be immediately put in place.

Response from the prior year Consolidated District Plan. Old version of application

Development of the Program: District 158 (D158) has undergone multiple curriculum reviews in all areas: Literacy/Language Arts, Mathematics, Science, Social Studies, Physical Education/He and Career; Technology Education. Each curriculum cycle includes 6 phases: Review; Needs Assessment, Curriculum Development; Assessment Writing, Resource Review; Selection, Profession Implementation, and Refinement and Adjustment. A cycle is 5-6 years.

Implementation of the Program: The instructional program is implemented via curriculum maps and research-based instructional practices within the classrooms. Curriculum maps for all subje website. Oversight is conducted through consistency checks at the building and district level, as well as evaluation of student performance data to determine effectiveness of instruction and ap

Academic Needs and Supports: D158 has implemented a Response to Intervention (RtI) approach for early identification and support of students with learning and behavior needs. The RtI pro instruction and universal screening of all children three times a year. Students with identified needs are provided with interventions at increasing levels of intensity to accelerate their rate of le be provided by a variety of personnel, including general education teachers, special educators, paraprofessionals, and specialists. Progress is closely monitored to assess both the learning rate individual students. Educational decisions about the dynamics, intensity and duration of interventions are based on individual student response to instruction. RTI is designed for use when ma education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data. This school year we will start the implementation of our new M

Variety of Well-Rounded Activities and Approaches:
Mathematics: The mathematics program in D158 is focused on providing a rigorous experience that encourages students to develop application skills, critical thinking skills, and the ability to a subject area. The program is based on the Illinois Learning Standards, and is built around the 8 mathematical practices. Student mastery is assessed using multiple means of assessment.

English Language Arts: The literacy program in D158 is focused on the Illinois Learning Standards for English Language Arts. Literacy instruction is differentiated through the application of a b

areas of focus in Word Study, Reading Workshop, and Writers' Workshop. Instruction is differentiated for students based on study of the results of a balanced assessment program. The focus f development of foundational skills and application of these skills to multiple situations. At the middle and high school level, students engage in higher order thinking skills of analysis and evalu thinking to the world around them.

Science: Science education in D158 is in alignment with the NGSS, and focuses on an inquiry-based approach. Students engage in project based learning, with a focus on student creativity an solving and critical thinking. Students investigate questions, design studies, gather evidence and present findings that are relevant to real-world problems. District 158 offers the largest Projec program in the state, offering students the potential to specialize in the student of medical topics within a Medical Academy approach.

Social Studies: In D158, the C3 framework for social studies is being implemented, in alignment with the State of Illinois' adoption of this framework for social studies standards. Rigorous inst analytical thinking. Students develop the ability to use creative thinking to solve problems and analyze issues in order to contribute to the community and become productive global citizens. S addressed through civics, economics, history, and geography, in addition to other specialized areas of study, such as law and justice.

Physical Education: The PE and Health curricula focuses on the development, integration and sustainability of health lifestyle choices. Assessments are based on targeted student fitness and h demonstrate the skills necessary to keep themselves fit, healthy, and safe. All students participate in daily PE. The PE curriculum is delivered through whole and small group instruction and ac collaboration and cooperation among students.

Fine Arts: D158 offers a robust PreK-12 fine arts curriculum. Students study vocal and instrumental music, visual arts, theater arts, and technical arts. Through the study of the arts, students Students explore areas of their own interest and passion, and more fully develop the range of their talents. The study of fine arts incorporates speaking and listening standards, as students pe skills that are needed for success as adults.

World Languages: D158 offers the study of three world languages: Spanish, French, and Chinese. As the result of a curriculum review focused on biliteracy, the district will be adding at least o the schedule of offerings. Study of languages begins in 6th grade and continues through high school. Students study grammar, literature, culture and global issues and concerns.

Career and Technical Education: CTE offerings within D158 are broad and designed to meet a range of student needs. Students have the opportunity to enter an Engineering Academy, in whic Way engineering prepares them for multiple different careers in this field. In addition, students have the opportunity to study computer programming, industrial arts, and multiple applied subj directly for college and careers in the 21st Century.

Intervention Support for the Academic Program to Ensure it is Well-Rounded: D158 uses a three-tier model of school supports. Resources are allocated in direct proportion to student needs. T three-tier model that utilizes increasingly more intense instruction and interventions. The Universal Core Instruction Tier is quality, responsive, core instruction in the classroom. This level of ir component of RtI and is received by ALL students. A gradual release of responsibility model allows students to take on new learning using scaffolded instruction.

Through universal screeners, all students are assessed in order to measure current levels of achievement and to identify individual student needs. An array of methods and instruments are us statewide achievement assessments, district wide achievement assessments, curriculum based measurements, and observations. If the results of district level assessments suggest that an inc students are performing below standards or exceeding standards, then interventions or enrichment should be immediately put in place.

2. **List and describe the measures the district takes to use and create the identification criteria for students at risk of failure.* Include criteria for low-income, E neglected, and delinquent as applicable to the district. [2]**
For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan ne *DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.*
([count] of 7500 maximum characters used)
Identification Process: Through the MTSS process, teachers utilize a variety of information to identify eligible students most in need of services. In addition to state and district-wide achieveme formative/summative common assessments, anecdotal notes, observations, progress monitoring, rubrics, grades, and class participation. Teachers are expected to communicate with parents/Universal screening occurs throughout the year to determine whether students' needs are being met. Data meetings, in which teachers meet to discuss student progress and areas of need, oc Identification Description: Concerns about the academic achievement of either small groups or individuals are addressed through various formats. At the elementary level, teams of teachers, a meet in Data Team Meetings three times a year to discuss Tier 1, 2, and 3 progress. During the data team meetings, teams discuss small groups and individual students to determine if studen layers of support. Supports are added, reduced, or kept the same based on the needs of the students. At the middle school level, teams of literacy, math, science, and social studies teachers m During the team meetings, teams discuss small groups and individual students to determine if students are receiving the appropriate layers of support. Supports are added, reduced, or kept t the students. At the high school level, teachers will identify students at risk through a form initially. The form includes communication with parents and/or guidance counselors, areas of conce interventions/steps within the classroom that are being taken, and a reflection of levels of success. When necessary, meetings including multiple stakeholders will occur to determine how to be Stakeholders may include teachers, admin, guidance counselors, students, or parents depending upon the needs of the student.
Measures Used for Decision Making:
Formative/Summative Common Assessments
Anecdotal notes
Observations
Progress Monitoring
Rubrics
Class Participation
Grades
Children's Progress of Academic Achievement Reading (PreK)
Children's Progress of Academic Achievement Math (PreK)
Aimsweb Plus Early Literacy Measures (K-1)
Aimsweb Plus Early Numeracy Measures (K-1)
Aimsweb Reading (2-6)
Aimsweb Math (2-6)
Star Assessment Literacy and Math (K-12)
PSAT/NMQST (10/11)
SAT (11)
ECRA Local Growth Model Propensity (PreK-12)
Various academic diagnostic assessments based on the needs of the individual child

Response from the prior year Consolidated District Plan. Old version of application

Identification Process: Through the RtI process, teachers utilize a variety of information to identify eligible students most in need of services. In addition to state and district-wide achievement formative/summative common assessments, anecdotal notes, observations, progress monitoring, rubrics, grades, and class participation. Teachers are expected to communicate with parents/ Universal screening occurs three times per year to determine whether students' needs are being met. Data meetings, in which teachers meet to discuss student progress and areas of need, oc Identification Description: Concerns about academic achievement of either small groups or individuals are addressed through various formats. At the elementary level, teams of teachers, adm in Data Team Meetings four times a year to discuss Tier 1, 2, and 3 progress. During the data team meetings, teams discuss about small groups and individual students to determine if studen layers of supports. Supports are added, reduced, or kept the same based upon the needs of the students. At the middle school level, teams of literacy, math, science, and social studies teache regular basis. During the team meetings, teams discuss about small groups and individual students to determine if students are receiving the appropriate layers of supports. Supports are adde based upon the needs of the students. At the high school level, teachers will identify students at risk through an RtI form initially. The form includes communication with parents and/or guidan about the student, interventions/steps within the classroom that are being taken, and a reflection of levels of success. When necessary, meetings including multiple stakeholders will occur to d needs of the student. Stakeholders may include teachers, admin, guidance counselor, student, or parent depending upon the needs of the student.
Measures Used for Decision Making:
Formative/Summative Common Assessments
Anecdotal notes
Observations
Progress Monitoring
Rubrics
Class Participation
Grades
Children's Progress of Academic Achievement Reading (PreK)
Children's Progress of Academic Achievement Math (PreK)
Aimsweb Plus Early Literacy Measures (K-1)
Aimsweb Plus Early Numeracy Measures (K-1)
Aimsweb Reading (2-6)
Aimsweb Math (2-6)
Star Assessment Literacy and Math (K-12)
Fountas & Pinell (K-5)
PSAT/NMQST (10/11)
SAT (11)
ECRA Local Growth Model Propensity (PreK-12)
Various academic diagnostic assessments based on the needs of the individual child

3. **Describe the additional and supplemental education assistance (resources and/or programming) to be provided to individual students needing additional hel State academic and language standards. This includes a description of any additional and supplemental instructional assistance designed to assist English lea students to access academic content and develop language proficiency, as applicable.* [3]**
For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan ne

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

Types of Educational Assistance: Given a strong universal core instruction, 5 to 10 percent of students may be at some risk and require more specific instruction and support in academics and quality instruction, to be successful. The Core Plus More Intervention Tier offers more focused and intense interventions and involves fewer students. Interventions for these students are prov intervention program that includes small group instruction either in the regular classroom or adjunct to the classroom.

Academic Areas: Reading interventions are offered in the areas of phonemic awareness, phonics, fluency, comprehension, and vocabulary. Math interventions are offered in Basic Math Concep Multiplication, Division, and Fractions.

District/School Personnel's Involvement: Tier 1 interventions are provided by the classroom teacher or grade level teacher during a designated time to address students' specific needs. Tier 2 addition to the high-quality instruction provided in Tier 1. Interventions are provided through classroom teachers and/or interventionists. These interventions may be short-term or they may c Tier 3 interventions are provided through interventionists or specialists. Personnel who provide the intervention monitor progress through various assessments as determined by grade-level da

Location and Length of Services: The Core Plus Intensive Intervention Tier contains highly concentrated, small group or individual instruction that mirrors the core. These services are given by direct instruction within the classroom or in an intervention setting that is appropriate to meet the needs of the student. Student progress is monitored using more frequent assessment and da week. Services take place in every school building in the district, typically at a designated intervention time or student resource period. Services are delivered in 30-minute segments (for Tier Tier 3). Duration of services is in 4-6 week cycles, with progress monitoring to ensure that students are responding appropriately and showing growth with the interventions. Students can acc IPS (Individual Problem Solving) process.

Additional educational assistance to be provided to individual EL students needing additional help meeting the challenging state academic and language standards are as follows:
-Push-in ESL instruction, individually and in small groups, provided by a certified ESL teacher
-Small group instruction for the Core Plus model when needed, provided by a certified ESL teacher
-Targeted intervention provided by a certified ESL teacher
-Instructional strategies based on best practice in the SIOP model, implemented by the classroom teacher and/or a certified ESL teacher

Response from the prior year Consolidated District Plan. Old version of application

Types of Educational Assistance: Given a strong universal core instruction, 5 to 10 percent of students may be at some risk and require more specific instruction and supports in academics and quality instruction, in order to be successful. The Core Plus More Intervention Tier offers more focused and intense interventions and involves fewer students. Interventions for these students school intervention program that includes small group instruction either in the regular classroom or adjunct to the classroom.

Academic Areas: Reading interventions are offered in the areas of phonemic awareness, phonics, fluency, comprehension, and vocabulary. Math interventions are offered in Basic Math Concep Multiplication, Division, and Fractions.

District/School Personnel's Involvement: Tier 1 interventions are provided by the classroom teacher or grade level teacher during a designated time to address students' specific needs. Tier 2 addition to the high quality instruction provided in Tier 1. Interventions are provided through classroom teachers and/or interventionists. These interventions may be short-term or they may c Tier 3 interventions are provided through interventionists or specialists. Personnel who provide the intervention monitor progress through various assessments as determined by grade level da

Location and Length of Services: The Core Plus Intensive Intervention Tier contains highly concentrated, small group or individual instruction that mirrors the core. These services are given by direct instruction within the classroom or in an intervention setting that is appropriate to meet the needs of the student. Student progress is monitored using more frequent assessment and da week. Services take place in every school building in the district, typically at a designated intervention time or student resource period. Services are delivered in 30 minute segments (for Tier Tier 3). Duration of services are in 4-6 week cycles, with progress monitoring to ensure that students are responding appropriately and showing growth with the interventions. Students are ab prior to the IPS (Individual Problem Solving) process.

-Push-in ESL instruction, individually and small group, provided by a certified ESL teacher[illegible]al help meeting the challenging state academic and language standards are as follows:
-Small group instruction for Core plus model when needed, provided by a certified ESL teacher
-Targeted intervention provided by a certified ESL teacher
-Instructional strategies based on best practice in the SIOP model, implemented by the classroom teacher and/or a certified ESL teacher

4. Describe the instructional and additional strategies intended to strengthen academic and language programs and improve school conditions for student learn implemented. This includes a description of any additional supplemental instructional activities and strategies designed to strengthen academic and language learners and immigrant students, as applicable.* [4]

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan ne

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

English Learners will receive instruction with the following instructional strategies and programming initiatives, designed to strengthen academic and language programs and improve school co

Instructional Strategies: District 158 utilizes multiple instructional strategies intended to strengthen academic programs and improve school conditions for students. Instructional strategies are existing school programs that assist students to excel through a MTSS delivery model.

Program Services: The school program consists of the school day, as well as after-school programming, such as Homework Club at the middle school level and Raider Aid at the high school lev Program length is typically for the duration of the school year, with learning extension for remediation and retention available during a 4-week summer school at the elementary level and an 8 the secondary level. EL programming is implemented using the push-in model, to provide individual and small-group instruction.

Identification of Students: Students to be served in the additional services are identified based on assessment results indicating failure to master essential skills. Students who need additional school day are invited into the program.

Multiple Instructional Strategies: Differentiated Instruction: Differentiated instruction is a research-based instructional approach that teachers in District 158 employ with their students. In this understand the differences in each student's learning style, learning readiness, and level of mastery. Teachers can then differentiate instructional approaches in ways that meet student needs. instructional strategies used to differentiate instruction are whole group instruction (example: mini-lessons), small group instruction (example: guided reading and guided math groups), and i conferencing with students based on their individual progress). Teachers use their knowledge of their students and available data to collaborate with other staff members to meet student need possible. Through the application of differentiated instructional practices, teachers analyze student data, plan and develop appropriate student-centered lessons, evaluate effective groupings o student input, assess student progress, and communicate with students, parents, and other teachers about student progress and strategies to help them learn.

Multiple Instructional Strategies: Several examples of instructional strategies that are employed in a differentiated approach are tiered lessons within the classroom, flexible grouping of studen working in an inquiry-based environment, and learning centers used in the classroom.

Social/Emotional Learning: District 158 uses a PBIS structure to ensure that student social/emotional needs are being met. Teams of teachers in each building work together to design proactiv social/emotional learning issues that are a need for students in the school, including at-risk students.

Technology Integration: In District 158 each student is issued a district-purchased Chromebook for his or her use for the entire year, including the summer months. The Chromebooks allow stu and supplemental learning apps that assist with learning and mastery of concepts. Student use of Chromebooks during the summer months allows a level of connectivity to learning for all stud who may not otherwise have the opportunity to access technology.

Learning Environment: District 158 is committed to providing students with a learning environment that is appropriate to their needs. To this end, the District has constructed learning hubs in student collaboration and creativity. The hubs include student collaboration spaces, individual workspaces, and support areas for students to work together on inquiry-based learning.

Response from the prior year Consolidated District Plan. Old version of application

English Learners will receive instruction with the following instructional strategies and programming initiatives, designed to strengthen academic and language programs and improve school co

Instructional Strategies: District 158 utilizes multiple instructional strategies intended to strengthen academic programs and improve school conditions for students. Instructional strategies are existing school programs that assist students to excel through an RtI delivery model.

Program Services: The school program consists of the school day, as well as after school programming, such as Homework Club at the middle school level and Raider Aide at the high school le Program length is typically for the duration of the school year, with learning extension for the purpose of remediation and retention available during a 4 week summer school at the elementary school available at the secondary level. EL programming is implemented using the push-in model, to provide individual and small group instruction.

Identification of Students: Students to be served in the additional services are identified based on assessment results indicating failure to master essential skills. Students who need additional school day are invited into the program.

Multiple Instructional Strategies: Differentiated Instruction: Differentiated instruction is a research-based instructional approach that teachers in District 158 employ with their students. In this understand the differences in each student's learning style, learning readiness, and level of mastery. Teachers can then differentiate instructional approaches in ways that meet student needs. instructional strategies used to differentiate instruction are whole group instruction (example: mini-lessons), small group instruction (example: guided reading and guided math groups), and i conferencing with students based on their individual progress). Teachers use their knowledge of their students and available data to collaborate with other staff members to meet student need Through the application of differentiated instructional practices, teachers analyze student data, plan and develop appropriate student-centered lessons, evaluate effective groupings of students assess student progress, and communicate with students, parents, and other teachers about student progress and strategies to help them learn.

Multiple Instructional Strategies: Several examples of instructional strategies that are employed in a differentiated approach are tiered lessons within the classroom, flexible grouping of studen working in an inquiry based environment, and learning centers used in the classroom.

Social/Emotional Learning: District 158 uses a PBIS structure to ensure that student social/emotional needs are being met. Teams of teachers in each building work together to design proactiv

social/emotional learning issues that are a need for students in the school, including at-risk students.

Technology Integration: In District 158 each student is issued a district-purchased Chromebook for his or her use for the entire year, including the summer months. The Chromebooks allow stu and supplemental learning apps that assist with learning and mastery of concepts. Student use of the Chromebooks during the summer months allows a level of connectivity to learning for all students who may not otherwise have the opportunity of accessing technology.

Learning Environment: District 158 is committed to providing students with the learning environment that is appropriate to their needs. To this end, the District has constructed learning hubs student collaboration and creativity. The hubs include student collaboration spaces, individual work spaces, and supported areas for students to work together on inquiry based learning.

5. Explain the process through which the district will identify and address any disparities that result in low-income and/or minority students being taught at hig students by ineffective, inexperienced, or out-of-field teachers.[5]**

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan ne *DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.*

([count] of 7500 maximum characters used)

District 158 gathers and studies data annually to ensure there are no disparities among our student groups. At the beginning of the new school year, the Title I coordinator and the Curriculum to evaluate district and building trends and to ensure that there is a full understanding of any disparities impacting at-risk student groups. In August the Title 1 Coordinator will contact the Hu review large-scale staffing trends and review the placement of staff members regarding Minority and low-income students. In District 158, the school buildings have a largely similar demograp are assigned carefully to place the most experienced teachers in the areas of greatest need. District 158 currently does not have teachers teaching out-of-field, and is not typically in a situatio Teachers are evaluated in line with the State guidelines as outlined in the district evaluation plan, and any underperforming teachers are remediated appropriately, while steps are taken to ens students have appropriate support. In October, the Title 1 Coordinator will compile enrollment for each school and will compare it to assign staff in each school. Attendance records in the stude used to determine enrollment. Using the staffing level information and the enrollment figures, the Title 1 Coordinator will complete the comparability analysis in IWAS. If this process identifies concerns, the concerns will be flagged immediately to the Assistant Superintendent for Human Resources and the Assistant Superintendent for Learning and Innovation. If action needs to be taken at that t comparable status, action will be taken at that time. Actions might include reallocation of existing staff, or posting for new staff needs in the district.

Response from the prior year Consolidated District Plan. Old version of application

District 158 gathers and studies data annually to ensure there are no disparities amongst our students groups. At the beginning of the new school year the Title I coordinator and the Curriculu meet to evaluate district and building trends and to ensure that there is a full understanding of any disparities impacting at-risk student groups. In August the Title 1 Coordinator will contact t to review large scale staffing trends and to review the placement of staff members re. Minority and low-income students. In District 158, the school buildings have a largely similar demograph are assigned carefully in order to place the most experienced teachers in the areas of greatest need. District 158 currently does not have teachers teaching out-of-field, and is not typically in a concern. Teachers are evaluated in line with the State guidelines as outlined in the district evaluation plan, and any under-performing teachers are remediated appropriately, while steps are ta and the students have appropriate support. In October, the Title 1 Coordinator will compile enrollment for each school and will compare to assigned staff in each school. Attendance records in will be used to determine enrollment. Using the staffing level information and the enrollment figures, the Title 1 Coordinator will complete the comparability analysis in IWAS. If this process id comparability concerns, the concerns will be flagged immediately to the Assistant Superintendent for Human Resources and the Assistant Superintendent for Curriculum. If action needs to be into comparable status, action will be taken at that time. Actions might include reallocation of existing staff, or posting for new staff needs in the district.

6. Describe the measures the district takes in assisting schools in developing effective school library programs that provide students an opportunity to develop improve academic achievement. [6]**

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan ne *DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.*

([count] of 7500 maximum characters used)

1. The program includes an organized collection of resources available to students and staff to supplement classroom instruction, foster reading for pleasure, enhance information literacy, and to students of all abilities in the grade levels served.
2. Financial resources for the program's resources and supplies are allocated to meet students' needs, within budgetary constraints of the school District.
3. Students in all grades served have equitable access to library media resources.
4. The advice of an individual who is qualified according to the ISBE rule is sought regarding the overall direction of the program, including the selection and organization of materials, provision technology literacy, and structuring the work of library paraprofessionals.
5. Staff members are invited to recommend additions to the collection.
6. Students may freely select resource center materials as well as receive a guided selection of materials appropriate to specific, planned learning experiences.
7. District 158 has implemented a 1:1 initial in grades K-12. Students are guided to use technology resources to meet state standards inside and outside of the classroom. esponse from the

Old version of application

1. The program includes an organized collection of resources available to students and staff to supplement classroom instruction, foster reading for pleasure, enhance information literacy, and to students of all abilities in the grade levels served.
2. Financial resources for the program's resources and supplies are allocated to meet students' needs, within budgetary constraints of the school District.
3. Students in all grades served have equitable access to library media resources.
4. The advice of an individual who is qualified according to ISBE rule is sought regarding the overall direction of the program, including the selection and organization of materials, provision of technology literacy, and structuring the work of library paraprofessionals.
5. Staff members are invited to recommend additions to the collection.
6. Students may freely select resource center materials as well as receive guided selection of materials appropriate to specific, planned learning experiences.
7. District 158 has implemented a 1:1 initial in grades K-12. Students are guided to use technology resources in order to meet state standards inside and outside of the classroom.

7. Describe how the district will identify and serve gifted and talented students by using objective criteria. [7]**

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan ne *DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.*

([count] of 7500 maximum characters used)

District 158 uses assessment data from the STAR assessment and The CoGAT assessment to identify students who are gifted or who need enrichment at the Tier 2 level. Students are tested w per year and with the CoGAT assessment each year. The philosophy of the district is to provide as many "on-ramps" to the gifted curriculum as possible for eligible students, thus taking an inc an approach that excludes students based on just one or two data points. The district uses a combination of scores, as well as the local growth model designed by ECRA Group to objectively id elementary schools, gifted students in language arts are clustered for instruction that will provide enrichment and deeper study of the curriculum. Students in math are accelerated through ele higher-level concepts and courses by the end of middle school. At the middle school, students in English Language Arts are clustered in classes for enrichment, while math continues the path o or two years. By eighth grade, gifted students can earn high school credit if they take Algebra, Geometry, Spanish 1, Chinese 1, or English 1 at the middle school level. At Huntley High School range of honors and Advanced Placement coursework.

Response from the prior year Consolidated District Plan. Old version of application

District 158 uses assessment data from STAR assessment and The CoGAT assessment to identify students are gifted or who have need of enrichment at the Tier 2 level. Students are tested w year, and with the CoGAT assessment each year. The philosophy of the district is to provide as many "on ramps" to the gifted curriculum as possible for eligible students, thus taking an inclusi approach that excludes students based on just one or two data points. The district uses a combination of scores, as well as the local growth model designed by ECRA Group in order to objectiv the elementary schools, gifted student in language arts are clustered for instruction that will provide enrichment and deeper study of the curriculum. Students in math are accelerated through to learn higher level concepts and courses by the end of middle school. At the middle school, students in English Language Arts are clustered in classes for enrichment, while math continues th one year or two years. By eighth grade, gifted students are able to earn high school credit if they take Algebra, Geometry, Spanish 1, Chinese 1, or English 1 at the middle school level. At Hun access a full range of honors and Advanced Placement coursework.

Title I Requirements:

Ensure that all children receive a high-quality education.

Close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards.

Legislative References:

[1] Title I, Part A, Section 1112(b)(1)(A)
[2] Title I, Part A, Section 1112(b)(1)(B); 34 CFR 300.226 and 300.646
[3] Title I, Part A, Section 1112(b)(1)(C); 34 CFR 300.226 and 300.646
[4] Title I, Part A, Section 1112(b)(1)(D); 34 CFR 300.226 and 300.646
[5] Title I, Part A, Section 1112(b)(2)
[6] Title I, Part A, Section 1112(b)(13)(B)
[7] Title I, Part A, Section 1112(b)(13)(A)

*Required if funding selected for Title I, Part A; Title I, Part 1003a; Title I, Part D; Title II, Part A; Title III; and/or Title IV, Part A
**Required field for only Title I, Part A

Close Printer Friendly Page

Applicant: Huntley Community School District 158
Application: 2024-2025 Consolidated District Plan - 00
Cycle: Original Application

Project Number: 25-CDP-00-44-063-1580-22

County: McHenry

Consolidated District Plan

Printer-Friendly
Click to Return to Application Select

College and Career Readiness

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal

ISBE Goals:

- [x] Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a success attention to addressing historic inequities.
- [x] Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique acad each and every child.
- [x] Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to that meets their needs.

District Goal(s):

- [x] Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

District 158 uses assessment data from STAR assessment and The CoGAT assessment to identify students are gifted or who have need of enrichment at the Tier 2 level. Students are tested with with the CoGAT assessment each year. The philosophy of the district is to provide as many "on ramps" to the gifted curriculum as possible for eligible students, thus taking an inclusionary approa students based on just one or two data points. The district uses a combination of scores, as well as the local growth model designed by ECRA Group in order to objectively identify gifted student language arts are clustered for instruction that will provide enrichment and deeper study of the curriculum. Students in math are accelerated through elementary school and are able to learn hig middle school. At the middle school, students in English Language Arts are clustered in classes for enrichment, while math continues the path of acceleration, either by one year or two years. By high school credit if they take Algebra, Geometry, Spanish 1, Chinese 1, or English 1 at the middle school level. At Huntley High School, gifted students access a full range of honors and Advance

1. Describe how the district will facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education through:* [1]

i. Coordination with institutions of higher education, employers, and other local partners;* and

ii. Increased student access to early college, high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests an

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan *DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.*
([count] of 7500 maximum characters used)

Processes to Facilitate Effective Transitions from MS to HS, and HS to Post-Secondary:
Effective Transitions from middle grades to high school are facilitated in several ways. High school staff members and counselors are in contact with the middle school staff, and students ar courses at the high school through the registration process in the spring of their eighth-grade year. In addition, students in the middle grades will begin to use SchooLinks, the college and c by the high school, to begin learning more about their own aspirations and the courses, careers, and paths open to them. This information is then used to help students create a four-year p for students with IEPs, for an individual focus on meeting those students' needs. The high school offers several programs designed to facilitate the social-emotional well-being of incoming f Freshman Academy, including advisory, is implemented to support the transition. The Raider Rally concept allows students to build relationships and school spirit. In addition, the high schoo houses to help students with the transition.
The transition from high school to post-secondary is facilitated in several ways. Huntley High School has a college and career-focused counselor, whose goal is to help students understand t students on appropriate post-secondary choices for them based on their interests. The use of SchooLinks also assists students in learning about their own career aspirations and the course career. This assists them in applying to colleges, obtaining financial aid, and ultimately attending a college that will help them realize their goals.
Coordination with Institutes of Higher Education, Employers, and Other Local Partners:
District 158 coordinates with higher education, business, and other local partners in several ways. The Director of Curriculum is the district representative on the Board of Control for the CT McHenry County College also sits on that Board. Through participation on the Board, the District has ongoing collaboration and planning with McHenry County College. MCC also offers subje During these groups, high school staff collaborate with MCC staff in the following subject areas: English, Math, Science, and CTE. The District collaborates with employers and other local pa local Chamber of Commerce. The District hosted a meeting at which business partners shared with District Administrators the key skills needed by students from the perspective of employe Academy, the District partners with Northwestern Hospital Huntley to place students in the Youth Residency program, which is a capstone for the Medical Academy offered at Huntley High S Engineering Academy also partners with local engineering professionals to place students in internships. In addition, the co-op program at HHS works with students on job skills and reache facilitate the employment of high school students in the area. This is relaized through collaboration with the McHenry County Manufacturing Pathways Consortium.
Student Access to Early College High School, Dual or Concurrent Enrollment:
Huntley High School offers Dual Credit courses in conjunction with McHenry County College and Harper College. The number of courses is steadily increasing, as is the number of student se high school evaluate student eligibility for these programs based on several criteria and prerequisites, including student needs and goals and whether the Dual Credit program would help th Additionally placement is considered via the new Accelerated Placement Act.
Process for How Teachers and Leaders Consult with Parents, Administrators, and Personnel:
Parents, administrators, and personnel are part of the consultation process through several different avenues. As students register for classes, counselors oversee their registration choices needed, parents to ensure that student needs are being met by the course choices. Teachers make recommendations for student course trajectories and placement based on grades and oth students access services and be ready for college and careers.

Response from the approved prior year Consolidated District Plan. Old version of application

Processes to Facilitate Effective Transitions from MS to HS, and HS to Post-Secondary:
Effective Transitions from middle grades to high school are facilitated in several ways. High school staff members and counselors are in contact with the middle school staff, and students ar courses at the high school through the registration process in spring of their eighth grade year. In addition, students at the middle grades will begin to use Naviance, the college and career high school, in order to begin learning more about their own aspirations and the courses, careers, and paths open to them. This information is then used to help students plan a course of s for students with IEPs, for an individual focus on meeting those students' needs. The high school offers several programs designed to facilitate the social-emotional well-being of incoming f Freshman Academy, including advisory, is implemented in order to support transition. The Raider Rally concept allows students to build relationships and school spirit. In addition, the high s open houses in order to help students with the transition.
The transition from high school to post-secondary is facilitated in several ways. Huntley High School has a college and career focused counselor, whose goal is to help students understand t students on appropriate post-secondary choices for them based on their interests. The use of the Naviance system also assists students in learning about their own career aspirations and t pursue that career. This assists them in applying to colleges, obtaining financial aid, and ultimately attending a college that will help them realize their goals.
Coordination with Institutes of Higher Education, Employers, and Other Local Partners:
District 158 coordinates with higher education, business, and other local partners in several ways. The Assistant Superintendent for Curriculum is the district representative on Board of the McHenry County College also sits on that Board. Through participation on the Board, the District has ongoing collaboration and planning with McHenry County College. MCC also offers subje course of the year. During these groups, high school staff collaborate with MCC staff in the following subject areas: English, Math, Science, and CTE. The District collaborates with employers engagement in the local Chamber of Commerce. The District hosted a meeting at which business partners share with District Administrators the key skills needed by students from the pers via the Medical Academy, the District partners with Northwestern Hospital Huntley to place students in the Youth Residency program, which is a capstone for the Medical Academy offered a Huntley High School Engineering Academy also partners with local engineering professionals to place students in internships. In addition, the co-op program at HHS works with students on employers to facilitate employment of high school students in the area.
Student Access to Early College High School, Dual or Concurrent Enrollment:
Huntley High School offers Dual Credit courses in conjunction with McHenry County College. The number of courses is steadily increasing, as is the number of student seats offered at HHS. student eligibility for these programs based on several criteria and prerequisites, including student need and goals and whether the Dual Credit program would help the student meet those
Process for How Teachers and Leaders Consult with Parents, Administrators and Personnel:
Parents, administrators and personnel are part of the consultation process through several different avenues. As students register for classes, counselors oversee their registration choices a needed, parents in order to ensure that student needs are being met by the course choices. Teachers make recommendations for student course trajectories and placement based on grade the goal of helping students access services and be ready for college and careers.

2. If applicable, describe the district's support for programs that coordinate and integrate the following:* [2]

Academic and career and technical education content through coordinated instructional strategies, that may incorporate experimental learning opportuniti attainment important to in-demand occupations or industries in the State; and work-based learning opportunities that provide students in-depth integratio professionals and, if appropriate, academic credit.

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

NOTE: If not applicable because district serves only grades K-8, enter ***Elementary District***

([count] of 7500 maximum characters used)

Huntley District 158 programs demonstrate strong support for CTE instruction and integration of this instruction into the educational program. These programs are focused on the attainmen occupations and also focus on allowing students to explore areas of strength or interest.

Integrated Academic and Career and Technical Education Content Through Coordinated Instructional Strategies: CTE content and a focus on career-related skills are areas of focus at Huntle implemented an academy approach that integrates instruction in the area of Engineering (a high-demand occupation) across many subject areas. The Project Lead the Way engineering seq Academy. However, the Engineering Academy also expands into other subject areas, including fine arts, mathematics, computer science, industrial technology, and science. This integrated approach to the integration of instruction in the high-demand CTE area of Engineering. The Engineering Academy incorporates a capstone experience that requires students to engage in an academic excellence, and complete extra-curricular components.

Response from the approved prior year Consolidated District Plan. Old version of application

Huntley District 158 programs demonstrate a strong support for CTE instruction and integration of this instruction into the educational program. These programs are focused on attainment occupations, and also focus on allowing students to explore areas of strength or interest.

Integrated Academic and Career and Technical Education Content Through Coordinated Instructional Strategies: CTE content and a focus on career-related skills are areas of focus at Huntle implemented an academy approach that integrates instruction in the area of Engineering (a high-demand occupation) across many subject areas. The Project Lead the Way engineering seq Academy. However, the Engineering Academy also expands into other subject areas, including fine arts, mathematics, computer science, industrial technology, and science, as well as a McH robotics. This integrated approach allows a cross-curricular approach to integration of instruction in the high-demand CTE area of Engineering. The Engineering Academy incorporates a cap students to engage in an internship, demonstrate academic excellence, and complete extra-curricular components.

Legislative References:

[1] Title I, Part A, Section 1112(b)(10)(A and B)

[2] Title I, Part A, Section 1112(b)(12)(A and B)

*Required if funding selected for Title I, Part A; Title I, Part D; Title II, Part A; Title IV, Part A; IDEA, Part B Flow-Through; and/or IDEA, Part B Preschool

Close Printer Friendly Page

Applicant: Huntley Community School District 158
Application: 2024-2025 Consolidated District Plan - 00
Cycle: Original Application

Project Number: 25-CDP-00-44-063-1580-22

County: McHenry

Consolidated District Plan

Printer-Friendly
Click to Return to Application Select

Professional Development - Highly Prepared and Effective Teachers and School Leaders

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal selected.*

ISBE Goals:

- [ ] Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a success state paying special attention to addressing historic inequities.
- [x] Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique acad emotional needs of each and every child.
- [x] Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to every child an education that meets their needs.

District Goal(s):

- [x] Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

To consistently enhance student growth and achievement, create safe, healthy, and nurturing environments conducive to learning and wellness, and attract, support, develop, and retain the best

For each program for which funding is anticipated for the 2024-2025 school year, provide a brief description of professional development activities to be funded by applicable.* [1]

NOTE: - If Professional Development will not be provided for a funded program below, enter **NOT PROVIDING.**

- Be sure to include information on how participating private schools will be included in the professional development plans.
- NOTE - writing space appears only if a program was selected on the Needs Assessment and Programs page; to make changes in program funding, return to that page, revise, s return to this page.

Program and Description

A. Title I, Part A - Improving Basic Programs

Professional development for teachers, principals, and other administrators in topics such as instructional strategies, universal design for learning, instructional improvement, and Professio Communities.

B. Title I, Part A - School Improvement Part 1003

C. Title I, Part D - Delinquent

D. Title I, Part D - Neglected

E. Title I, Part D - State Neglected/Delinquent

F. Title II, Part A - Preparing, Training, and Recruiting

Professional development for teachers, principals, and other administrators in topics such as instructional strategies for literacy and/or math, universal design for learning, and Professional Communities.

G. Title III - LIEP

Professional development for teachers of ELs, principals, and other administrators in topics such as instructional strategies for ELs, understanding assessment for second language learning understanding and implementing language standards, biliteracy, and alignment of curricula.

H. Title III - ISEP

I. Title IV, Part A - Student Support and Academic Enrichment

N/A

J. Title V, Part B - Rural and Low Income Schools

K. IDEA, Part B - Flow-Through [2]

The professional development opportunities will include coaching for best practices in the delivery of specialized instruction through the co-teaching service delivery model, coaching for res practices for delivering instruction in a self-contained setting, professional development for all domains of related service providers to ensure best practices in the delivery of service for stu continued training on behavior de-escalation interventions and sensory regulation, and best practices for the delivery of reading, writing, and math instruction to support remediating stude

L. IDEA, Part B - Preschool

The professional development opportunities will include coaching for best practices in the delivery of specialized instruction through the co-teaching service delivery model, coaching for res practices for delivering instruction in a self-contained setting, professional development for all domains of related service providers to ensure best practices in the delivery of service for stu continued training on behavior de-escalation interventions and sensory regulation, and best practices for the delivery of reading and math instruction to support remediating student deficit

Legislative Requirement:

[1] Title III, Section 3115(c)(2)
[2] 34 CFR 300.207 ; 2122(b)(4-9) of ESSA

*Required if funding selected for Title I, Part A; Title II, Part A; Title III; Title IV, Part A; Title V, Part B; IDEA, Part B Flow-Through; and/or IDEA, Part B Preschool



Close Printer Friendly Page

Applicant: Huntley Community School District 158
Application: 2024-2025 Consolidated District Plan - 00
Cycle: Original Application

Project Number: 25-CDP-00-44-063-1580-22

County: McHenry

Consolidated District Plan

Printer-Friendly
Click to Return to Application Select

Safe and Healthy Learning Environment

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal

ISBE Goals:

- [x] Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a success paying special attention to addressing historic inequities.
- [x] Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique acad needs of each and every child.
- [ ] Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to education that meets their needs.

District Goal(s):

- [x] Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

To consistently enhance student growth and achievement, create safe, healthy, and nurturing environments conducive to learning and wellness, and attract, support, develop, and retain the best

1. Describe the process through which the districts will:*

i. reduce incidences of bullying and harassment;

ii. reduce the overuse of discipline practices that remove students from the classroom [1];

iii. reduce the use of aversive behavioral interventions that compromise student health and safety; disaggregated by each subgroup of student as defined bel

a. each major racial and ethnic group;

b. economically disadvantaged students as compared to students who are not economically disadvantaged;

c. children with disabilities as compared to children without disabilities;

d. English proficiency status;

e. gender; and

f. migrant status.

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Pla

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

Huntley 158 has implemented the Positive Behavior Interventions and Supports system (PBIS). PBIS is a three-tiered system approach to establishing behavior support for all students in a emotional, and academic success. Clear expectations for behavior are taught, modeled, and reinforced across all settings and by all staff. Implementing a PBIS three-tiered system of supp bullying and harassment.

All students, staff, and administration are expected to adhere to Board Policy 7:180/Prevention of and Response to Bullying, Intimidation, and Harassment (https://drive.google.com/file/d/1dkE_ZFkM2z1TE6vhCsDz9RXWCaGuj5o7/view).

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 safe, non-hostile learning environment are important District goals. Bullying based on actual or perceived race, color, national origin, military status, unfavorable discharge status from the orientation, gender identity, gender-related identity or expression, ancestry, age, religion, physical or mental disability, order of protection status, status of being homeless, or actual or pot including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic is prohibited i

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 ever
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 non-school related location, activity, function, or program or from the use of technology or an electronic d or used by the School District or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school. This paragraph (item #4) applies only whe teacher receives a report that bullying through this means has occurred; it does not require staff members to monitor any non-school-related activity, function, or program.

Huntley 158 utilizes 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 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 s build and restore relationships among students, families, schools, and communities, and (vi) reduce the likelihood of future disruption by balancing accountability with an understanding of to keep students in school.

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 is consistent 105 ILCS 5/27-23.7(b) 1-12.

Response from the prior year Consolidated District Plan. Old version of application

District 158 has implemented Positive Behavior Interventions and Supports system (PBIS). PBIS is a three-tiered system approach to establishing behavior supports for all students in a sc and academic success. Clear expectations for behavior are taught, modeled, and reinforced across all settings and by all staff. Implementing a PBIS three-tiered system of support has red and harassment.

All students, staff, and administration are expected to adhere to Board Policy 7:180/Prevention of and Response to Bullying, Intimidation, and Harassment (https://drive.google.com/file/d/1dkE_ZFkM2z1TE6vhCsDz9RXWCaGuj5o7/view).

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 safe, non-hostile learning environment are important District goal. Bullying on the basis of actual or perceived race, color, national origin, military status, unfavorable discharge status from orientation, gender identity, gender-related identity or expression, ancestry, age, religion, physical or mental disability, order of protection status, status of being homeless, or actual or pot including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic is prohibited i

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 ever
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 non-school related location, activity, function, or program or from the use of technology or an electronic d or used by the School District or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school. This paragraph (item #4) applies only whe teacher receives a report that bullying through this means has occurred; it does not require staff members to monitor any non-school-related activity, function, or program.

District 158 utilizes Restorative measures. Restorative measures means a continuum of school-based alternatives to exclusionary discipline, such as suspensions and expulsions, that: (i) a 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 interp successful in school and society, (v) serve to build and restore relationships among students, families, schools, and communities, and (vi) reduce the likelihood of future disruption by balar understanding of students' behavioral health needs in order to keep students in school.

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 is consistent 105 ILCS 5/27-23.7(b) 1-12.

2. Describe the services the district will provide homeless children and youth, including services provided with funds reserved to support the enrollment, att homeless children and youth, in coordination with the services the district is providing under the McKinney-Vento Homeless Assistance Act. [3]

(42 U.S.C. 11301 et seq.):*

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Pla

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

District 158 will ensure that homeless children and youth will provide services necessary to maximize learning as outlined in the McKinney-Vento Homeless Assistance Act and Board Policy Children. Services offered could include additional instructional support, transportation to and from school independently or in collaboration with other agencies, free lunch, and other servi student. School fees would be waived for these children. In addition, Title I funds are reserved for homeless students for school supplies.

Response from the prior year Consolidated District Plan. Old version of application

District 158 will ensure that homeless children and youth will provide services necessary to maximize learning as outlined in the McKinney-Vento Homeless Assistance Act and Board Policy Children. Services offered could include additional instructional supports, transportation to and from school independently or in collaboration with other agencies, free lunch, and other serv student. School fees would be waived for these children. In addition, Title I funds are reserved for homeless students for school supplies.

Title I Requirement:

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children standards

Legislative Requirements:

[1] Title I, Part A, Section 1112(b)(11)

[2] Title I, Part A, Section 1111(c)(2); 34 CFR 300.226 and 300.646

[3] Title I, Part A, Section 1112(b)(6)

*Required if funding selected for Title I, Part A and/or Title IV, Part A

Close Printer Friendly Page

Applicant: Huntley Community School District 158
Application: 2024-2025 Consolidated District Plan - 00
Cycle: Original Application

Project Number: 25-CDP-00-44-063-1580-22

County: McHenry

Consolidated District Plan

Printer-Friendly
Click to Return to Application Select

IDEA Specific Requirements

If IDEA funding was selected on the Needs Assessment and Programs page, this page is required. If the page is blank and the entity does plan to receive and use I Needs Assessment and Programs page and select IDEA, save the page, and return to this page.

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goa

ISBE Goals:

- [x] Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a succes paying special attention to addressing historic inequities.
- [x] Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique acac needs of each and every child.
- [x] Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to an education that meets their needs.

District Goal(s): Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

- [x] To consistently enhance student growth and achievement, create safe, healthy, and nurturing environments conducive to learning and wellness, and attract, support, develop, and retain the bes

1. **How was the comprehensive needs assessment information used for planning grant activities?* This section should include the comprehensive needs identif the activities and programs funded by IDEA.**

   DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

   ([count] of 7500 maximum characters used)

   Needs assessment results for IDEA, Part B-Flow-Through indicate the following needs:
   -Enhanced professional practices to improve specially designed instruction for students with low-incidence disabilities, co-teaching, and emotional/behavioral regulation.
   -Instructional materials to support student deficits as determined by student IEPs.
   -Continued engagement and education of parents who have students' with IEPs on topics including; supporting the transition to the post-secondary setting, supporting a child with special nee understanding the delivery of special education services.

   The needs assessment for grant utilization is an ongoing process that is completed by the district's pupil personnel team. The team works collaboratively to identify staffing and program requ Administrative, instructional, and related services personnel have team discussions that incorporate school improvement plans, technology plans, and special education evidence-based best p each student can be properly met. These discussions include the need for specific curriculum, materials/supplies, interventions, technology, and services so that IEP goals and services that ar adequately addressed and in compliance. Needs assessment activities have also included discussion regarding the need to continue out-of-district placements as our last option for students a transition back to the district for local programming/LRE.

   Response from the approved prior year Consolidated District Plan. Old version of application

   -Enhanced professional practices to improve specially designed instruction for students with low incidence disabilities, co-teaching, and emotional/behavioral regulation.
   -Instructional materials to support student deficits as determined by student IEPs.
   -Continued engagement and education of parents who have students' with IEPs on topics including; supporting the transition to the post-secondary setting, supporting a child with special nee understanding the delivery of special education services.

   The needs assessment for grant utilization is an on-going process that is completed by the district's pupil personnel team. The team works collaboratively to identify staffing and program requ Administrative, instructional, and related services personnel have team discussions that incorporate school improvement plans, technology plans, and special education evidence-based best p student can be properly met. These discussions include the need for specific curriculum, materials/supplies, interventions, technology, and services so that IEP goals and services that are out addressed and in compliance. Needs assessment activities have also included discussion regarding the need to continue out of district placements as our last option for students and determin transition back to district for local programming/LRE.

2. **Summarize the activities and programs to be funded within the grant application.***

   DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

   ([count] of 7500 maximum characters used)

   Curriculum, materials/supplies, interventions, technology, and services so that IEP goals and services that are outlined in the IEP can be adequately addressed and in compliance.

   Response from the approved prior year Consolidated District Plan.

   Curriculum, materials/supplies, interventions, technology, and services so that IEP goals and services that are outlined in the IEP can be adequately addressed and in compliance.

3. **Describe any changes in the scope or nature of services from the prior fiscal year.***

   DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

   ([count] of 7500 maximum characters used)

   No changes

   Response from the approved prior year Consolidated District Plan.

   No changes

4. **How are funds being used to support district performance on the State Performance Plan Indicators? Please provide a brief narrative below for each indicato listing of State Performance Plan (SPP) Indicators, please click on the hyperlink below.**

   https://www.isbe.net/Pages/SPPAPR-Indicators.aspx

   DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

   ([count] of 7500 maximum characters used)

   Indicators 5 & 6
   The goal of Indicators 5 and 6 is to provide services to students with IEPs inside the general education environment to the maximum extent that is appropriate to foster their growth in the pla service delivery model for students with IEPs inside the general education environment is the co-teaching model. Purposeful considerations have been made to improve the co-teaching mode goal areas. Professional development opportunities have been systematically structured to provide time for co-teaching pairs to learn with each other through guided training in partnership w Professional development resources authored by the expert consultant were given to all co-teaching pairs as reference tools.

   Indicator 8
   The goal of Indicator 8 is to improve services and results for students with IEPs by facilitating positive parent involvement. Through the District's Special Education Advisory Committee, mem Family Engagement Liaison. Grant funds support this position. The Family Engagement Liaison is available to support parents throughout their experiences with special education teams. She h opportunities for parents on a variety of topics related to special education while also scheduling individual time to meet with interested parents for further discussions about special education

   Indicator 13
   The goal of Indicator 13 is a strong transition plan that addresses all required components and enables the student to experience postsecondary success. Professional development has been p education team members, including those supporting students in grades six through transition. Representatives from secondary special education team members have attended conferences c for Transition and Work. Further, transition plan resources have been purchased for use with students in creating transition plans, e.g. career interest surveys, diagnostic skill tests, functional

*Required field

Close Printer Friendly Page

Applicant: Huntley Community School District 158
Application: 2024-2025 Consolidated District Plan - 00
Cycle: Original Application

Project Number: 25-CDP-00-44-063-1580-22

County: McHenry

Consolidated District Plan

Printer-Friendly
Click to Return to Application Select

Overview

***Note: This plan section is not required for the Department of Juvenile Justice.**

Program: Youth in Care Stability

Purpose: To comply with ESSA requirements for educational stability for students who are Youth in Care.

Required For: All Illinois school districts and state-authorized charter schools

Resources:
ED and HHS Letter to Chief State School Officers and Child Welfare Directors on Implementing the Fostering Connections Act of May 30, 2014
US Department of Education (USDE) web page for Students in Foster Care
The Fostering Connections to Success and Increasing Adoptions Act of 2008 (P.L. 110-351)
Educational Stability Requirements (Effective October 7, 2008)
Public Act 099-0781 (effective 8/12/2016)
USDE Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care (June 23, 2016)
Finance, Budgets & Funding – Transportation Programs (scroll to Foster Care Transportation section)
ESEA of 1965 as Amended, Section 6312(c)

Background

Section 6312(5)(B) of ESEA of 1965 as Amended by ESSA requires that the local educational agency (LEA) collaborate with the state or local child welfare agency to develop and imp procedures governing how transportation to maintain students who are Youth in Care in the school of origin when in their best interests will be provided, arranged, and funded for the as Youth in Care.

Definition and References

First Division vehicles are defined in the Illinois Vehicle Code as motor vehicles designed to carry no more than 10 persons total.

First Division vehicles can be used to transport 10 or fewer persons, including the driver, on regular routes for any and all school-sponsored activities, including curriculum-related tri Division vehicles include cars, station wagons, mini-vans (10 passengers or less which includes the driver), taxi cabs, medical carrier or medi-car, and Suburbans. The manufacturer Certification Label) located on the inside of the driver's side door will stipulate MPV for Multi-Passenger Vehicle, MPPV (MultiPurpose Passenger Vehicle), or Passenger Car [49 CFR 57

Vehicle Usage:
https://www.isbe.net/Documents/school_vehicle_guidance.pdf
https://www.isbe.net/Documents/vehicle_use_summary.pdf
https://www.isbe.net/Documents/ISBE-Visual-Vehicle-Use-Guide.pdf

Transportation Programs:
https://www.isbe.net/Pages/Funding-and-Disbursements-Transportation-Programs.aspx

Requirements

A. The following factors should be considered when developing the transportation procedures for a student that is Youth in Care/in foster care:

1. Safety
2. Duration of the need for services
3. The time/length of travel time for the student each day
4. Time of placement change
5. Type of transportation available (yellow school bus, taxi cab, First Division vehicle, etc.)
6. Traffic patterns
7. Flexibility in school schedule
8. Impact of extracurricular activities on transportation options.
9. Maturity and behavioral capacity of student

B. The following low-cost/no-cost options should be considered when developing the transportation procedures:

1. Pre-existing transportation route
2. New transportation route
3. Route-to-Route hand-offs
4. District-to-district boundary hand-offs
5. Eligibility of the student for transportation through other services such as, but not limited to, Individuals with Disabilities Education Act (IDEA)
6. Alternatives not directly provided by the district/school such as:
   a. Contracted services - taxis, student transport companies, etc. - see note below
   b. Public transportation such as city buses, rails, etc.
   c. Carpools - see note below
   d. School/District staff - see note below
   e. Options presented by DCFS outside of those provided by the district/school, such as reimbursing the foster parents for transportation costs, or including transport in cor child placing agencies or group homes

NOTE: A school bus driver permit is REQUIRED for these options! IMPORTANT: All drivers transporting students (other than pare guardians transporting their own students) in First Division vehicles MUST possess a valid school bus driver permit per Section 6 Vehicle Code. THIS INCLUDES TAXI CAB DRIVERS.

REMINDER: A multifunction school activity bus (MFSAB) can NEVER be used to transport home-to-school or school-to-home [625 ILCS 5/1-148.3a-5]

C. The following funding options should be considered when developing the transportation procedures for a student that is Youth in Care/in foster care:

1. Title IV-E of the Social Security Act if the student is eligible
2. Title I of the ESEA of 1965 as Amended by ESSA (except that funds reserved for comparable services for homeless children and youth may NOT be used for transportation)
3. IDEA funds, if the student has an Individual Educational Program (IEP) that includes provisions for specialized transportation
4. State special education transportation funds, if the student has an IEP

5. Local funds

Applicant: Huntley Community School District 158 **County:** McHenry
Application: 2024-2025 Consolidated District Plan - 00
Cycle: Original Application

Project Number: 25-CDP-00-44-063-1580-22

Contact Information

***Note: This page is not required for the Department of Juvenile Justice.**

As part of the Youth in Care Stability Plan development process, several stakeholders should be involved. These may include, but are not limited to:

a. Local educational agency (LEA) point of contact for Youth in Care/Foster Care students (LEA-POC)
b. LEA transportation director
c. Child welfare agency point of contact
d. LEA Department of Children and Family Services (DCFS) liaison as permitted by 105 ILCS 5/10-20.58, if applicable
e. Title I director
f. School social worker
g. Guidance counselor
h. Special education personnel

Provide contact information for all personnel included in the development of the plan. The LEA-POC and transportation director are requ included as applicable.

1. Youth in Care/Foster Care LEA-POC - required*

Last Name*	First Name*	Position/Title*	Email*
Gill	Deanna	Assistant Superintendent of Special Services	dgill@distri

☐ Click here to add information for an additional Youth in Care/Foster Care LEA-POC.

2. LEA Transportation Director - required*

Last Name*	First Name*	Position/Title*	Email*
Hooper	Laura	Director of Transportation	lhooper@di

☐ Click here to add information for other personnel involved in the plan development.

Save Page

*Required field

Have questions or need help? Contact our Call Center (217)558-3600 between 8:00am - 5:00pm CST, Monday - Friday or Click here
Copyright © 2024, Illinois State Board of Education

Close Printer Friendly Page

Applicant: Huntley Community School District 158
Application: 2024-2025 Consolidated District Plan - 00
Cycle: Original Application

Project Number: 25-CDP-00-44-063-1580-22

County: McHenry

Consolidated District Plan

Printer-Friendly
Click to Return to Application Select

Best Interest Determination as it relates to School Stability

***Note: This page is not required for the Department of Juvenile Justice.**

NOTE: Fields below may be prepopulated with data. Review any prepopulated data, copy and revise as needed in the box above it, and save the page.

1. Describe the process for determining the best interest of the affected student's placement if the student becomes a Youth in Care or changes residences while th positions of all district personnel and other stakeholders involved.*

Be sure to include the factors that should be considered in determining whether remaining in a child's school of origin is in their best interest, as it relates to ensuring

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan. The Best Interest Determ process regarding the school placement of a student living in foster care. If the child's school of origin is a Huntley Community School District at the child is placed in a foster home outside of the Contact will work with DHS and/or the foster family to determine if the school of origin remains the school of best interest for the child. This determination will primarily consider the following:
-The wishes of the child;
-The wishes of the foster family (according to state law);
-The wishes of DHS; - The distance and time required for travel;
-The safety of the child;
-Any applicable services available at the school of residence vs. the school of origin.

If there is disagreement regarding school placement for a child in foster care, the child welfare agency should be considered the final decision maker in making the best interest determination (unl The child welfare agency is uniquely positioned to assess vital non-educational factors such as safety, sibling placements, the child's permanency goal, and other components of the case plan. The capacity, and responsibility to collaborate with and gain information from multiple parties, including parents, children, schools, and the court in making these decisions.

Response from the approved prior year Consolidated District Plan. Old version of application

The Best Interest Determination will guide the decision-making process regarding the school placement of a student living in foster care. If the child's school of origin is a Huntley Community Scho home outside of the district boundaries, the Foster Care Point of Contact will work with DHS and/or the foster family to determine if the school of origin remains the school of best interest for the c -The wishes of the child;eration:
-The wishes of the foster family (according to state law);
-The wishes of DHS; - The distance and time required for travel;
-The safety of the child;
-Any applicable services available at the school of residence vs. the school of origin.

If there is disagreement regarding school placement for a child in foster care, the child welfare agency should be considered the final decision maker in making the best interest determination (unl The child welfare agency is uniquely positioned to assess vital non-educational factors such as safety, sibling placements, the child's permanency goal and other components of the case plan. The capacity and responsibility to collaborate with and gain information from multiple parties, including parents, children, schools and the court in making these decisions.

2. Describe any special considerations and legal requirements taken into account for children with disabilities under IDEA and students with disabilities under Sect

See IDEA legislation here | **See Section 504 here**

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.
Special considerations and legal requirements will be taken into account for children with disabilities under IDEA and students with disabilities under Section 504. In addition to all best interest det for students with an IEP or 504, these documents will drive a focus on the student's needs that will be taken into account. The focus will remain on the student, and maintaining their access to a fr restrictive environment. Specific accommodations and supports that are needed, following IEP and 504 documentation, will be put in place to support these students. Unless the child's IEP require educated in the school that he or she would attend if not disabled. Members of the student's IEP team, including the foster care agency, will assist with the best interest determination for students

Response from the approved prior year Consolidated District Plan. Old version of application

Special considerations and legal requirements will be taken into account for children with disabilities under IDEA and students with disabilities under Section 504. In addition to all best interest det for students with an IEP or 504, these documents will drive a focus on the student's needs that will be taken into account. The focus will remain on the student, and maintaining their access to a fr restrictive environment. Specific accommodations and supports that are needed, in accordance with IEP and 504 documentation, will be put in place to support these students. Unless the child's IE is educated in the school that he or she would attend if not disabled. Members of the student's IEP team, including the foster care agency, will assist with the best interest determination for studen

3. Describe any special consideration and legal requirements taken into account for children who are English learners.*

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.
Special considerations and legal requirements taken into account for the educational stability of students who are English learners include the following, as specified in HHS and Department of Edu
-Identify and assess all potential EL students in a timely, valid, and reliable manner.
-Provide EL students with a language assistance program that is educationally sound and proven successful.
-Sufficiently staff and support the language assistance programs for EL students.
-Ensure that EL students have equal opportunities to meaningfully participate in all curricular and extracurricular activities.
-Avoid unnecessary segregation of EL students.
-Ensure that EL students with disabilities are evaluated in a timely and appropriate manner for special education and disability-related services and that their language needs are considered in thes
-Meet the needs of EL students who opt out of language assistance programs.
-Monitor and evaluate EL students in language assistance programs to ensure their progress concerning acquiring English proficiency and grade level core content, exit EL students from language in English, and monitor exited students to ensure they were not prematurely exited and that any academic deficits incurred in the language assistance program have been remedied.
-Evaluate the effectiveness of a school district's language assistance program(s) to ensure that EL students in each program acquire English proficiency and that each program was reasonably calc participation in the standard instructional program within a reasonable period of time.
-Ensure meaningful communication with limited English proficient (LEP) parents.

Response from the approved prior year Consolidated District Plan. Old version of application

-Identify and assess all potential EL students in a timely, valid, and reliable manner.l stability of students who are English learners include the following, as specified in HHS and Department of Edu
-Provide EL students with a language assistance program that is educationally sound and proven successful.
-Sufficiently staff and support the language assistance programs for EL students.
-Ensure that EL students have equal opportunities to meaningfully participate in all curricular and extracurricular activities.
-Avoid unnecessary segregation of EL students.
-Ensure that EL students with disabilities are evaluated in a timely and appropriate manner for special education and disability-related services and that their language needs are considered in thes
-Meet the needs of EL students who opt out of language assistance programs.
-Monitor and evaluate EL students in language assistance programs to ensure their progress with respect to acquiring English proficiency and grade level core content, exit EL students from langua proficient in English, and monitor exited students to ensure they were not prematurely exited and that any academic deficits incurred in the language assistance program have been remedied.
-Evaluate the effectiveness of a school district's language assistance program(s) to ensure that EL students in each program acquire English proficiency and that each program was reasonably calc participation in the standard instructional program within a reasonable period of time.
-Ensure meaningful communication with limited English proficient (LEP) parents.

4. Describe the dispute resolution process should there be disagreement among education decision makers, and other stakeholders regarding the best interest det

Be sure to include the step-by-step process if one would want to initiate a dispute about the Best Interest Determination decision. NOTE: include that DCFS has the fi determined.

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

Should a disagreement arise surrounding the best interest determination, the student shall remain in his or her school of origin during the pendency of the dispute. All parties will make reasonable making. In instances where this problem-solving proves insufficient, the child welfare agency shall resolve disputes between the school of origin and the school in which the child now resides regar dispute resolution process will be expeditious and fair to all parties, considering all voices that may assist with the decision in the best interest of the student.

Response from the approved prior year Consolidated District Plan.

Should a disagreement arise surrounding the best interest determination, the student shall remain in his or her school of origin during the pendency of the dispute. All parties will make reasonable making. In instances where this problem-solving proves insufficient, the child welfare agency shall resolve disputes between the school of origin and the school in which the child now resides regar dispute resolution process will be expeditious and fair to all parties, considering all voices that may assist with the decision in the best interest of the student.

5. Describe how the district/school will ensure that all appropriate school personnel are aware of the ESSA requirements for educational stability for students who

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

We will develop and review ESSA requirements, including understanding the definitions, obligations, and provisions outlined in ESSA legislation. We will identify key personnel within the district/scl compliance with ESSA requirements. This may include school administrators, counselors, teachers, social workers, and other support staff.

School personnel will learn about:
What it means to be a "Youth in Care"
The Implications for Youth in Care
Requirements for maintaining educational stability for Youth in Care, include but are not limited to school enrollment, transportation, and coordination between child welfare agencies and schools.
The rights of Youth in Care and the responsibilities of schools in supporting their educational needs.
Strategies for identifying and supporting Youth in Care within the school system.

As a district, we will establish effective communication and collaboration channels with local child welfare agencies to ensure accurate identification and support of Youth in Care. This may include s academic progress, and/or any specific needs or challenges faced by these students.

Our district has established a designated point of contact within the school for Youth in Care, who oversees the process for ensuring Youth in Care are supported and that records are accurately ma applicable.

As part of our district approach to supporting Youth in Care, individualized education plans (IEPs) or 504 plans, will make specific considerations related to the unique needs of Youth in Care. As de key personnel will be held to review progress and address any challenges or concerns.

In our community, we will engage in broader communication to raise awareness about the educational needs of Youth in Care and the school's commitment to supporting them. This may involve c advocacy groups to amplify efforts in supporting Youth in Care.

*Required field

Close Printer Friendly Page

Applicant: Huntley Community School District 158
Application: 2024-2025 Consolidated District Plan - 00
Cycle: Original Application

Project Number: 25-CDP-00-44-063-1580-22

County: McHenry

Consolidated District Plan

Printer-Friendly
Click to Return to Application Select

Youth in Care Stability Plan Development

***Note: This plan section is not required for the Department of Juvenile Justice.**

NOTE: Fields below may be prepopulated with data. Review any prepopulated data, copy and revise as needed in the box above it, and save the page.

1. Describe the process for determining how transportation will be provided to students who qualify, including the position of all individuals involved in the process

Be sure to include the factors that should be considered when developing the transportation procedures for a student who is Youth in Care.

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan. The District will collabora local child welfare agency to maintain children in foster care in their schools of origin, when in their best interest. Transportation under these procedures shall be provided in a cost-effective manne will work with the representative of the child welfare agency and the District transportation director to facilitate this decision-making and planning. The District shall consider low-cost and no-cost not limited to:
-Pre-existing transportation routes;
-New transportation routes

The following factors were considered to develop the Huntley Transportation Procedures for a foster care student:
-Safety;
-Duration;
-Time of placement change;
-Type of transportation available;
-Traffic patterns;
-Flexibility in school schedule;
-Impact of extracurricular activities on transportation options; and
-Maturity and behavioral capacity.

Response from the approved prior year Consolidated District Plan. Old version of application

The District will collaborate with the State or local child welfare agency to maintain children in foster care in their schools of origin, when in their best interest. Transportation under these procedur in a cost-effective manner. The District POC will work with the representative of the child welfare agency and the District transportation director to facilitate this decision-making and planning. The -Pre-existing transportation routes; ing, but not limited to:
-New transportation routes

The following factors were considered to develop the Huntley Transportation Procedures for a foster care student:
-Safety;
-Duration;
-Time of placement change;
-Type of transportation available;
-Traffic patterns;
-Flexibility in school schedule;
-Impact of extracurricular activities on transportation options; and
-Maturity and behavioral capacity.

2. Indicate which options will be considered when developing the transportation plan. Check all that apply.*

- [x] a. Pre-existing transportation route
- [x] b. New transportation route
- [ ] c. Route-to-route hand-offs
- [ ] d. District-to-district boundary hand-offs
- [x] e. Other services for which student is eligible, such as IDEA transportation options
- [x] f. Options presented by DCFS worker
- [x] g. Alternatives not directly provided by the district/school such as taxis, carpools, public transportation, etc.
  IMPORTANT: All drivers transporting students (other than parents or legal guardians transporting their own students) in First Division vehicles MUST pos school bus driver permit per Section 6-104(d) of the Vehicle Code. THIS INCLUDES TAXI CAB DRIVERS.
- [ ] h. Other - describe
- [ ] i. Other - describe
- [ ] j. Other - describe

3. Describe how all funding options selected above will be considered and coordinated when developing the transportation plan.*

Be sure to include the funding options that should be considered when developing the transportation procedures for a student who is Youth in Care.

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

Funding options that will be included will be local funds and the use of alternative funding sources (including, but not limited to, Title IV-E funds, Title I funds, and IDEA funds). The funding source to validity for use with a particular student, based on student needs.

Response from the approved prior year Consolidated District Plan. Old version of application

Funding options that will be included will be local funds and use of alternative funding sources (including, but not limited to, Title IV-E funds, Title I funds, and IDEA funds). The funding sources wi validity for use with a particular student, based on student need.

4. Describe the dispute resolution process to be utilized if the district/school and DCFS have difficulty coming to agreement on how to provide transportation for a in need.*

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

The District will collaborate with the State or local child welfare agency to develop transportation procedures that ensure that children in foster care promptly receive transportation, as needed, to The dispute resolution process for disputes of this nature will include meetings between the District Point of Contact and child welfare agency. Through these meetings, mutual accord will be arrive there are additional costs incurred in providing transportation to the school of origin, the District will provide transportation to the school of origin if:
-The child welfare agency agrees to reimburse the District for the additional transportation costs;
-The District agrees to pay the additional transportation costs; or
-The District and the child welfare agency agree to share the additional transportation costs.

Response from the approved prior year Consolidated District Plan. Old version of application

The District will collaborate with the State or local child welfare agency to develop transportation procedures that ensure that children in foster care promptly receive transportation, as needed, to The dispute resolution process for disputes of this nature will include meetings between the District Point of Contact and child welfare agency. Through these meetings, mutual accord will be arrive

there are additional costs incurred in providing transportation to the school of origin, the District will provide transportation to the school of origin if:
-The child welfare agency agrees to reimburse the District for the additional transportation costs;
-The District agrees to pay the additional transportation costs; or
-The District and the child welfare agency agree to share the additional transportation costs.

5. **Describe how the district/school will provide or arrange for adequate and appropriate transportation to and from the school of origin while any disputes are bein** *NOTE: Include that the School Of Origin [SOO] is responsible for the transportation while all disputes are being resolved.*

   For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

   DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

   The District/School of Origin will provide adequate and appropriate transportation to and from the school of origin while disputes are being resolved. Funds will be made available for this purpose. this transportation will be Title 1, Title 4A, and IDEA, in addition to local funds.

   Response from the approved prior year Consolidated District Plan. Old version of application

   The District/School of Origin will provide adequate and appropriate transportation to and from the school of origin while disputes are being resolved. Funds will be made available for this purpose. this transportation will be Title 1, Title 4A, and IDEA, in addition to local fund.

6. **Describe how the district/school will ensure that all school personnel are aware of the transportation plan process and can initiate the process if they become aw who is eligible for such services.***

   For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

   DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

   All relevant personnel will be informed of the plan and will ensure that they are capable of carrying out their responsibilities under the plan. The District Point of Contact will spearhead all commun that the process is carried out with fidelity and is shared with the relevant stakeholders.

   The District Foster Care Contact will share the transportation plan with all authorized staff in written form and will be responsible for reviewing the plan with the building administration annually. Ea administrator will ensure all school personnel, including secretaries and counselors, are aware of the foster care plan process and can initiate the process if they become aware of a student who

   is Response from the approved prior year Consolidated District Plan. Old version of application

   All relevant personnel will be informed of the plan, and will ensure that they are capable of carrying out their responsibilities under the plan. The District Point of Contact will spearhead all commun that the process is carried out with fidelity and is shared with the relevant stakeholders.

   The District Foster Care Contact will share the transportation plan with all authorized staff in written form and will be responsible for reviewing the plan with building administration annually. Each will ensure all school personnel, including secretaries and counselors, are aware of the foster care plan process and can initiate the process if they become aware of a student who is eligible.

*Required field

Close Printer Friendly Page

Applicant: Huntley Community School District 158
Application: 2024-2025 Consolidated District Plan - 00
Cycle: Original Application

Project Number: 25-CDP-00-44-063-1580-22

County: McHenry

Consolidated District Plan

Printer-Friendly
Click to Return to Application Select

BSP Overview

Program Name:	EL - Bilingual Service Plan
Purpose:	The purpose of the EL - Bilingual Service Plan is to ensure that English learner programs are implemented in accordance with Illinois School Code A Part 228 Transitional Bilingual Education. In addition, this data collection will help the Multilingual Department better support school districts in pro English proficiency and meet the same challenging academic standards as all children are expected to meet in Illinois.
Rules:	23 Ill. Admin. Code, Part 228.50
Contact:	Multilingual Department at 312-814-3850 multilingual@isbe.net

Close Printer Friendly Page

Applicant: Huntley Community School District 158
Application: 2024-2025 Consolidated District Plan - 00
Cycle: Original Application

Project Number: 25-CDP-00-44-063-1580-22

County: McHenry

Consolidated District Plan

Printer-Friendly
Click to Return to Application Select

BSP Contact Information

799 English Learners (ELs) are in the district

Provide information below for the Program Director/individual who completed this application:

Last Name*	First Name*	Middle Initial
Poncio-Jordan	Johanna	

Phone*: 847 659 6108

Email*: jponciojordan@district158.org

EL Program Director Requirements:

Does the Program Director meet the requirements to administer an English Learner program?* Yes (●) No ( )

Administrator Requirements

If not, provide an action plan describing how the district will meet the requirements in the space below:

Comments:

Use this text area for any needed explanations to ISBE in regard to this program.
([count] of 3000 maximum characters used)

*Required field

Close Printer Friendly Page

Applicant: Huntley Community School District 158
Application: 2024-2025 Consolidated District Plan - 00
Cycle: Original Application

Project Number: 25-CDP-00-44-063-1580-22

County: McHenry

Consolidated District Plan

Printer-Friendly
Click to Return to Application Select

BSP District Program Information

799 English Learners (ELs) are in the district

Complete the requested information below.

Key: Types of Instructional Design
1. Dual Language - Two Way (Self-contained)
2. Dual Language - One Way (Self-contained)
3. Transitional Bilingual Program (Self-contained)
4. Transitional Bilingual Program (Collaboration)
5. Transitional Program in English (Self-contained)
6. Transitional Program in English (Collaboration)

	Attendance Center Name		Program Type (check all that apply)		Types of Instructional Design (check all that apply)						PEL with ESL and/or Bilingual Endorsement - Enter zero if no teachers in a category.		
	In addition to district attendance centers that have ELs, special education co-ops and non-public special education program attendance centers that have out placed dually identified (ELs with IEPs) students must be listed.*	Grade Span	TBE	TPI	1	2	3	4	5	6	Number of PEL Teachers with ESL Endorsement Only	Number of PEL Teachers with Bilingual Endorsement Only	Number of PEL Teachers with ESL and Bilingual Endorsement
1.	Mackeben Elementary School	K-2	☑	☑	☑	☐	☐	☐	☐	☑	5	0	1
2.	Conley Elementary School	3-5	☑	☑	☑	☐	☐	☐	☐	☑	10	0	1
3.	Chesak Elementary School	K-2	☑	☑	☑	☐	☐	☐	☐	☑	9	0	2
4.	Martin Elementary School	3-5	☑	☑	☑	☐	☐	☐	☐	☑	6	2	0
5.	Leggee Elementary School	K-5	☑	☑	☑	☐	☐	☐	☐	☑	17	0	5
6.	Heinemann Middle School	6-8	☐	☑	☐	☐	☐	☐	☐	☑	3	0	0
7.	Marlowe Middle School	6-8	☑	☑	☑	☐	☐	☐	☐	☑	13	0	0
8.	Huntley High School	9-12	☑	☑	☐	☐	☐	☑	☐	☑	13	1	0
9.	Virtual Connections Academy	9-12	☐	☑	☐	☐	☐	☐	☐	☑	1	0	0
10.	Julia Molloy Education Center Attendance Center	PreK-8	☐	☑	☐	☐	☐	☐	☐	☑	1	0	0
11.	Early Childhood Center	PreK	☑	☑	☐	☑	☐	☐	☐	☑	10	0	1
12.	AdventHealth GlenOaks School - Pheasant Ridge Campus	9-12	☐	☑	☐	☐	☐	☐	☐	☑	1	0	0
13.			☐	☐	☐	☐	☐	☐	☐	☐			
14.			☐	☐	☐	☐	☐	☐	☐	☐			
15.			☐	☐	☐	☐	☐	☐	☐	☐			
16.			☐	☐	☐	☐	☐	☐	☐	☐			
17.			☐	☐	☐	☐	☐	☐	☐	☐			
18.			☐	☐	☐	☐	☐	☐	☐	☐			
19.			☐	☐	☐	☐	☐	☐	☐	☐			
20.			☐	☐	☐	☐	☐	☐	☐	☐			
21.			☐	☐	☐	☐	☐	☐	☐	☐			
22.			☐	☐	☐	☐	☐	☐	☐	☐			
23.			☐	☐	☐	☐	☐	☐	☐	☐			
24.			☐	☐	☐	☐	☐	☐	☐	☐			
25.			☐	☐	☐	☐	☐	☐	☐	☐			

If one or more attendance centers has EL enrollment but no ESL/Bilingual endorsed teachers above, then describe how the district will ensure that EL students rec endorsed teachers.

([count] of 2500 maximum characters used)

*If district has more than 25 attendance centers, please contact Multilingual/Language Development Department at multilingual@isbe.net or (312) 814-3850.

Close Printer Friendly Page

Applicant: Huntley Community School District 158
Application: 2024-2025 Consolidated District Plan - 00
Cycle: Original Application

Project Number: 25-CDP-00-44-063-1580-22

County: McHenry

Consolidated District Plan

Printer-Friendly
Click to Return to Application Select

BSP Short Form

799 English Learners (ELs) are in the district

BSP Short Form Page - Use only for Districts with 1 to 19 ELs.

Close Printer Friendly Page

Applicant: Huntley Community School District 158
Application: 2024-2025 Consolidated District Plan - 00
Cycle: Original Application

Project Number: 25-CDP-00-44-063-1580-22

County: McHenry

Consolidated District Plan

Printer-Friendly
Click to Return to Application Select

BSP Program Enrollment

799 English Learners (ELs) are in the district

PROGRAM ENROLLMENT

Check the type(s) of Program Enrollment offered — TBE

SPANISH LANGUAGE ARTS CURRICULUM

Indicate whether or not the district is offering Spanish language arts. All districts with a full-time TBE Spanish program must offer Spanish language arts.

Does the district offer Spanish language arts to TBE/TPI students?* — Yes

Describe the instructional and evaluation methods used to measure student progress with respect to the Illinois Spanish Language Arts Standards.

Biliteracy Units of Instruction - Benchmark Advance/Adelante resources as a foundation
Imagine Learning
STAR Literacy in Spanish

REMINDER: Districts that offer Spanish language arts instruction to TBE or TPI students must provide at least one training session annually related to th Illinois Spanish Language Arts Standards to staff who provide instruction in Spanish language arts.

Indicate whether the district is placing students in part-time TBE based on the criteria found in Section 228.30 (c)(3) and has the part-time TBE rational template in the students' records. — Yes

Part-Time Transitional Bilingual Education (TBE) Placement

*Required field

Close Printer Friendly Page

Applicant: Huntley Community School District 158
Application: 2024-2025 Consolidated District Plan - 00
Cycle: Original Application

Project Number: 25-CDP-00-44-063-1580-22

County: McHenry

Consolidated District Plan

Printer-Friendly
Click to Return to Application Select

TBE Parent Advisory Committee

799 English Learners (ELs) are in the district

Parent Advisory Committee Page - Complete this page **ONLY** if the district has a TBE program. A district is required to have a Bilingual Parent Advisory Committee if an attendanc students with the same language group (Preschool counted separately).

Verification of Plan Review by Bilingual Parent Advisory Committee for TBE Programs

Parent and Community Participation - Each district or cooperative with a TBE program shall establish a parent advisory committee consisting of the following: parents, legal guardians counselors, and community leaders. A majority of its members must be parents of students enrolled in the TBE program. This committee shall:

1. Meet at least four times per year;
2. Maintain on file with the school district, minutes of these meetings; and
3. Review district's annual Bilingual Service Plan and EBF spending plan submitted to the State Board of Education.

Identify all members of the Bilingual Parent Advisory Committee. Indicate under Role whether they are a parent (P), legal guardian (G), teacher (T), counselor (C), or community r spoken by the member. Indicate the member's home address and phone number where they can be reached.

Name	Johanna Poncio Jordan	Role		Language(s)	Spanish/English
Street		City		State	IL
Name	Melissa Corona	Role	P	Language(s)	Spanish/English
Street				State	IL
Name	Natalia Solodovnikova	Role	P	Language(s)	Ukrainian/Polish
Street		City		State	IL
Name	Selena Medrano	Role	P	Language(s)	Spanish/English
Street		City		State	IL
Name	Viktoriia Matviiv	Role	T	Language(s)	English/Polish
Street		City		State	IL
Name		Role		Language(s)	
Street		City		State	
Name		Role		Language(s)	
Street		City		State	
Name		Role		Language(s)	
Street		City		State	
Name		Role		Language(s)	
Street		City		State	
Name		Role		Language(s)	
Street		City		State	

☑ I certify that the Bilingual Parent Advisory Committee has had an opportunity to review this Bilingual Service Plan. I furthermore assure on behalf of the district that the Bilingua opportunity to review the EL-EBF Spending Plan as required by 23 IL Admin Code Part 228.30, section C, (4) A, by or before October 31, 2024.

Date: 06/19/2024 Name of Committee Chairperson: Carmen Cruz

A committee chair must be a member of the BPAC.

* A printed copy of the completed page with the signature of the Committee Chairperson must be retained on file at the district for review upon request.

Meeting	Projected Dates (7/1/2024 - 6/30/2025)	Activity
1.	09/17/2024	Bilingual Advisory Committee Training (required activity).

2.	10/09/2024	Developing Literacy and Language for families
3.	11/05/2024	Seal of Biliteracy & Review district's FY24 EL - Bilingual Service Plan
4.	04/15/2025	Assessments & Review district's FY24 EBF spending plan

Close Printer Friendly Page

Applicant: Huntley Community School District 158
Application: 2024-2025 Consolidated District Plan - 00
Cycle: Original Application

Project Number: 25-CDP-00-44-063-1580-22

County: McHenry

Consolidated District Plan

Printer-Friendly
Click to Return to Application Select

BSP Professional Development

799 English Learners (ELs) are in the district

PROPOSED PROFESSIONAL DEVELOPMENT ACTIVITIES

Describe the professional development activities proposed to be developed and implemented for staff involved in the education of English Learners and immigrant students. Such trai helping staff attain the qualifications, knowledge, and skills needed to increase EL and immigrant students' academic performance. These activities must also meet requirements set the TBE/TPI program.

TBE/TPI Staff Inservice Plan - Indicate at least two Professional Development Activities

Inservice activities must be provided to all TBE/TPI staff at least twice yearly. Specify the areas to be addressed, which must include, but need not be limited to, one of the following: Students; Methods for Teaching in the Native Language and Methods of Teaching ESL; Content Area and Language Proficiency Assessment of EL Students; Issues Related to the Nativ States; and Issues Related to EL Students with Disabilities. Additionally, for new certificated and noncertificated program staff, the following must be addressed: Minimum Program S Assessment Procedures; Program Design; and Basic Instructional Techniques for Teachers of EL Students.

Districts that offer Spanish language arts must offer at least one session related to the implementation of Spanish language arts for staff members who provide th

	Activity*	Date (Projected)	Certified Staff	Non-Certified Staff	Expecte
☐	Current Research in the Teaching of EL Students	09/24/2024	☑	☑	
☐	Methods for Teaching in the Native Language and Method of Teaching ESL	12/20/2024	☑	☑	
☐	Language Assessment	10/11/2024	☑	☐	
☐	Issues Related to the Native Culture and the Culture of the United States		☐	☐	
☐	Issues Related to EL Students with Disabilities	08/09/2024	☑	☐	
☐	Program Standards	08/08/2024	☑	☑	
☐	District Identification Assessment	08/08/2024	☑	☑	
☐	Program Design	08/08/2024	☑	☑	
☐	Basic Instructional Techniques for Teachers of EL Students	08/08/2024	☑	☑	
☐	Spanish Language Arts	07/24/2004	☑	☐	
☐	Others (Specify):		☐	☐	

*Required field

Close Printer Friendly Page

Applicant: Huntley Community School District 158 **County:** McHenry

Application: 2024-2025 Consolidated District Plan - 00
Cycle: Original Application

Project Number: 25-CDP-00-44-063-1580-22

Consolidated District Plan

Printer-Friendly
Click to Return to Application Select

Plan Assurances	State Assurances	Debarment	Lobbying	GEPA 442	Assurances

Board Approval, Certification, and Assurances **Instructions**

By checking this box, the applicant hereby certifies that he or she has read, understood, and will comply with the assurances listed below, as applicable to the planning requirements of all included programs as applicable.

Provide the date on which the District Board approved the Consolidated District Plan.

Each district plan shall provide assurances that the district will, as applicable based on grant award(s):

1. ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;
2. provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services;
3. participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3));
4. coordinate and integrate services provided under this part with other educational services at the district or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;
5. collaborate with the State or local child welfare agency to—
   A. designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency and
   B. by not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall—
      i. ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A))
      ii. ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if—
         a. The local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;
         b. the local educational agency agrees to pay for the cost of such transportation; or
         c. the local educational agency and the local child welfare agency agree to share the cost of such transportation; and

6. ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification; and
7. in the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)).
8. Each LEA that is included in the eligible entity is complying with Section 1112(e) prior to, and throughout, each school year as of the date of application;
9. the eligible entity is not in violation of any State law, including State constitutional law, regarding the education of English learners, consistent with sections 3125 and 3126;
10. the eligible entity consulted with teachers, researchers, school administrators, community members, public or private entities, and institutions of higher education, in developing and implementing such plan; and
11. the eligible entity will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers.
12. Teacher English Fluency - each eligible entity receiving a subgrant under section 3114 shall include in its plan a certification that all teachers in any language instruction educational program for English learners that is, or will be, funded under this part are fluent in English and any other language used for instruction, including having written and oral communications skills.
13. in the case of a school district serving at least one English learner, and in accordance with Article 14C of the Illinois School Code, assurance is provided that at least 60% of the district's state funds attributable to ELs will be used for the instructional costs of programs and services authorized under this article.
14. In the case of a school district offering Transitional Bilingual Education programs, assurance is provided that the parent advisory committee was afforded the opportunity effectively to express its views in order to ensure that the EL programs are planned, operated, and evaluated with the involvement of, and in consultation with, parents of children served by the programs.
15. The district further assures that no policy of the LEA prevents, or otherwise denies participation in constitutionally protected prayer in public elementary schools and secondary schools as set forth in the Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools on the U.S. Department of Education's website.

Close Printer Friendly Page

Applicant: Huntley Community School District 158 **County:** McHenry

Application: 2024-2025 Consolidated District Plan - 00
Cycle: Original Application

Project Number: 25-CDP-00-44-063-1580-22

Consolidated District Plan

Printer-Friendly
Click to Return to Application Select

Plan Assurances	State Assurances	Debarment	Lobbying	GEPA 442	Assurances

Grant Application Certifications and Assurances **Instructions**

By checking this box, the applicant/award recipient (hereinafter the term applicant includes award recipient as the context requires) hereby certifies and assures the Illinois State Board of Education that:

1. The applicant has the necessary legal authority to apply for and to receive the proposed award. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application and any award in relation thereto.

   The undersigned representative affirms, under penalties of perjury, 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 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.

DEFINITIONS

"Applicant" means an individual, entity, or entities for which grant funds may be available and who has made application to the Illinois State Board of Education for an award of such grant funds.

"Grant" means the award of funds, which are to be expended in accordance with the Grant Agreement for a particular project. The terms "grant," "award," "program," and "project" may be used interchangeably.

"Grantee" means the person, entity, or entities that are to receive or have received grant funds through an award from the Illinois State Board of Education. The terms "grantee" and "award recipient" may be used interchangeably.

"Project" means the activities to be performed for which grant funds are being sought by the applicant. The terms "project" and "program" may be used interchangeably.

The capitalized word "Term" means the period of time from the project beginning date through the project ending date.

Termination means the ending of a grant, whether in whole or in part, at any time prior to the end of the grant Term, as stated in the Grant Agreement.

LAWS AND REGULATIONS REGARDING FEDERAL AND STATE AWARDS

The applicant acknowledges and agrees that this grant is subject to the provisions of:

2 CFR Part 200 – Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards

http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl

Illinois Grant Accountability and Transparency Act (GATA), 30 ILCS 708/1 et seq.

http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=3559&ChapterID=7

Administrative Rules for GATA, 44 Ill. Admin. Code Part 7000

https://ilga.gov/commission/jcar/admincode/044/04407000sections.html

NO BINDING OBLIGATION

2. The applicant acknowledges and agrees that the selection of its proposal for funding, or approval to fund an application, shall not be deemed to be a binding obligation of the Illinois State Board of Education until such time as a final Grant Agreement is entered into between the applicant and the Illinois State Board of

Education. Prior to the execution of a final Grant Agreement, the Illinois State Board of Education may withdraw its award of funding to the applicant at any time, for any reason.

3. Payment under this grant is subject to passage of a sufficient appropriation by the Illinois General Assembly or sufficient appropriation by the U.S. Congress for federal programs. Obligations of the Illinois State Board of Education will cease immediately without further obligation should the agency fail to receive sufficient state, federal, or other funds for this program.
4. Funding in the subsequent years beyond the Term of the grant will be contingent upon compliance with federal and state law, regulations, administrative rules, terms and conditions of the award, passage of sufficient appropriations for the program, and satisfactory performance in the preceding grant period. Renewal decisions are at the sole discretion of the Illinois State Board of Education, and the receipt of an award in a current or previous Term does not create any right to or expectation of renewal in a subsequent Term.

PROJECT

5. The project proposed in the application, and as negotiated and finalized by the parties in the Grant Agreement, is hereinafter referred to as the "project." In planning the project there has been, and in establishing and carrying out the project there will be (to the extent applicable to the project), participation of persons broadly representative of the cultural and educational resources of the area to be served, including persons representative of the interests of potential beneficiaries.
6. Applicants may be asked to clarify certain aspects of their proposals/applications or proposed amendments prior to final agreement on the terms of the project or amendment.
7. The project will be administered by or under the supervision of the applicant and in accordance with the laws and regulations applicable to the grant. The applicant will be responsible for and obtain all necessary permits, licenses, or consent forms as may be required to implement the project.

FUNDING

8. All funds provided will be used solely for the purposes stated in the approved proposal/application, as finalized in the Grant Agreement, in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the grant.
9. The applicant may not count tuition and fees collected from students towards meeting matching, cost sharing, or maintenance of effort requirements of a program, pursuant to 34 CFR 76.534.
10. The applicant will maintain records for three years following competition of the activities for which the applicant uses the federal or state funding, pursuant to 2 CFR 200.334.
11. If real property or structures are provided or improved with the aid of federal financial assistance, the applicant will comply with applicable statutes, regulations, and the project application in the use, encumbrance, transfer, or sale of such property or structure. If personal property is so provided, the applicant will comply with applicable statutes, regulations, and the project application in the use, encumbrance, transfer, disposal, and sale of such.
12. The applicant will have effective financial management systems which conform to the standards present in 2 CFR 200.302, which includes, but is not limited to, the ability to report financial data verifying compliance with program regulations and maintaining effective internal control over the operations of the approved grant.
13. The applicant will conform all activities conducted under the approved grant to the provisions contained within 2 CFR Part 200
14. All expenditures claimed in relation to a grant are subject to applicable federal and state laws, regulations, and administrative rules. Expenditures claimed in relation to an award are subject to cost allowability standards, as defined by the grant program and 2 CFR Part 200, and other applicable federal and state laws, regulations, and administrative rules. Failure to adhere to these requirements will lead to disallowed expenditures for which funds must be returned.
15. Adequacy tier designation under Evidence-Based Funding will be utilized by ISBE at its discretion pursuant to applicable law and agency policy (105 ILCS 5/18-8.15).

INVOLUNTARY TERMINATION

16. The applicant will accept funds in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the award, and administer the programs in compliance with all provisions of such statutes, regulations, administrative rules, terms and conditions of the award, and amendments thereto.
17. Failure of applicant to comply with state and federal statutes, regulations, administrative rules, or the terms and conditions of the award may result in conditions placed on grantee, including, but not limited to,

involuntary termination of a grant at the discretion of the Illinois State Board of Education, in whole or in part, in accordance with federal and state law and regulations.

GENERAL CERTIFICATIONS AND ASSURANCES

18. The applicant will obey all applicable state and federal laws, regulations, and executive orders, including without limitation: those regarding the confidentiality of student records, such as the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g) and the Illinois School Student Records Act (ISSRA) (105 ILCS 10/1 et seq.); those prohibiting discrimination on the basis of race, color, national origin, sex, age, or handicap, such as Title IX of the Amendments of 1972 (20 U.S.C. 1681 et seq.) and 34 CFR part 106, the Illinois Human Rights Act (775 ILCS 5/1-101 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) and 34 CFR part 104, the Age Discrimination in Employment Act of 1967 (29 U.S.C. 621 et seq.), the Age Discrimination Act (42 U.S.C. 6101 et seq.) and 34 CFR part 110, Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq., 2000e et seq.) and 34 CFR part 100, the Public Works Employment Discrimination Act (775 ILCS 10/0.01 et seq.), and the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.); and the Illinois School Code (105 ILCS 5/1-1 et seq.). Further, no award recipient shall deny access to the program funded under the grant to students who lack documentation of their immigration status or legal presence in the United States (Plyler v. Doe, 457 U.S. 202, 102 S.Ct. 2382 (1982)).
19. The applicant certifies it has informed the State Superintendent of Education in writing if any employee of the applicant/grantee was formerly employed by the Illinois State Board of Education and has received an early retirement incentive under 40 ILCS 5/14-108.3 or 40 ILCS 5/16-133.3 (Illinois Pension Code). The applicant acknowledges and agrees that if such early retirement incentive was received, the Grant Agreement is not valid unless the official executing the agreement has made the appropriate filing with the Auditor General prior to execution.
20. The applicant shall notify the State Superintendent of Education if the applicant solicits or intends to solicit for employment any of the Illinois State Board of Education's employees during any part of the application process or during the Term of the Grant Agreement.
21. The applicant is not barred from entering into this contract by Sections 33E-3 and 33E-4 of the Criminal Code of 1961 (720 ILCS 5/33E-3, 33E-4). Sections 33E-3 and 33E-4 prohibit the receipt of a state contract by a contractor who has been convicted of bid-rigging or bid-rotating.
22. If the applicant is an individual, the applicant is not in default on an educational loan as provided in 5 ILCS 385/3.
23. The applicant certifies it does not pay dues or fees on behalf of its employees or agents or subsidize or otherwise reimburse them for payment of their dues or fees to any club which unlawfully discriminates (775 ILCS 25/1).
24. The applicant certifies that it is (a) current as to the filing and payment of any applicable federal, state, and/or local taxes; and (b) not delinquent in its payment of moneys owed to any federal, state, or local unit of government.
25. Any applicant not subject to Section 10-21.9 of the School Code certifies that a fingerprint-based criminal history records check through the Illinois State Police and a check of the Statewide Sex Offender Database will be performed for all its employees, b) volunteers, and c) all employees of persons or firms holding contracts with the applicant/grantee, who have direct contact with children receiving services under the grant; and such applicant shall not a) employ individuals, b) allow individuals to volunteer, or c) enter into a contract with a person or firm who employs individuals, who will have direct contact with children receiving services under the grant who have been convicted of any offense identified in subsection (c) of Section 10-21.9 of the School Code (105 ILCS 5/10-21.9(c)) or have been found to be the perpetrator of sexual or physical abuse of any minor under 18 years of age pursuant to proceedings under Article II of the Juvenile Court Act of 1987 (705 ILCS 405/2-1 et seq.).
26. The applicant hereby assures that when purchasing core instructional print materials published after July 19, 2006, the applicant/grantee will ensure that all such purchases are made from publishers who comply with the requirements of 105 ILCS 5/28-21, which instructs the publisher to send (at no additional cost) to the National Instructional Materials Access Center (NIMAC) electronic files containing the contents of the print instructional materials using the National Instructional Materials Accessibility Standard (NIMAS), on or before delivery of the print instructional materials. This does not preclude a grantee school district from purchasing or obtaining accessible materials directly from the publisher.
27. The applicant certifies that notwithstanding any other provision of the application, proposal, or Grant Agreement, grant funds shall not be used and will not be used to provide religious instruction, conduct worship services, or engage in any form of proselytization.

JOINT APPLICATIONS - ADMINISTRATIVE AND/OR FISCAL AGENT

28. Applicants/grantees participating in a joint application hereby certify that they are individually and jointly responsible to the Illinois State Board of Education and to the administrative and fiscal agent under the grant. An applicant/grantee that is a party to the joint application and is a legal entity, or a Regional Office of Education, may serve as the administrative and/or fiscal agent under the grant.

29. The entity acting as the fiscal agent certifies that it is responsible to the applicant/grantee or, in the case of a joint application, to each applicant/grantee that is a party to the application; it is the agent designated and responsible for reports and for receiving and administering funds; and it will:

    a) Obtain fully executed Grant Application Certifications and Assurances forms from each entity or individual participating in the grant and return the forms to ISBE prior to award of the grant;

    b) Maintain separate accounts and ledgers for the project;

    c) Provide a proper accounting of all revenue from the Illinois State Board of Education for the project;

    d) Properly post all expenditures made on behalf of the project;

    e) Be responsible for the accountability, documentation, and cash management of the project; the approval and payment of all expenses, obligations, and contracts; and hiring of personnel on behalf of the project in accordance with the Grant Agreement;

    f) Disburse all funds to joint applicants/grantees based on information (payment schedules) from joint applicants/grantees showing anticipated cash needs in each month of operation (The composite payment schedule submitted to ISBE should reflect monthly cash needs for the fiscal agent and the joint applicants/grantees.);

    g) Require joint applicants/grantees to report expenditures to the fiscal agent based on actual expenditures/obligation data and documentation. Reports submitted to the Illinois State Board of Education should reflect actual expenditure/obligations for the fiscal agent and the data obtained from the joint applicants/grantees on actual expenditures/obligations that occur within project beginning and ending dates;

    h) Be accountable for interest income earned on excess cash on hand by all parties to the grant and return applicable interest earned on advances to the Illinois State Board of Education;

    i) Make financial records available to outside auditors and Illinois State Board of Education personnel, as requested by the Illinois State Board of Education; and

    j) Have a recovery process in place with all joint applicants/grantees for collection of any funds to be returned to the Illinois State Board of Education.

DRUG-FREE WORKPLACE CERTIFICATION

30. This certification is required by the Drug-Free Workplace Act (30 ILCS 580/1). The Drug-Free Workplace Act, effective January 1, 1992, requires that no grantee or contractor shall receive a grant or be considered for the purposes of being awarded a contract for the procurement of any property or services from the state unless that grantee or contractor has certified to the state that the grantee or contractor will provide a drug-free workplace. False certification or violation of the certification may result in sanctions including, but not limited to, suspension of contract or grant payments, termination of the contract or grant, and debarment of contracting or grant opportunities with the state of Illinois for at least one (1) year but not more than five (5) years.

    For the purpose of this certification, "applicant," "grantee," or "contractor" means a corporation, partnership, or other entity with twenty-five (25) or more employees at the time of issuing the grant, or a department, division, or other unit thereof, directly responsible for the specific performance under a contract or grant of $5,000 or more from the state

    The applicant certifies and agrees that it will provide a drug-free workplace by:

    a) Publishing a statement:

        1) Notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, including cannabis, is prohibited in the grantee's or contractor's workplace.

        2) Specifying the actions that will be taken against employees for violations of such prohibition.

        3) Notifying the employee that, as a condition of employment on such contract or grant, they:

            A) Abide by the terms of the statement; and

            B) Notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) calendar days after such conviction.

    b) Establishing a drug-free awareness program to inform employees about:

        1) The dangers of drug abuse in the workplace;

        2) The grantee's or contractor's policy of maintaining a drug-free workplace;

        3) Any available drug counseling, rehabilitation, and employee assistance programs; and

        4) The penalties that may be imposed upon an employee for drug violations.

c) Providing a copy of the statement required by subsection (a) to each employee engaged in the performance of the contract or grant and posting the statement in a prominent place in the workplace.

d) Notifying the contracting or granting agency within ten (10) calendar days after receiving notice under part (B) of paragraph (3) of subsection (a) above from an employee or otherwise receiving actual notice of such conviction.

e) Imposing a sanction on, or requiring the satisfactory participation in a drug abuse assistance or rehabilitation program by, any employee who is so convicted, as required by section 5 of the Drug-Free Workplace Act.

f) Assisting employees in selecting a course of action in the event drug counseling, treatment, and rehabilitation are required and indicating that a trained referral team is in place.

g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of the Drug-Free Workplace Act.

31. The applicant represents and warrants that all of the certifications and assurances set forth herein, in the application, all attachments, and the Grant Agreement are and shall remain true and correct through the Term of the grant. During the Term of the grant, the award recipient shall provide the Illinois State Board of Education with notice of any change in circumstances affecting the certifications and assurances within ten (10) calendar days of the change. Failure to maintain all certifications and assurances or provide the required notice will result in the Illinois State Board of Education withholding future project funding until the award recipient provides documentation evidencing that the award recipient has returned to compliance with this provision, as determined by the Illinois State Board of Education.

Applicant: Huntley Community School District 158 **County:** McHenry

Application: 2024-2025 Consolidated District Plan - 00
Cycle: Original Application

Project Number: 25-CDP-00-44-063-1580-22

Consolidated District Plan

Printer-Friendly
Click to Return to Application Select

Overview | Contact Information | Amendments | Needs Assessment and Programs | Plan Specifics | Assurance Pages | Submit | Application History | Page Lock Control | Application Print

Plan Assurances | State Assurances | Debarment | Lobbying | GEPA 442 | Assurances

Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion
Lower Tier Covered Transactions

Instructions

This certification is required by the regulations implementing Executive Orders 12549 and 12689, Debarment and Suspension, 2 CFR part 3485, including Subpart C Responsibilities of Participants Regarding Transactions (also see federal guidance at 2 CFR part 180). Copies of the regulations may be obtained by contacting the Illinois State Board of Education.

Before completing this certification, read instructions below.

CERTIFICATION

By checking this box, the prospective lower tier participant certifies that:

1. Neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency;
2. It will provide immediate written notice to whom this Certification is submitted if at any time the prospective lower tier participant learns its certification was erroneous when submitted or has become erroneous by reason of changed circumstances;
3. It shall not knowingly enter any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated;
4. It will include the clause titled 'Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion--Lower Tier Covered Transactions,' without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions; and
5. The certifications herein are a material representation of fact upon which reliance was placed when this transaction was entered into.

Instructions for Certification

1. By checking the box and saving this page, the prospective lower tier participant is providing the certifications set out herein.
2. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue all available remedies, including suspension and/or debarment.
3. Except for transactions authorized under paragraph 3 above, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue all available remedies, including suspension and/or debarment.
4. The terms 'covered transaction,' 'debarred,' 'suspended,' 'ineligible,' 'lower tier covered transaction,' 'participant,' 'person,' 'primary covered transaction,' 'principal,' 'proposal,' and 'voluntarily excluded,' as used herein, have the meanings set out in the Definitions and Coverage sections of the rules implementing Executive Order 12549 and Executive Order 12689. You may contact the person to which this Certification is submitted for assistance in obtaining a copy of those regulations.
5. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the 'GSA Government-Wide System for Award Management Exclusions' (SAM Exclusions) at:

   www.sam.gov
6. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required herein. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

v.04.26.2021

Have questions or need help? Contact our Call Center (217)558-3600 between 8:00am - 5:00pm CST, Monday - Friday or Click here to

Have questions or need help? Contact our Call Center (217)558-3600 between 8:00am - 5:00pm CST, Monday - Friday, or Click here to Contact Us

Copyright © 2024, Illinois State Board of Education

Applicant: Huntley Community School District 158 **County:** McHenry

Application: 2024-2025 Consolidated District Plan - 00
Cycle: Original Application

Project Number: 25-CDP-00-44-063-1580-22

Consolidated District Plan

Printer-Friendly
Click to Return to Application Select

Overview | Contact Information | Amendments | Needs Assessment and Programs | Plan Specifics | Assurance Pages | Submit | Application History | Page Lock Control | Application Print

Plan Assurances | State Assurances | Debarment | Lobbying | GEPA 442 | Assurances

Certification Regarding Lobbying

Instructions

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by 31 U.S.C. 1352. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

By checking this box, the applicant hereby certifies, to the best of his or her knowledge and belief, that:

(1) No federal appropriated funds have been paid or will be paid, by or on behalf of the contractor/grantee, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any federal contract, the making of any federal grant, the making of any federal loan, the entering into any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal contract, grant, loan, or cooperative agreement, the contractor/grantee shall complete and submit ISBE 85-37"Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The applicant shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

v.04.23.2021

Have questions or need help? Contact our Call Center (217)558-3600 between 8:00am - 5:00pm CST, Monday - Friday or Click here to

Contact Us

Copyright © 2024, Illinois State Board of Education

Applicant: Huntley Community School District 158 **County:** McHenry

Application: 2024-2025 Consolidated District Plan - 00

Cycle: Original Application

Project Number: 25-CDP-00-44-063-1580-22

Consolidated District Plan

Printer-Friendly

Click to Return to Application Select

Overview | Contact Information | Amendments | Needs Assessment and Programs | Plan Specifics | Assurance Pages | Submit | Application History | Page Lock Control | Application Print

Plan Assurances | State Assurances | Debarment | Lobbying | GEPA 442 | Assurances

GEPA 442 Assurances

Instructions

☐ By checking this box, the applicant/award recipient (hereinafter the term applicant includes award recipient as the context requires), hereby certifies and assures the Illinois State Board of Education that:

1. The applicant has the necessary legal authority to apply for and to receive the proposed award. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and in behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application and any award in relation thereto.

DEFINITIONS

"APPLICANT" means an individual, entity, or entities for which grant funds may be available and has made application to the Illinois State Board of Education for an award of such grant funds.

"LEA" means the local educational agency.

"AWARD RECIPIENT" means the person, entity, or entities that are to receive or have received grant funds through an award from the Illinois State Board of Education. The terms "grantee" and "award recipient" may be used interchangeably.

"GRANT" means the award of funds, which are to be expended in accordance with the Grant Agreement for a particular project, in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the award. The terms "grant," "award," and "project" may be used interchangeably.

"PROGRAM" means any applicable program under which federal funds are made available to the applicant.

"PROJECT" means the activities to be performed for which grant funds are being sought by the applicant.

"SECRETARY" means the Secretary of Education.

PROJECT

2. The LEA will administer each Program in accordance with all applicable statutes, regulations, program plans, and applications;
3. The control of funds provided to the LEA under each Program and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;
4. The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal funds paid to that agency under each Program, in accordance with 2 CFR 200.302 and 2 CFR 200.303 and the Illinois State Board of Education's State and Federal Grant Administration Policy, Fiscal Requirements, and Procedures manual, maintained on the Illinois State Board of Education's Internet website. The LEA's administration and expenditure of Program funds shall be in accordance with all applicable requirements of the Education Department General Administrative Regulations (EDGAR), 2 CFR 200, and other applicable federal state statutes, regulations, and administrative rules.
5. The LEA will make reports to ISBE and to the Secretary as may reasonably be necessary to enable ISBE and the Secretary to perform their duties and meet federal reporting requirements, and the LEA will maintain such records, including the records required under 20 U.S.C. 1232f, and provide access to those records, as ISBE or the Secretary deem necessary to perform their duties;
6. The LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each Program;
7. An application, evaluation, periodic program plan, or report relating to each Program will be made readily available to parents and other members of the general public;
8. In the case of any Program project involving construction: (A) the project will comply with state requirements for the construction of school facilities; and (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under 29 U.S.C. 794 in order to ensure that facilities constructed with the use of federal funds are accessible to and usable by individuals with disabilities;
9. The LEA has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each Program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
10. None of the funds expended under any applicable Program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or an affiliate of such an organization.

Have questions or need help? Contact our Call Center (217)558-3600 between 8:00am - 5:00pm CST, Monday - Friday or Click here to Contact Us
Copyright © 2024, Illinois State Board of Education

Close Printer Friendly Page

Applicant: Huntley Community School District 158 **County:** McHenry

Application: 2024-2025 Consolidated District Plan - 00
Cycle: Original Application

Project Number: 25-CDP-00-44-063-1580-22

Consolidated District Plan

Printer-Friendly
Click to Return to Application Select

Assurances

Instructions

GRANT AGREEMENT: The submissions made to the Illinois State Board of Education by the applicant and the terms and conditions described in each tab of this application shall constitute the grant agreement between the applicant and the Illinois State Board of Education for the use of the funds described in the "Budget Detail" tab. 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. This grant agreement may not be amended or modified except as by receiving approval for an amendment through the IWAS application process or otherwise by the approval of the Illinois State Board of Education. By hitting "Submit" on the Submit page, this grant agreement shall be deemed to be executed on behalf of the applicant.

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 Grant Application Certifications and Assurances 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.

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 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, in accordance with applicable federal and state law, including, but not limited to, 18 U.S.C. 101, the federal False Claims Act (31 U.S.C. 3729 et seq), and the Illinois False Claims Act (740 ILCS 175/). The list of certification and assurances is included below and/or incorporated into the Uniform Grant Agreement pages contained herein.

NOTE: These boxes will be automatically filled in as each of the separate certifications/assurances are read and completed.

- [ ] Assurances for all covered programs
- [ ] Grant Application Certifications and Assurances (State Assurances)
- [ ] Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion See the Overview page for instructions
- [ ] Certification Regarding Lobbying
- [ ] GEPA 442 Assurances

JESSICA LOMBARD Signature of School District Superintendent / Agency Administrator

Signature of Board-Certified Delegated Authority for the School District Superintendent

HUNTLEY
COMMUNITY SCHOOL DISTRICT 158

Huntley Community School District 158

650 Dr. John Burkey Drive
Algonquin, Illinois 60102
(847) 659-6158 • www.huntley158.org

Date: 6/20/2024
To: Board of Education
From: Dr. Amy MacCrindle, Assistant Superintendent for Learning and Innovation
Cc: Ms. Jessica Lombard, Superintendent
Subject: **IGA for McHenry County Cooperative for Employment Education (MCCEE)**

Overview:

Huntley Community School District 158 has a long standing relationship with the McHenry County Cooperative for Employment Education (MCCEE). This productive partnership with the Regional Office of Education assists in the expansion of career and technical opportunities for students. In addition to building relationships with local employment partners, the Education for Employment (EFE) Director also acts as a liaison between the state and local districts for Perkins V and CTEI grant funds. In this role, the EFE Director completes the necessary Perkins V needs assessments and documentation as required by the grant. Through this partnership the EFE will fund and provide professional development opportunities to CTE instructors. Additionally, a Board of Control, comprised of local school district leaders, will meet on a regular basis to build relationships and capacity of career and technical education partnerships, programs, and pathways for the students of the county.

The Illinois State Board of Education requires an annual Intergovernmental Agreement established between the Education for Employment (EFE) Cooperative and their local districts. The purpose of the system shall be to allow for programmatic alignment and continuity of career and technical offerings among secondary and postsecondary institutions; cooperation in shared use of facilities, equipment and personnel (where possible and desirable), cooperative efforts in continuous planning, evaluation, and improvement of programs.

The Intergovernmental Agreement was last approved in October of 2022 by the Board of Education. Due to concerns about the readability of the MCCEE IGA, recommendations for revisions are proposed below. These changes focus mainly on updating terms for accuracy, redundancies, errors, and discrepancies. The proposed changes do not change the intent or responsibilities associated with the IGA.

Recommendation
The Administration recommends that the Board of Education approve the IGA with McHenry County Cooperative for Employment Education (MCCEE) as presented.

MCHENRY COUNTY COOPERATIVE FOR EMPLOYMENT EDUCATION (MCCEE)

INTERGOVERNMENTAL AGREEMENT
Among
McHenry County College, McHenry County Regional Superintendent of Schools, and the following McHenry County School Districts:

Alden-Hebron Consolidated Community School District, Hebron, IL
Harvard Community Unit School District #5O, Harvard, IL
Huntley Community School District #158, Huntley, IL
Johnsburg Community Unit School District #12, Johnsburg, IL
Marengo Community High School District #154, Marengo, IL
Community High School District #155, Crystal Lake, IL
McHenry Community High School District #156, McHenry, IL
Richmond-Burton High Community High School District #157, Richmond, IL
Woodstock Community Unit School District #200, Woodstock, IL

To Form the McHenry County Cooperative for Employment Education (MCCEE) - EFE 140

THIS AGREEMENT, is made as of this __day of _____, 2024, by and among
Cooperative for Employment Education (MCCEE) - EFE 140
And the following school districts:
Alden-Hebron Consolidated Community School District #19
Community High School District #155
Harvard Community Unit School District #50
Huntley Community School District #158
Johnsburg Community Unit. School District #12
Marengo Community High School District #154
McHenry Community High School District #156
Richmond-Burton Community High School #157
Woodstock Community Unit School District #200

(collectively the "Parties") to form the MCHENRY COUNTY COOPERATIVE FOR EMPLOYMENT EDUCATION, EFE 140.

WHEREAS, the Parties wish to offer shared career and technical education programs where desirable and practical; and

WHEREAS, the citizens of these districts would receive a wider variety of programs and more efficient services; and

WHEREAS Sections I0-22.20a, I 0-22.31a and I0 -22.31 b of the *School Code* of Illinois authorize school districts to enter into joint agreements for the provision of joint educational and vocational training programs (I 05 ILCS 5/10-22.3 Ia, I0-22.31b, and 10-22.20a); and

WHEREAS, the 1970 Constitution of Illinois, Article VII, Section I0, and the *Intergovernmental Cooperation Act* (5 ILCS 220/1 et seq.), authorize public entities to contract with one another to provide for and promote the joint interests and material benefits that each may provide.

NOW THEREFORE, in consideration of the covenants and agreements, the Parties agree as follows:

ARTICLE I - GENERAL

Section 1.1 Definitions

"BOARD OF CONTROL"' shall mean a group (Superintendent/designee) regularly attending meetings who are committed to the **success of Career and Technical Education programs.**

"ADMINISTRATIVE DISTRICT"' shall be the entity selected to act as the fiscal and legal agent for the member district of **McHenry County Cooperative for Employment Education. The Administrative District shall have the same meaning as the** "administrative agency" in 23 II. Admin. Code 256.111.

"BOC" shall mean the Board of Control described in ISBE Rules Part 256I.

"EFFECTIVE DATE" is February 13, 2024

"FISCAL YEAR" is from July 1 to June 30.

"ISBE" shall mean the Illinois State Board of Education.

"ICCB" shall mean the Illinois Community College Board.

"LOCAL PROGRAM/COURSE" shall mean courses serving students from only one Member District.

"MEMBER DISTRICT" or "PARTICIPATING DISTRJCT" shall refer to the school districts subject to this Agreement.

"MCCEE" shall mean McHenry County Cooperative for Employment Education, EFE 140.

"SHARED PROGRAM/COURSE" shall mean courses serving students from two or more-member

districts. "SYSTEM" shall mean the McHenry County Cooperative for Employment Education, EFE

140 "TECHNICAL ADVISORY COMMITTEE" shall mean the advisory body established for each

program.

Section 1.2 Name

The name of this organization shall be McHenry County Cooperative for Employment Education, EFE 140.

Section 1.3 Purpose

The purpose of the System shall be to allow for programmatic alignment and continuity of career and technical offerings among secondary and postsecondary institutions; cooperation in shared use of facilities, equipment and personnel (where possible and desirable), cooperative efforts in continuous planning, evaluation, and improvement of programs.

Section 1.4 Membership

1.4.1 Initial membership shall initially consist of:

MCHENRY COUNTY COOPERATIVE FOR EMPLOYMENT EDUCATION (MCCEE)

Alden-Hebron Consolidated District#19
Community High School District #155
Harvard Community Unit School District #50
Huntley Consolidated District #158
Johnsburg Community Unit School District #12
Marengo Community High School District t#154
McHenry Community High School District #156
Richmond-Burton Community High School #157
Woodstock Community Unit School District #200

1.4.2 Membership Conditions.

I. Beyond those initial members listed above, additional membership is limited to public school districts in the state of Illinois. A school district seeking to join the System must submit an application to the BOC, before September I of a given year, prior to becoming a member in the subsequent Fiscal Year. If approved, membership would become effective the following July I. A school district may be admitted as a member only upon recommendation by a 2/3 vote of all the BOC members and approval by 2/3 of the current member district boards of education and the board of education of the school district seeking membership. A school district seeking membership must also meet the following conditions:

A. A new Member District shall be liable for a prorated share of program costs, including financing, to be paid from available grant funding.

B. A new member school district shall agree to be bound by the term s of this Agreement.

C. A new member school district shall execute a Resolution to Form Cooperative Agreement, as provided in Exhibit A, which is attached hereto and incorporated herein by reference.

D. A new member school district shall provide a contact title and address for notices pursuant to Section 8.1.1 of this Agreement.

2. This Agreement, signed by participating districts, shall continue in force for all Member Districts for subsequent years, unless a Member District's participation terminates in accordance with the following procedures.

a. Withdrawal. Member Districts may withdraw from participating in the System effective as of the end of the last day of any fiscal year. To withdraw, a Member District must give written notice to the BOC and the System Director of its intention to withdraw. This written notice must be given no later than eighteen (18) months preceding the effective date of the withdrawal. The withdrawing Member District also must provide written notice to JSBE and all other Member Districts no later than twelve (12) months preceding the effective date of withdrawal. If a Member District gives written notice of withdrawal, that Member District is to continue participation and financial obligation until the effective date of the withdrawal.

b. Termination. The BOC of the System may terminate the member's hip of any Member District for substantial deviation from the provisions of this Agreement. A proposal to terminate a Member District's membership must be initially approved by a 2/3 vote of all BOC members. After an initial vote by the BOC approving a proposal to terminate membership, the BOC shall notify the Member District for which it is proposing termination, and all other Member Districts, of such proposed termination. The Member District for which termination is proposed may request an informal hearing before the BOC. Subsequent to any such hearing, the BOC will take a final vote. Termination must then be approved by an affirmative vote of 2/3 of all the BOC members. The BOC shall provide notice to ISBE and all Member Districts of final action to terminate a Member District at least twelve (12) months prior to the date on which the termination is to become effective. Termination of membership shall become effective on June 30. The decision of the BOC shall be final.

3. Payment on Withdrawal or Termination. Withdrawn and terminated Member Districts shall continue to be liable for their prorated share of program costs, including financings, for the period during which they were a Member District. Withdrawing and terminating Member Districts shall forfeit any interest in System assets (funds or property) unless the terms of a related grant provide otherwise.

1.4.3 List of Member Districts. All current Member Districts shall be included on Exhibit B, which is attached hereto and incorporated herein by reference. Exhibit B shall be updated with any addition or withdrawal of members.

Section 1.5 Membership Rights

1.5.1 Nothing in this Agreement shall prevent the Member Districts from maintaining programs/courses separate from the System. It is recognized that Member Districts may offer programs/courses not included as part of the System; such programs/courses are not subject to the terms of this Agreement.

Section 1.6 Equal Employment and Non-Discrimination

1. 6.1 The System and all Member Districts shall comply with all applicable federal and state laws pertaining to nondiscrimination in employment. The System shall not discriminate against any employee or any student because of race, sex, color, religion, national origin, ancestry or disability

ARTICLE II - ORGANIZATION AND OPERATION

Section 2.1 Organization Structure

Board of Control

System Director

Section 2.2 Boards of Education

The System is to be governed by the Member Districts as set forth in this Agreement. Decisions of the Member Districts related to participation in the System shall be in compliance with all applicable laws and all lawful, valid and applicable rules and regulations of the State of Illinois.

Section 2.3 Board of Control

The Board of Control shall be composed of one (I) superintendent and/or designated representative from each Member District plus the President of McHenry County College or their designee, with each having one vote. Voting alternates may be designated in writing to attend in the absence of the chief executive. The BOC shall elect its own chairperson annually; the term of office commences July 1. The chairperson shall carry out the functions inherent in those positions. The System Director will serve as Secretary.

The BOC shall:

1. Hold regular meetings. Special meetings may be called by a majority of the BOC or the chairperson. Written notice of all special meetings shall be delivered to the members of the BOC no less than three (3) days prior to the meeting. Any required public notice of meetings shall be given in accordance with the requirements of the Illinois *Open Meetings Act,* 5 ILCS 120/1 et seq.
2. At the first meeting of the new fiscal year, the Board of Control will establish an annual operating budget for the System.
3. Adopt procedures for the operation of the System.
4. Review and approve annual budgets and financial matters of the System.
5. Recommend and approve amendments to this Agreement by the member Districts pursuant to Section 8.2.
6. Approve a plan of action for completion of the applicable needs assessments necessary to meet the requirements of Part 256 and Perkins V. 7. Engage in collaborative discussion regarding performance of System Director *to* improve regional cooperation.
7. Review and approve all career and technical programs being recommended for inclusion under MCCEE.
8. Approve a clearly articulated and evidence-based narrative of procedures to ensure equitable access for all students. These procedures shall include both recruitment and retention initiatives and an intervention plan for identified disparities and gaps, in compliance with Part 256.
9. Review for approval, all contracts, including, articulation agreements with community colleges and program and facility agreements with third parties.
10. Perform any other functions designated elsewhere in this Agreement.
11. Establish and define the authority of standing and ad hoc committees as appropriate, including, but not limited to, a Finance Committee.

Section 2.4 System Director

The MCCEE System Director ("System Director") will be selected and employed by the BOC. The System Director shall:

1. Be responsible for the operation of the System and will carry out the policies of the BOC and report directly to the BOC.
2. File and implement a budget as approved by the BOC and will make such other reports and perform other duties as may be required.
3. Report to the BOC all recommendations to be considered for action by the BOC.
4. Maintain adequate records to support all claims for reimbursement by ISBE and other grantors and make such records accessible to the System upon request and also for audit by state and federal authorities as required by ISBE Rules Part 256 and other regulations applicable to grant funds.

Section 2.5 Technical Advisory Committees

A Technical Advisory Committee shall be established for each program. Committees shall be coordinated with McHenry County College Advisory Committees. The majority of the members of each Technical Advisory Committee will be members of the general public who are representatives of private sector commerce, industry and labor. Representatives from Member District high schools will be invited to participate in appropriate Technical Advisory Committees.

Section 2.6 Administrative District (currently McHenry County Regional Office of Education

The Administrative District shall receive and implement the decisions of the BOC. The Administrative District's responsibilities for portions of System programs and services may be delegated to any Member District with the consent of the BOC and the district delegated. There shall be one Administrative District that shall act asfiscal and legal agent for the System. The Administrative District shall serve as employer for any System employees.

The. McHenry County Regional Office of Education is the flow through entity for CTEI and Perkins funds that EFE 140-MCCEE receives. **Distribution of CTE funds shall be as follows, unless otherwise directed by the BOC:**

1. The System Director completes and submits the CTEI and Perkins grants in the CTE Consolidated Grant Application.
2. Once the grant is approved the System Director handles all expenditures and. completes all quarterly expenditure reports.
3. Once the State of Illinois receives the Quarterly Expenditure Reports they transfer of funds takes place by the State of Illinois Comptroller's Office sending the approved funds to the McHenry County ROE.
4. Once the funds are received the ROE notifies the System Director who will provide an invoice to the ROE for the funds receive authorizing their release.
5. McHenry County will then issue a check to MCCEE for the amount indicated in the invoice they received.

The System Director may if requested:

1. Establish System accounts in accordance with the requirements of ISBE Rules Part 256; paying any and all budgeted costs of the System in accordance with the procedures to be established and approved by the BOC.
2. Maintain an appropriate system to document all income and expenditures of the System.
3. Maintain adequate records to support all claims for reimbursement by ISBE and other grantors and make such records accessible to the System upon request and also for audit by state and federal authorities as required by ISBE Rules Part 254 and other regulations applicable to grant funds.
4. File all appropriate reports and claims required by the State.
5. Implement the employment decisions of the BOC for System personnel.

Section 2.7 Changing Administrative District

The Administrative District may be changed or altered by an affirmative vote of 2/3 of all BOC members and accepted by the Board of Education of the proposed Administrative District. The effective date of any change of designation of the Administrative District shall be July I of the Fiscal Year. A vote to change the designation of the Administrative District must occur prior to March 31 in order to be effective for the upcoming Fiscal Year. A vote to change the Administrative District of this Agreement **shall not be considered as an amendment to this Agreement pursuant to Section 8.2 and shall be subject only to the provisions of this section. After a vote to change designation, the BOC, with agreement of the Administrative Districts (existing and proposed), may agree to accelerate or postpone the effective date of the change.**

Section 2.8 Risk of Loss and Hold Harmless

Hold Harmless. The EFE 140 or McHenry County Cooperative of Education shall indemnify, defend, and hold the other Parties and their respective Board members, agents, and employees harmless from any and all liabilities, losses, costs, employment taxes, fines, demands, damages, actions or causes of action, including reasonable attorney's fees arising out of, proximately caused by or incurred by reason of any employment-related obligation, as required by federal or state law to be provided for System employees. The Administrative District further shall indemnify, defend, and hold the other Parties and their respective Board members, agents, and employees harmless from any and all liabilities, losses, costs, fines, demands, damages, actions or causes of action, including reasonable attorney's fees arising out of, proximately caused by or incurred by reason of any negligence of the System Director or System employees. This clause shall apply only to claims arising from or attributable to the actions of the Administrative District in that capacity and shall not apply to claims for which a Member District is to bear the risk of loss under the paragraph below.

Risk of Loss. Except as stated above, each Member District shall bear the sole liability for the entire risk of loss from personal injury, or damage, theft, or destruction of district property arising from classes or activities conducted under the terms of this Agreement on premises owned, leased or operated by the Member District, and the Member District shall not look to MCCEE, the Administrative District, or any other Member District for indemnification or reimbursement for payments made as a result of such losses.

ARTICLE III - PROGRAMS

Section 3.1 Target Groups

System programs may serve the following groups:

1. High school students seeking entry-level skill training (grades 9-12).
2. Post-high school students seeking entry-level skill training.
3. Adults seeking training (upgrading, refresher programs and dislocated worker retraining).
4. Special needs individuals (e.g., disadvantaged/handicapped, bilingual, etc.)
5. Business/industry training programs and partnerships.
6. Internships with business, government, or community entities.
7. Elementary school districts (Career Awareness & Development).
8. Certified Personnel (Staff Development).

Section 3.1.1 Recruitment, Retention and Interventions

Career and Technical Education (CTE) programming is open to all students within member districts of the MCCEE County Regional Vocational System. Recruitment and retention of students will be a function of member districts for stand-alone CTE programs and in collaboration with the System Director and participating member districts for regional programs. Member Districts will review their enrollment data on a yearly basis after course selection is completed and as part of the Comprehensive Local Needs Assessment (CLNA) process as outlined in section 3.2. Enrollments will be examined for gaps and disparities amongst all groups of students, both regionally and within individual districts and schools.

Interventions for students will be determined by member districts for stand-alone programs and in collaboration with the System Director and participating member districts for regional programs. Such reviews will be conducted on both as needed basis and as part of the CLNA process.

Section 3.2 Program Management

1. BOC shall delegate program management responsibilities for various portions of the MCCEE program to Member Districts. Each Member District that houses a System program offering shall be responsible for:
    a. Staffing necessary personnel for the program
    b. Implementation of the curriculum
    c. Program coordination
    d. Instructional evaluation
    e. Management of facility equipment and supplies
2. Member Districts shall maintain adequate records to support all claims for reimbursement by ISBE and other grantors and make such records accessible to the System upon request and also for audit by state and federal authorities as required by ISBE Rules Part 256 and other regulations applicable to grant funds.
3. The Board of Control and System Director shall review the effectiveness of each program/course using the Perkins V/State of Illinois CTE data metrics as part of the CLNA process. Districts will then be responsible for making changes or improvements to programs based on these reviews.

Section 3.2.1 Completion of the Perkins V Needs Assessment

Districts are required to complete both a Local Needs Assessment (LNA) of their CTE programs. Then in partnership with the System Director and the local community college, complete a Comprehensive Local Needs Assessment (CLNA) for all Career and Technical Education programs within the region.

The System Director will lead members of the Board of Control through the following CLNA process starting in the fall of The year in which it is due:

1. The System Director will work with members of the Board of Control to make sure that all courses are offered in each school are correctly entered into the Illinois State Course System (ISCS).
2. The System Director will train and/or review with all members of the Board of Control, the Program Data Review (PDR) process.
3. Members of the Board of Control will then be required to complete the PDR for each program within their district.
4. Once the PDR is completed, the System Director will train and/or review the LNA process with members of the Board of Control.
5. Members of the Board of Control will then complete the LNA for their district.
6. At the first Board of Control meeting following the completion of the LNA process members of the Board of Control will present their district findings.

Section 3.3 Program Selection and Approval Process

Proposals for new regional programs may be submitted by any Member District of the BOC, the System Director, or the Board of Control. The BOC shall establish a plan defining the criteria for program proposals, program review, and program approval. The approval process shall be as follows:

1. Any member district wishing to offer a new regional career and technical education program must submit a written request to the System Director for program approval. Written requests must include the following information: ISBE CIP number; course name; course type; local course code; and state code.

2. Request will be presented to BOC for review.

3. The System Director will notify the member district in writing of program approval/denial within seven (7) days after BOC decision.

Section 3.4 Regional Career Pathways
The System will work with each Member District to develop several Regional Career Pathways. Each Regional Career Pathway will offer students the opportunity to earn industry recognized credential/certification, articulated credit, and/or work-based learning experience. Regional Career Pathway courses enrollment will be made up of all Member Districts. The Administrative District shall act as the fiscal and legal agent for Regional Career Pathways.

3.4.1 Regional Career Pathway Cost
Regional Career Pathway costs shall be determined by agreement of a majority of the member districts. Cost will cover textbooks, workbooks, certification examination fees, instructional personnel, program equipment, and supplies.

3.4.2 Regional Career Pathway Personnel
The Administrative District will serve as the hiring agent for the Regional Career Pathway personnel. Member Districts will be billed and invoiced as a "purchased service" to share personnel costs for Regional Career Pathways.

3.4.3 Other Regional Pathway Personnel
Other positions may include guidance counselors, work-based learning specialists, and other positions approved by the BOC pursuant to recommendation of the BOARD OF CONTROL.

3.4.4 Transportation
Each Member District will be responsible for providing student transportation to and from the Regional Career Pathways facilities for their own district students.

3.4.5 Student Conduct
Students must follow the Code of Conduct as established by the hosting Member District of the Regional Career Pathway.

Section 3.5 Level of Participation
In order to provide effective administration for employment of personnel and budget matters, each Member District shall present to the System an annual needs/budget report on or before April 1st. This report is to advise the System of the Member District's level of participation within each shared program for the following year.

ARTICLE IV - HOUSING

Section 4.1 System Programs/Courses

4.1.1 The BOC shall determine sites for the System programs keeping maximum accessibility and efficiency as major determinants in the selection process.

4.1.2 Recommendations concerning the location of shared System programs/courses to be offered shall be made to the BOC by the System Director and/or Board of Control. Such recommendations shall be based on criteria previously agreed upon by the BOC.

Section 4.2 Official Office
The official office of the System shall be recognized as that of the Administrative District as specified in Article 11, Section 2.1.6. The official office may change per provisions of that section to alter the Administrative District.

ARTICLE V - FINANCE

Section 5.1 Budget
5.1 Organization

The Administrative District shall assume responsibility for implementation of approved financial arrangements and procedures for receiving and disbursing all income credited to the System. The System may) as required) cover approved administrative costs prior to scheduled receipt of income. If the BOC establishes a Finance Committee pursuant to Article II of this Agreement, the Finance Committee shall advise and direct the Administrative District pursuant to its scope of authority.

Section 5.2 Administrative Costs

Administrative costs will be budgeted from overall grant funds unless otherwise noted and shall include:

1. 100% salary of the System Director and $5,000 towards the health insurance benefits the Director chooses, or whatever amount of health insurance benefits that is reviewed and approved by the Board of Control.
2. Supplies) printing and other costs associated with the operation of the System administrative function which have been approved and budgeted by the BOC.

Section 5.3 Equipment and Facilities Costs

Member Districts may request State reimbursement through the System for the purchase of capital outlay. Equipment used for System programs, or portions of System programs that they may offer. Any non-reimbursed portion of the costs of equipment shall be paid by the Member District sponsoring the program.

Any Member District that is purchasing System equipment or materials where current funding has not been first received shall pay for the cost from its own funds. Other special arrangements may be made through special agreement for providing equipment and/or facilities for System programs and services.

Section 5.4 Distribution of Income

Reimbursement received by the System shall be distributed to Member District as follows:

1. All funds are initially allocated to districts based on a minimum of 90 percent of CTEI and Perkins funds received.
2. All reimbursement earmarked for equipment shall be distributed to the Member District through which such equipment was purchased as authorized by the BOC.
3. All reimbursement designed specifically for System administrative cost shall be used by the Administrative District to cover such costs.
4. All program reimbursement not used for System administrative costs shall be paid to member district based upon the State's formula for such program reimbursement. A reimbursement distribution exception can be made by the BOC for special program initiatives.

ARTICLE VI -TRANSPORTATION

Section 6.1 Transportation

Transportation of students is not the responsibility of the System or the Administrative District. Where desirable, Member Districts may enter into separate agreements to facilitate the economical and efficient transportation of students. Each Member District is responsible for providing transportation for its own students to participating sites.

ARTICLE VII -AGREEMENT TERMINATION

Section 7.1 Termination

This Agreement may be terminated in the event that all Member Districts agree, as evidenced by a unanimous vote of the BOC. In such instances, the vote to terminate and notice to ISBE must occur twelve (12) months prior to the July 1 at termination date. System assets shall be distributed to school districts that are Member Districts as of the date of termination) in accordance with the interest vested in each asset.

ARTICLE VIII -THE AGREEMENT

Section 8.1 The Agreement
This Agreement contains all the terms, conditions, and promises of the Parties. No modifications or waiver of any provision shall be valid or binding unless in writing and signed by the Parties. The BOC is authorized to promulgate all necessary rules, regulations, and policies for the management and operation of the System not inconsistent with the terms of the Agreement. These rules and regulations shall be delivered to each Member District.

Section 8.2 Amendment.
Proposed amendments to the Agreement shall be submitted to each member of the BOC in writing prior to their consideration for adoption.

8.2.1 Any proposed amendment to this document approved by a 2/3 vote of all members of the BOC shall be submitted along with a resolution to each Member District Board of Education for ratification.

8.2.2 Member Superintendents shall act on a proposed amendment within sixty (60) days. Ratification of the amendment shall be deemed to take place when 2/3 of the Member District Boards of Education have voted passage. Failure of a Board of Education to act within sixty (60) days shall be deemed as a vote against the amendment. Any amendment shall be effective on the date stated in the amendment or, if no date is stated, on the date it is approved by ratification of the districts.

8.2.3 The addition of new Member Districts or the termination of existing Member Districts pursuant to Section I of this agreement will be considered an amendment pursuant to this Section and shall be controlled by the procedures provided herein.

8.2.4 ISBE must be notified of any amendment made to this Agreement.

ARTICLE IX - RATIFICATION OF INTERGOVERNMENTAL AGREEMENT

Section 9.1 Ratification
9.1.1 Initial ratification shall take place by adoption of a resolution in the format set forth in Exhibit A by the boards of education of the original participating school districts.

9.1.2 Execution. This Agreement may be executed in multiple counterparts and a set of counterparts bearing the signatures of each party hereto shall constitute the Agreement as fully as if the Parties had signed a single document. The Parties agree to accept facsimile copies of this Agreement as original copies.

IN WITNESS WHEREOF, the Parties have caused this Agreement to be executed on the day and year below written.

Alden-Hebron Consolidated District #19

By:_____President

ATTEST:

_____Secretary

Dated: _____

Harvard Community Unit School District #50

By:_____President

ATTEST:

_____Secretary

Dated: _____

Community High School District #155

By:_____President

ATTEST:

_____Secretary

Dated: _____

Huntley Consolidated District #158

By:_____President

ATTEST:

_____Secretary

Dated: _____

Johnsburg Community Unit School District #12

By:_____President

ATTEST:

_____Secretary

Dated:_____

Marengo Community High School District #154

By:_____President

ATTEST:

_____Secretary

Dated:_____

McHenry Community High School District #156

By:_____President

ATTEST:

_____Secretary

Dated:_____

Richmond-Burton Community High School #157

By:_____President

ATTEST:

_____Secretary

Dated:_____

Woodstock Community Unit School District #200

By:_____President

ATTEST:

_____Secretary

Dated:_____

MCHENRY COUNTY COOPERATIVE FOR EMPLOYMENT EDUCATION (MCCEE)

EXHIBIT A

MCHENRY COUNTY COOPERATIVE FOR EMPLOYMENT EDUCATION (MCCEE)
INTERGOVERNMENTALAGREEMENT RESOLUTION

Whereas, Sections I 0-22.20a, I0-22.31a and I0-22.31b of the Illinois School Code authorize school districts and area career centers to jointly offer programs for better educational advantages; and,

Whereas, the 1970 Constitution of Illinois, Article VII, Section I 0, and the Illinois Intergovernmental Cooperation Act (5, ILCS 220/1 et seq.), authorize public entities to contract with one another to provide and promote the joint interests and material benefits that each may provide.

Now, therefore let it be resolved that, _____ (School District)

Of, _____ (Town/City) of McHenry County, Illinois, is authorized to enter into an Intergovernmental Agreement with other qualified and participating school districts to create a regional consortium for the purpose of providing CTE programs, services, and activities; and,

Be it further resolved that the President and Secreta1y of this BOARD are hereby authorized to direct and execute said working agreement, copy of which is attached hereto, and made part

thereof; and,

Be it further resolved that this agreement shall establish this district's participation in the Valley Education for Employment System.

CERTIFICATION

I,_____ , Secretary of the_____Board of Education of _____(Town/City) County of McHenry Illinois, do hereby certify that the above and foregoing is a true and correct copy of a certain resolution which was duly passed by said BOARD at its regular meeting held on the _____ day of _____, 2024.

ATTEST

_____	_____
President of the BOARD	Secretary of the BOARD
_____	_____
Entity Name	Entity Name
_____	_____
Date	Date

EXHIBITS

List of Member Districts

Alden-Hebron Consolidated Community School District, Hebron, IL

Harvard Community Unit School District #50, Harvard, IL

Huntley Community School District #158, Huntley, IL

Johnsburg Community Unit School District #12, Johnsburg, IL

Marengo Community High School District #154, Marengo, IL

Community High School District #155, Crystal Lake, IL

McHenry Community High School District #156, McHenry, IL

Richmond-Burton High Community High School District #157, Richmond, IL

Woodstock Community Unit School District #200, Woodstock, IL

Current as of February 1, 2024.

HUNTLEY
COMMUNITY SCHOOL DISTRICT 158

Huntley Community School District 158

650 Dr. John Burkey Dr.
Algonquin, Illinois 60102
(847) 659-6158 • www.huntley158.org

Date: June 20, 2024

To: Board of Education

From: Dr. Amy MacCrindle, Assistant Superintendent for Learning and Innovation

Cc: Ms. Jessica Lombard, Superintendent

Subject: **Elementary Literacy Materials- Benchmark Education Company**

Executive Summary

In alignment with the Huntley 158 curriculum review cycle and *KPI 1.9: Develop a K-12 Literacy Action Plan aligned to the Illinois Literacy Plan, while continuing work on the K-5 literacy plan currently in place. The Learning and Innovation team will present this plan at a board meeting prior to the end of the 2023-24 school year*, the purchase of Elementary Literacy Materials published by Benchmark Education Company are being recommended as presented and placed on 30 day review at the May 2, 2024 COW.

Elementary Materials Recommendations

The team's recommendation is to select the Benchmark Advance (2022) for 1st-5th Grade classrooms and Benchmark Adelante (2023) for Kinder-5th grade Dual Language materials and supports. The 2024-2025 school year will include a slow role beginning with 10-1st grade, 11-2nd grade, 6-3rd grade, 7-4th grade, and 7-5th grade classrooms. In addition to this, all Dual Language classrooms will be utilizing the new materials next year. Kindergarten classrooms will continue to incorporate the current foundational skills materials and integrate this with the use of free knowledge building lesson plans that meet expectations on EdReports and are inclusive of high-quality, appropriately leveled texts worthy of careful reading. Additional picture books will be purchased for these units as needed, with an intentional focus on organizing play based learning opportunities around this interdisciplinary approach.

Next Steps for K-5

- **Summer 2024:** Purchase of materials and training for staff members.
- **2024-2025 School Year**: Implementation for initial team of Benchmark Advance (2022), full implementation of Benchmark Adelante (2023) for Dual Language Classrooms, and professional development for all other staff on the materials, and Kindergarten implementation of revised units.
- **2025-2026 School Year:** Full implementation of Benchmark Advance (2022)

Budgetary Considerations

Budget items for the 23-24 funds are planned as follows.

- Benchmark Advance (2022) English Materials ~ $155,295 from local budget dollars or appropriate remaining grant funds (Appendix A)
- Benchmark Adelante (2023) Spanish Materials ~ $182,259 from local budget dollars or appropriate remaining grant funds (Appendix B)

Recommendation

Administration requests that the Board of Education approves selection of Benchmark Education Company materials, Benchmark Advance (2022) and Benchmark Adelante (2023), as well as supporting resources as presented.

Appendix A

BENCHMARK EDUCATION COMPANY
145 Huguenot Street, 8th Floor
New Rochelle, New York 10801

QUOTE: 64308

Contact representative
Jim Knytych
Sales Consultant
Phone: 331-318-4420
www.customedu.com

Customer:
Accounts Payable
HUNTLEY CMTY SCHOOL DIST 158
650 Academic Drive
Algonquin IL 60102

Ship To:
Huntley SD 158
650 Academic Dr
Algonquin IL 60102

Product Code	Title	Price Level	Unit Price	Qty	Total Price
XY11844	BEC Benchmark Advance 2022 (National Edition) Gr. K Classroom 25-Copy Print and Digital 1-Year	Current	$4,200.00	1	$4,200.00
XY11845	BEC Benchmark Advance 2022 (National Edition) Gr. 1 Classroom 25-Copy Print and Digital 1-Year	Current	$4,200.00	9	$37,800.00
Discount (Custom)	Buy one get one gratis: 5 Sets.				($21,000.00)
XY11846	BEC Benchmark Advance 2022 (National Edition) Gr. 2 Classroom 25-Copy Print and Digital 1-Year	Current	$4,700.00	11	$51,700.00
Discount (Custom)	Buy one get one gratis: 5 Sets.				($23,500.00)
XY11847	BEC Benchmark Advance 2022 (National Edition) Gr. 3 Classroom 25-Copy Print and Digital 1-Year	Current	$4,700.00	7	$32,900.00
XY11848	BEC Benchmark Advance 2022 (National Edition) Gr. 4 Classroom 25-Copy Print and Digital 1-Year	Current	$4,700.00	9	$42,300.00
Discount (Custom)	Buy one get one gratis: 4 Sets.				($18,800.00)
XY11849	BEC Benchmark Advance 2022 (National Edition) Gr. 5 Classroom 25-Copy Print and Digital 1-Year	Current	$4,700.00	9	$42,300.00
XY10254	Dynamite Decodables Gr. 1 Complete 6-Pack Set Print and Digital 1-Year	Current	$1,645.00	9	$14,805.00
Discount (100%)	Gratis 9 Sets.				($14,805.00)
PR993	PD-Pilot Training (Free)	On-Site	$0.00	4	$0.00

Subtotal	Discount Total	Sales Tax	Shipping Cost	Total
$226,005.00	($78,105.00)	$0.00	$7,395.00	$155,295.00 USD

BENCHMARK
EDUCATION
COMPANY
145 Huguenot Street, 8th Floor
New Rochelle, New York 10801

QUOTE: 64308

Contact representative
Jim Knytych
Sales Consultant
Phone: 331-318-4420
www.customedu.com

Memo
* Paid Pilot * BOGO: Buy 1 Get 1 Gratis. * One-Time Offer of gratis sets. * 5% S/H

* The above pricing cannot be combined with any other offers.
* Price firm for 45 days from quote date. Price quote must be attached to school purchase orders to receive the quoted price.
* All digital subscriptions will end on July 31st the last year of the term purchased.
* Any changes, including cancellations to the originally agreed upon PD trainings, must be made at least 10 business days prior to the delivery of the PD trainings. Customized PD changes must be submitted at least 15 business days prior to agreed delivery date and must go through the customized request process. Benchmark Education will do its best to accommodate the requested changes; however, it reserves the right to render services according to the initial agreement. Please note that any changes requested may incur an additional charge or reduction of number of PD training days rendered. Please note that no changes can be requested on site and all requests must go through the Company approval process.

BENCHMARK
EDUCATION
COMPANY
145 Huguenot Street, 8th Floor
New Rochelle, New York 10801

QUOTE: 64308

Contact representative
Jim Knytych
Sales Consultant
Phone: 331-318-4420
www.customedu.com

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER ALONG WITH THE FOLLOWING INFORMATION

- Billing Contact Name _____
- Billing Contact Email _____
- Billing Contact Phone _____

PLEASE INCLUDE THE FOLLOWING INFORMATION FOR ALL DIGITAL SUBSCRIPTIONS

- Name of School(s) That Will Use the Subscription(s)
Attach separate document if necessary _____
- Onboarding Tech Contact Name _____
- Onboarding Tech Contact E-Mail _____
- REQUIRED

SEND ORDER TO: Benchmark Education Company
6295 Commerce Center Drive, Suite B| Groveport, OH 43125-1160
Email: neworders@benchmarkeducation.com
Phone: 877-236-2465| Fax: 877-732-8273

Terms of Service
* By placing an order for Benchmark Education Company ("BEC") products (the "Products"), the entity ("Customer") that this proposal has been prepared for agrees to be bound by BEC's Terms of Service and Terms of Use and Privacy Policy (Please visit this site: https://help.benchmarkuniverse.com/bubateacher/Content/Customer%20Support/Privacy%20Policy.htm?Highlight=privacy).
Subject to the Customer's payment of the fees set out above, BEC grants to Customer a non-exclusive and non-transferable license to access and use the Products under the terms described in this Terms of Service. The proposal contains the scope of use allowed and the term of Customer's license to the Products.

Appendix B

BENCHMARK EDUCATION COMPANY
145 Huguenot Street, 8th Floor
New Rochelle, New York 10801

QUOTE: 61891

Contact representative
Jim Knytych
Sales Consultant
Phone: 331-318-4420
Jim.Knytych@customedu.com

Customer:
Accounts Payable
HUNTLEY CMTY SCHOOL DIST 158
650 Academic Drive
Algonquin IL 60102

Ship To:
Huntley SD 158
650 Academic Dr
Algonquin IL 60102

Product Code	Title	Price Level	Unit Price	Qty	Total Price
XY11887	BEC Benchmark Advance 2022 (National Edition) Gr. 1 Classroom 25-Copy Print and Digital 7-Year	Current	$5,100.00	2	$10,200.00
XY11888	BEC Benchmark Advance 2022 (National Edition) Gr. 2 Classroom 25-Copy Print and Digital 7-Year	Current	$6,080.00	3	$18,240.00
XY11889	BEC Benchmark Advance 2022 (National Edition) Gr. 3 Classroom 25-Copy Print and Digital 7-Year	Current	$6,080.00	3	$18,240.00
XY11890	BEC Benchmark Advance 2022 (National Edition) Gr. 4 Classroom 25-Copy Print and Digital 7-Year	Current	$6,080.00	3	$18,240.00
XY11891	BEC Benchmark Advance 2022 (National Edition) Gr. 5 Classroom 25-Copy Print and Digital 7-Year	Current	$6,080.00	3	$18,240.00
XY12499	BEC Benchmark Adelante 2023 (National Edition) Gr. K 25-Copy Classroom Print and Digital 7-Year	Current	$5,610.00	1	$5,610.00
XY12500	BEC Benchmark Adelante 2023 (National Edition) Gr. 1 25-Copy Classroom Print and Digital 7-Year	Current	$5,610.00	2	$11,220.00
XY12501	BEC Benchmark Adelante 2023 (National Edition) Gr. 2 25-Copy Classroom Print and Digital 7-Year	Current	$6,690.00	3	$20,070.00
Discount (Custom)	Gratis 1 Set.				($6,690.00)
XY12502	BEC Benchmark Adelante 2023 (National Edition) Gr. 3 25-Copy Classroom Print and Digital 7-Year	Current	$6,690.00	3	$20,070.00
XY12503	BEC Benchmark Adelante 2023 (National Edition) Gr. 4 25-Copy Classroom Print and Digital 7-Year	Current	$6,690.00	3	$20,070.00
XY12504	BEC Benchmark Adelante 2023 (National Edition) Gr. 5 25-Copy Classroom Print and Digital 7-Year	Current	$6,690.00	3	$20,070.00

B E N C H M A R K
E D U C A T I O N
C O M P A N Y
145 Huguenot Street, 8th Floor
New Rochelle, New York 10801

QUOTE: 61891

Contact representative
Jim Knytych
Sales Consultant
Phone: 331-318-4420
Jim.Knytych@customedu.com

Product Code	Title	Price Level	Unit Price	Qty	Total Price
PR991	PD-Free Implementation (Gratis)	On-Site	$0.00	3	$0.00

Subtotal	Discount Total	Sales Tax	Shipping Cost	Total
$180,270.00	($6,690.00)	$0.00	$8,679.00	$182,259.00 USD

Memo
* One-Time Offer of Gratis Sets. 5% S/H

* The above pricing cannot be combined with any other offers.
* Price firm for 45 days from quote date. Price quote must be attached to school purchase orders to receive the quoted price.
* All digital subscriptions will end on July 31st the last year of the term purchased.
* Any changes, including cancellations to the originally agreed upon PD trainings, must be made at least 10 business days prior to the delivery of the PD trainings. Customized PD changes must be submitted at least 15 business days prior to agreed delivery date and must go through the customized request process. Benchmark Education will do its best to accommodate the requested changes; however, it reserves the right to render services according to the initial agreement. Please note that any changes requested may incur an additional charge or reduction of number of PD training days rendered. Please note that no changes can be requested on site and all requests must go through the Company approval process.

HUNTLEY
COMMUNITY SCHOOL DISTRICT 158

Huntley Community School District 158

650 Dr. John Burkey Drive
Algonquin, Illinois 60102
(847) 659-6158 • www.district158.org

To: Board of Education and Administration

From: Mark Altmayer, Chief Financial Officer

Date: June 20, 2024

Subject: **Payables Reports**
Board of Education Meeting, June 20, 2024
Finance Committee

The Administration is seeking to move the following reports forward for action at the next Board Meeting. All of the reports below were presented at the June 6, 2024 Committee of the Whole Meeting.

Purchase Orders - Purchase orders issued from May 9, 2024 to May 30, 2024 for which Administration is requesting Board Approval to issue payment once invoices have been received. Invoices which exceed an approved Purchase Order by $100 or 10% of the Purchase Order (whichever is lower) will not be issued without additional Board approval. Purchase orders total $3,157,684.93.

Accounts Payable - Open accounts payable for which the Board has not approved purchase orders (i.e. employee reimbursements, refunds for fees, etc.). Accounts payable total $18,395.00.

Disbursements Issued - Disbursements issued from April 24, 2024 to May 30, 2024. Disbursements issued total $12,593,624.12.

RECOMMENDATION
The Finance Committee, which met on June 6, 2024, recommends the Board of Education approve the above-referenced Payables at the June 20, 2024 Regular Board meeting.

HUNTLEY
COMMUNITY SCHOOL DISTRICT 158

Huntley Community School District 158

650 Dr. John Burkey Drive
Algonquin, Illinois 60102
(847) 659-6158 • www.district158.org

To: Board of Education and Administration

From: Mark Altmayer, Chief Financial Officer

Date: June 20, 2024

Subject: **Revenue Contract Approval**
Board of Education Meeting – June 20, 2024
Finance Committee

Presented are Fundraising/Crowdfunding Authorization forms for the organizations listed below.

Organization Benefited	Vendor	Net Revenue
Martin Art Department	Art to Remember	$1,200
Mackeben Elementary	Read-a-Thon	$5,000
Chesak Art Department	Art to Remember	$3,000
HHS Girls Volleyball	Effinger Gold Fundraising	$8,000
HHS Baseball Program	Adrenaline Fundraising	$7,000
HHS Football Program	Fundraising University	$75,000
HHS Softball Program	Adrenaline Fundraising	$7,000
Marlowe 6th Grade	Great American Savings Products	$10,000
HHS Boys Golf	Adrenaline Fundraising	$4,000
HHS Boys Basketball	Adrenaline Fundraising	$10,000
Marlowe Cheer	8 to 18 Snap Raise	$2,000
HHS Girls Golf	Double Good Popcorn	$1,500
Conley Band & Orchestra	CDM Promotions	$3,190
Leggee Band & Orchestra	CDM Promotions	$2,300
Martin Band & Orchestra	CDM Promotions	$3,180

RECOMMENDATION
The Finance Committee recommends the Board of Education approve the Fundraising/Crowdfunding Authorization forms at the June 20, 2024 Regular Board Meeting.

Fundraising Authorization Form

Fiscal Services

All fundraising activities for school organizations require pre-approval. Please complete this form **in its entirety** and submit the form to your Building Principal a minimum of **45 days prior** to the desired starting date of the event. The Building Principal will then forward all documents to the Chief Financial Officer.

Today's Date: 5/6/2024 School: Martin Elementary

Name of School Organization: Art Department

Sponsor / Coach's Name: Monica Dase Phone: 847-659-5442

Starting Date of Event: 8/1/2024 Ending Date of Event: 12/31/2024

Anticipated Revenue and Approximate Value of Non-Monetary Items/Compensation: $ 1,200.00

Type of Sale / Event: Personalized products w/ student artwork

Will a Vendor Be Used: ☒ Yes* ☐ No ** Attach all contracts and agreements to this form.*

Name of Vendor (if applicable): Art to Remember ✓

Type of Product or Service Provided by Vendor: Creaty items w/personalized artwor

How will compensation be used/distributed? to purchase consumables for art classroo

Name of Activity Account: Martin Art Activity Activity Account #: 704

Submit completed forms with attachments to the Chief Financial Officer. A signed copy will be returned to you indicating approval or non-approval for fundraisers which require Board approval (over $1,000).

Monica Dase — Sponsor Signature — Date: 5/6/2024

Michele Happold — Principal Signature – *I certify that it is a minimum of 45 days prior to the desired starting date of the event* — Date: 5/6/24

Chief Financial Officer Signature — Date: 5-10-24

* Public Act 94-0714 requires all contracts and agreements that pertain to goods and services that are intended to generate additional revenue and other remunerations for the school district in excess of $1,000.00 be approved by the board.

☐ Superintendent's Copy ☐ Fiscal Services Copy Date of Board Approval: _____

FUNDRAISER CONFIRMATION

Fall 2024

SCHOOL INFORMATION

SCHOOL NAME: Martin Elementary (1591)
STREET ADDRESS: 10920 Reed Rd
CITY/STATE: Lake in the Hills, IL
PHONE: 847-659-5300
ALLOW FREE SHIPPING TO SCHOOL: Yes

COORDINATOR: Lori Dahlby
NUMBER OF STUDENTS: 775
PROFIT CHECK TO: Martin Elementary

ORDER FORM INFORMATION

FUNDRAISER CONTACT: Monica Dase, mdase@district158.org,
ORDER DEADLINE: 10/25/24
FUNDRAISING MESSAGE:

FUNDRAISER SCHEDULE & CHECKLIST

Want to increase your profit potential? Check back of sheet for incentive dates

DATE	TASK	COMPLETED
08/08/24	**STARTER KIT ARRIVES AT SCHOOL** • Includes art paper, sample products, poster, promotional materials, and fundraising guide • Hang posters, create a display, and begin artwork with students	☐
08/27/24	**EMAIL CLASS LISTS TO ART TO REMEMBER** • Email your coordinator an Excel, Google Sheet, or PDF with your student's first and last names, homeroom teacher names, and grades.	☐
10/01/24	**SHIP ARTWORK TO ART TO REMEMBER** • Make sure your student labels are on the back of the art • Sort artwork by teacher and place in the corresponding folders • Use the pre-paid UPS shipping label that was in your starter kit	☐
10/10/24	**ORDER FORMS ARRIVE AT SCHOOL** • Pass out order forms - don't forget they are customized to each child, so do not pass them out randomly • Promote your program! It's time to send out notices and reminders to parents. Use email, social media, school apps, and any other methods available to contacts, parents, and families.	☐
10/25/24	**MAIN ORDER DEADLINE** • Send out last minute reminders to parents. • Also encourage late orders. Families can ship directly to their home.	☐
11/19/24	**MAIN ORDERS ARRIVE AT SCHOOL** • Orders are organized by student and grouped by teacher. Larger items will be in the same box. • Don't forget that families had the option to ship directly to home, so those orders will not be on your packing slip.	☐
01/01/25	**LATE ORDER DEADLINE** • Continue to promote your program through this date. • You'll receive full profit on these orders too!	☐

INCREASE YOUR PROFIT BY HITTING THESE INCENTIVES & DATES

Every school receives a guaranteed minimum profit of 25% of gross sales. Schools can increase their school profit as follows:

INCENTIVE GOAL*	ARRIVAL AT ATR	ADDITIONAL PROFIT PERCENT
Class lists submitted	08/29/24	1%
Art Received Early Bird (optional)	09/13/24	5%
Artwork arrives at Art to Remember	10/03/24	1%
Participation > 20% and < 25%		1%
Participation > 25% and < 30%		2%
Participation > 30% and < 40%		3%
Participation > 40% and < 50%		4%
Participation > 50%		5%

Please let us know if you want any changes to your schedule. Profit incentive dates may not be the same as your requested schedule.

WHEN WILL YOUR PROFIT CHECK ARRIVE? Profit checks go out approximately two weeks after the main and late orders have shipped.

*- Calendar Day from First Day of School
- Schools may qualify for Artwork arrival incentive or Early bird, not both
- Schools may qualify for one participation incentive
- Participation % = Number of school orders / # of students submitting artwork
- Valid for 2024 - 2025 school year

ART TO REMEMBER ("AtR") TERMS & CONDITIONS

1. **Sales Tax / School Commission**. AtR will collect and remit all required sales taxes for online orders. Your school will earn a commission (*i.e.*, profit) as set forth on page 1 of this Order Confirmation. AtR will send the commission check as soon as practicable (normally within 30 days) following your school's program end date.

2. **Purchase Orders**. If a P.O. is required, please inform your AtR Program Coordinator, or contact our accounting department at accounting@arttoremember.com.

3. **Stay on Schedule**. Timely delivery of your products depends on the accuracy of the information on page one of this Program Confirmation Form and your adherence to the program schedule. We have reserved production time for your school based on this schedule. Changes to your school's schedule must be promptly communicated to your AtR Program Coordinator. The order delivery date on your schedule is approximate, however, adhering to your schedule guarantees delivery of your main order before your school's winter/summer break. If your artwork or orders arrive after your scheduled date, production of your products may be delayed and AtR cannot guarantee delivery before semester break.

4. **Late Orders**. Families wishing to purchase products after your main order deadline can place orders online at arttoremember.com and pay to have them shipped to their home.

5. **Out-of-Program Orders**. Families can purchase keepsake products on AtR's website after your school's program has closed. If your school signs up for an AtR fundraiser during the next school year, it will receive 15% of all out-of-program orders associated with your school.

6. **Free Shipping**. AtR offers free shipping to the school within the 48 contiguous states. Orders shipped outside the 48 contiguous states are subject to shipping charges. Please consult with your AtR Program Coordinator for additional information.

Fundraising Authorization Form

Fiscal Services

All fundraising activities for school organizations require pre-approval. Please complete this form **in its entirety** and submit the form to your Building Principal a minimum of **45 days prior** to the desired starting date of the event. The Building Principal will then forward all documents to the Chief Financial Officer.

Today's Date: 5/2/2024 School: Mackeben Elementary

Name of School Organization: Mackeben Elementary

Sponsor / Coach's Name: Marcie Marzullo - Libby Blumer - Magen Berg Phone: 847-659-3401

Starting Date of Event: 9/23/2024 Ending Date of Event: 10/11/2024

Anticipated Revenue and Approximate Value of Non-Monetary Items/Compensation: $ 5,000.00 ✓

Type of Sale / Event: Read-a-Thon ✓

Will a Vendor Be Used: ☒ Yes* ☐ No **** Attach all contracts and agreements to this form.***

Name of Vendor (if applicable): Read - a - thon Fundraiser. com ✓

Type of Product or Service Provided by Vendor: Online Dashboard, fund collecting & prizes

How will compensation be used/distributed? Library Furniture, Coutyard Furniture, School Murals

Name of Activity Account: In and Out Activity Account #: 1240

Submit completed forms with attachments to the Chief Financial Officer. A signed copy will be returned to you indicating approval or non-approval for fundraisers which require Board approval (over $1,000).

Sponsor Signature — Date: 5/2/24

~~Principal~~ Signature – *I certify that it is a minimum of 45 days prior to the desired starting date of the event* — Date: 5/2/24

Chief Financial Officer Signature — Date: 5-10-24

* Public Act 94-0714 requires all contracts and agreements that pertain to goods and services that are intended to generate additional revenue and other remunerations for the school district in excess of $1,000.00 be approved by the board.

☐ Superintendent's Copy ☐ Fiscal Services Copy

Date of Board Approval: _____

menu Read-A-Thon

Welcome: Mackeben Elementary School Logout

Readers Teachers Edit Info Rewards Resources View All Dashboard Home

Hello, Marcie Marzullo

Start Date: Monday Sep. 23rd | End Date: Monday Oct. 7th edit
Reward Model: 80% with Instant Rewards
Total Readers: 0 | Pages Created: 0



My name is Adria
and I am your customer service team member.
Have Questions?
CONTACT ME

Total Donations:

$0.00

You will receive: $0.00

VIEW DONATIONS

Total Minutes Read:

0

Readers with minutes: 0

VIEW MINUTES

Top Readers:

Top Raised: $0.00
None

Top Minutes: 0
None

VIEW READER REPORTS

Top Classes:

Top Raised: $0
None

Top Minutes: 0
None

VIEW CLASS REPORTS

Read

Activat
Posted
10÷ En
10÷ Te
Compl

Daily Event Calendar

NOV 02 2024

VIEW ALL

Follow these steps to ensure maximum success:

16 Sep — **Get your families to register**
Today is a great day to tell all of your families to register for your Read-A-Thon by activating their personal Read-A-Thon page.

16 Sep — **1st Take Home Sheet**
Send home your first take home sheet a week before your Read-A-Thon begins.

19 Sep — **"Do You Like Reading Books?" Video**
Play the "Do You Like Reading Books?" video to your readers.

23 Sep — **Remind your families to signup**
Today is a great day to remind all of your families to activate their personal Read-A-Thon page if they have not already done so.

26 Sep — **Get your families to share with Grandparents**
Remind all your families that grandparents love to support their grandkids.

28 Sep — **Have your families share on Facebook**
Send a message to have your families share your Read-A-Thon on Facebook.

29 Sep — **Last week push message**
Send a message when you begin the last week of your Read-A-Thon to encourage one last push toward your goals and beyond.

30 — **Suggest families send out email invites**

Helpful Resources

View All Tools

Get Business Sponsors

View Reports

Manage Readers

Manage Teachers

Video Library

Sep — Send a quick message telling families where to send emails to friends and family to support your Read-A-Thon.

---

01 Oct — **"How Much Can You Read in One Year?" Video**
Play the "How Much Can You Read in One Year?" video to your readers.

---

02 Oct — **Re-send Messages**
Re-send any of the prewritten messages of your choice. Also re-show any videos you think would be of use.

---

05 Oct — **Thank you message**
Send an email to all families thanking them for participating in your Read-A-Thon.

★ Local Business Supporters

Dashboard Home

Fund Raising Authorization Form

Fiscal Services

All fund raising activities for school organizations require pre-approval. Please complete this form **in its entirety** and submit the form to your building principal a minimum of **45 days prior** to the desired starting date of the event. The Principal will then forward all documents to the Chief Financial Officer.

Today's Date: April 26 2024 School: Chesak

Name of School Organization: Art Activity

Sponsor / Coach's Name: Beth Sund Phone: x 5842

Starting Date of Event: 8/31/24 Ending Date of Event: 11/30/24

Anticipated Revenue and Approximate Value of Non-Monetary Items/Compensation: $ 3,000-

Type of Sale / Event: Fundraiser, product order sale

Will a Vendor Be Used: ☒ Yes* ☐ No ** Attach all contracts and agreements to this form.*

Name of Vendor (if applicable): Art to Remember ✓

Type of Product or Service Provided by Vendor: Products made with student art

How will non-monetary items/compensation be distributed? N/A

Name of Activity Account: Art Activity Activity Account #: 204

Submit completed forms with attachments to the Chief Financial Officer. A signed copy will be returned to you indicating approval or non-approval for fundraisers which require Board approval (over $1,000).

Sponsor Signature — Date: 4/26/2024

Principal Signature – *I certify that it is a minimum of 45 days prior to the desired starting date of the event* — Date: 4.26.24

Chief Financial Officer Signature — Date: 5-6-24

* Public Act 94-0714 requires all contracts and agreements that pertain to goods and services that are intended to generate additional revenue and other remunerations for the school district in excess of $1,000.00 be approved by the school board.

☐ Superintendent's Copy ☐ Fiscal Services Copy Date of Board Approval: _____

FUNDRAISER CONFIRMATION

Fall 2024

SCHOOL INFORMATION

SCHOOL NAME: Chesak Elementary (240)
STREET ADDRESS: 10910 Reed Rd
CITY/STATE: Lake in the Hills, IL
PHONE: 847-659-5700
ALLOW FREE SHIPPING TO SCHOOL: Yes

COORDINATOR: Lori Dahlby
NUMBER OF STUDENTS: 725
PROFIT CHECK TO: Chesak Elementary

ORDER FORM INFORMATION

FUNDRAISER CONTACT: Beth Sund, BSund@district158.org
ORDER DEADLINE: 10/25/24
FUNDRAISING MESSAGE:

FUNDRAISER SCHEDULE & CHECKLIST

Want to increase your profit potential? Check back of sheet for incentive dates

DATE	TASK	COMPLETED
08/08/24	**STARTER KIT ARRIVES AT SCHOOL** • Includes art paper, sample products, poster, promotional materials, and fundraising guide • Hang posters, create a display, and begin artwork with students	☐
08/26/24	**EMAIL CLASS LISTS TO ART TO REMEMBER** • Email your coordinator an Excel, Google Sheet, or PDF with your student's first and last names, homeroom teacher names, and grades.	☐
10/01/24	**SHIP ARTWORK TO ART TO REMEMBER** • Make sure your student labels are on the back of the art • Sort artwork by teacher and place in the corresponding folders • Use the pre-paid UPS shipping label that was in your starter kit	☐
10/10/24	**ORDER FORMS ARRIVE AT SCHOOL** • Pass out order forms - don't forget they are customized to each child, so do not pass them out randomly • Promote your program! It's time to send out notices and reminders to parents. Use email, social media, school apps, and any other methods available to contacts, parents, and families.	☐
10/25/24	**MAIN ORDER DEADLINE** • Send out last minute reminders to parents. • Also encourage late orders. Families can ship directly to their home.	☐
11/22/24	**MAIN ORDERS ARRIVE AT SCHOOL** • Orders are organized by student and grouped by teacher. Larger items will be in the same box. • Don't forget that families had the option to ship directly to home, so those orders will not be on your packing slip.	☐
01/01/25	**LATE ORDER DEADLINE** • Continue to promote your program through this date. • You'll receive full profit on these orders too!	☐

ART TO REMEMBER COORDINATOR: Lori Dahlby, Lori@ArtToRemember.com, (800) 895-8777

INCREASE YOUR PROFIT BY HITTING THESE INCENTIVES & DATES

Every school receives a guaranteed minimum profit of 25% of gross sales. Schools can increase their school profit as follows:

INCENTIVE GOAL*	ARRIVAL AT ATR	ADDITIONAL PROFIT PERCENT
Class lists submitted	08/29/24	1%
Art Received Early Bird (optional)	09/13/24	5%
Artwork arrives at Art to Remember	10/03/24	1%
Participation > 20% and < 25%		1%
Participation > 25% and < 30%		2%
Participation > 30% and < 40%		3%
Participation > 40% and < 50%		4%
Participation > 50%		5%

Please let us know if you want any changes to your schedule. Profit incentive dates may not be the same as your requested schedule.

WHEN WILL YOUR PROFIT CHECK ARRIVE? Profit checks go out approximately two weeks after the main and late orders have shipped.

*- Calendar Day from First Day of School
- Schools may qualify for Artwork arrival incentive or Early bird, not both
- Schools may qualify for one participation incentive
- Participation % = Number of school orders / # of students submitting artwork
- Valid for 2024 - 2025 school year

ART TO REMEMBER ("AtR") TERMS & CONDITIONS

1. **Sales Tax / School Commission**. AtR will collect and remit all required sales taxes for online orders. Your school will earn a commission (*i.e.*, profit) as set forth on page 1 of this Order Confirmation. AtR will send the commission check as soon as practicable (normally within 30 days) following your school's program end date.

2. **Purchase Orders**. If a P.O. is required, please inform your AtR Program Coordinator, or contact our accounting department at accounting@arttoremember.com.

3. **Stay on Schedule**. Timely delivery of your products depends on the accuracy of the information on page one of this Program Confirmation Form and your adherence to the program schedule. We have reserved production time for your school based on this schedule. Changes to your school's schedule must be promptly communicated to your AtR Program Coordinator. The order delivery date on your schedule is approximate, however, adhering to your schedule guarantees delivery of your main order before your school's winter/summer break. If your artwork or orders arrive after your scheduled date, production of your products may be delayed and AtR cannot guarantee delivery before semester break.

4. **Late Orders**. Families wishing to purchase products after your main order deadline can place orders online at arttoremember.com and pay to have them shipped to their home.

5. **Out-of-Program Orders**. Families can purchase keepsake products on AtR's website after your school's program has closed. If your school signs up for an AtR fundraiser during the next school year, it will receive 15% of all out-of-program orders associated with your school.

6. **Free Shipping**. AtR offers free shipping to the school within the 48 contiguous states. Orders shipped outside the 48 contiguous states are subject to shipping charges. Please consult with your AtR Program Coordinator for additional information.

Fundraising Authorization Form

Fiscal Services

All fundraising activities for school organizations require pre-approval. Please complete this form **in its entirety** and submit the form to your Building Principal a minimum of **45 days prior** to the desired starting date of the event. The Building Principal will then forward all documents to the Chief Financial Officer.

Today's Date: 5/2/24 School: Huntley High School

Name of School Organization: Volleyball Girls Program

Sponsor / Coach's Name: Karen Naymola Phone: _____

Starting Date of Event: August 14th, 2024 Ending Date of Event: August 25th, 2024

Anticipated Revenue and Approximate Value of Non-Monetary Items/Compensation: $ 8000.00

Type of Sale / Event: Coffee Sale

Will a Vendor Be Used: ☒ Yes* ☐ No **** Attach all contracts and agreements to this form.***

Name of Vendor (if applicable): Effinger Gold Fundraising

Type of Product or Service Provided by Vendor: Coffee Sale

How will compensation be used/distributed? New poles, new uniforms, new practice shirts.

Name of Activity Account: Girls Vball Activity Account #: 522

Submit completed forms with attachments to the Chief Financial Officer. A signed copy will be returned to you indicating approval or non-approval for fundraisers which require Board approval (over $1,000).

Sponsor Signature — Date 5-1

Principal Signature — *I certify that it is a minimum of 45 days prior to the desired starting date of the event* — Date 5.3.24

Chief Financial Officer Signature — Date 5-6-24

* Public Act 94-0714 requires all contracts and agreements that pertain to goods and services that are intended to generate additional revenue and other remunerations for the school district in excess of $1,000.00 be approved by the board.

☐ Superintendent's Copy ☐ Fiscal Services Copy

Date of Board Approval: _____

DocuSign Envelope ID: DF537FBE-1D4B-426D-A4DC-5A818087B152

FUNDRAISING UNIVERSITY - FUNDRAISER AGREEMENT

Effinger Consulting DBA FUNDRAISING UNIVERSITY ("PROVIDER") AND ORGANIZATION IDENTIFIED BELOW ENTER INTO THE FOLLOWING FUNDRAISER AGREEMENT ("AGREEMENT") FOR THE PURPOSE OF PROVIDING A FUNDRAISING PROGRAM ("PROGRAM") DESIGNED TO FACILITATE ORGANIZATION'S FUNDRAISING EFFORTS:

TERMS AND CONDITIONS

FUNDRAISING PERIOD		
START DATE: 8/1/2024	END DATE: 8/31/2024	
DONATION PLATFORM	PROFIT %	
DISCOUNT PRODUCT	QTY	PRICE
CONSUMABLE PRODUCT	BOXES SOLD	PROFIT PER BOX
Popcorn or coffee	0-350	40 %
	350+	

1. PROGRAM TERMS.
   - PROVIDER AND ORGANIZATION AGREE TO THE INDICATED FUNDRAISING PERIOD, PRODUCT, QUANTITY AND PRICE.

2. PROVIDER OBLIGATIONS.
   - PROVIDER AGREES TO USE ITS BEST EFFORTS TO ASSIST ORGANIZATION WITH ITS FUNDRAISING EFFORTS.
   - PROVIDER AGREES, AT ITS DISCRETION, TO PROVIDE TRAINING AND INCENTIVES TO INDIVIDUALS INVOLVED IN FUNDRAISING PROCESS ALONG WITH THE PROGRAM MATERIALS APPROPRIATE TO FACILITATE ORGANIZATION'S EFFORTS.
   - PROVIDER AGREES TO SUPPLY NECESSARY MERCHANT DISCOUNTS FOR THE DISCOUNT PRODUCT.
   - PROVIDER AGREES TO PAY FOR PRINTING AND PRODUCTION COSTS ASSOCIATED WITH THE SALE OF DISCOUNT AND NON-DISCOUNT PRODUCTS.

3. ORGANIZATION OBLIGATIONS.
   - ORGANIZATION AGREES TO USE ITS BEST EFFORTS TO SELL FUNDRAISING PRODUCTS AT THE SPECIFIED PRICE. ORGANIZATION CONFIRMS THAT IT IS NOT UNDER A CONTRACTUAL OBLIGATION TO PARTICIPATE IN A COMPETING NON-PROVIDER FUNDRAISING PROGRAM.
   - ORGANIZATION AGREES TO PERMIT PROVIDER TO OPERATE THE PROGRAM WITHIN A MUTUALLY AGREEABLE TIME FRAME AND TO ALLOW PROVIDER REASONABLE ACCESS TO ORGANIZATION'S FACILITIES IN ORDER TO CONDUCT THE PROGRAM
   - FOR THE DISCOUNT PRODUCT OR FROZEN PRODUCT ORGANIZATION PURCHASES FROM PROVIDER, ORGANIZATION AGREES TO PAY PROVIDER ALL AMOUNTS COLLECTED FROM THE SALE OF DISCOUNT OR FROZEN PRODUCT MINUS THE ORGANIZATION'S PROFIT PERCENTAGE. ORGANIZATION SHALL PAY PROVIDER FOR THE DISCOUNT OR FROZEN PRODUCT AT THE CONCLUSION OF THE PROGRAM. ORGANIZATION SHALL BE SOLELY RESPONSIBLE TO COLLECT AND REMIT TO THE APPROPRIATE TAXING AUTHORITIES ANY SALES TAXES, IF REQUIRED BY STATE LAW. ORGANIZATION RETAINS ANY SALES TAX AMOUNTS COLLECTED FROM THE SALE OF THE DISCOUNT OR FROZEN PRODUCT. ORGANIZATION AGREES TO RETURN TO PROVIDER ALL UNSOLD OR UNUSED DISCOUNT OR FROZEN PRODUCT AT THE CONCLUSION OF THE PROGRAM.
   - ORGANIZATION ACKNOWLEDGES THAT PROVIDER DEVOTES SIGNIFICANT TIME, EFFORT AND EXPENSE IN FORMING AND MAINTAINING RELATIONSHIPS WITH MERCHANTS USED ON ITS DISCOUNT PRODUCT, AND MAY CONTINUE THOSE RELATIONSHIPS WITH OTHER PROVIDER FUNDRAISING PROGRAMS AFTER TERMINATION OF THIS AGREEMENT. ACCORDINGLY, ORGANIZATION AGREES TO PROTECT PROVIDER'S MERCHANT RELATIONSHIP FOR A PERIOD OF TWELVE (12) MONTHS S FOLLOWING TERMINATION OF THIS AGREEMENT. ORGANIZATIONS SHALL NOT PRODUCE OR PARTICIPATE WITH ANY DISCOUNT PRODUCT USING ANY OF THE MERCHANTS FROM PROVIDER'S DISCOUNT PRODUCT PREPARED FOR OR SOLD BY ORGANIZATION. ORGANIZATION AGREES TO PAY PROVIDER $1,500 (ONE THOUSAND FIVE HUNDRED DOLLARS) AS COMPENSATION SHOULD IT CHOOSE TO USE ANY OF THE SAME MERCHANTS UTILIZED IN THE MOST RECENT PROVIDER DISCOUNT PRODUCT ON A NON-PROVIDER DISCOUNT PRODUCT DURING THE TWELVE (12) MONTHS FOLLOWING AGREEMENT TERMINATION.
     - ORGANIZATION ACKNOWLEDGES THAT FROZEN PRODUCTS ARE SOLD IN CASES OF EIGHT (8) BOXES PER FLAVOR, MUST BE PURCHASED IN FULL CASES WITH A MINIMUM ORDER OF TWENTY (20) CASES REQUIRED.

4. DURATION, TERM AND TERMINATION.
   - DURATION. PROVIDER AND ORGANIZATION AGREE THAT PROVIDER SHALL BE THE EXCLUSIVE PROVIDER FOR THIS FUNDRAISER FOR ORGANIZATION FOR 1 YEAR TERM.
   - TERMINATION. IN THE EVENT THAT ORGANIZATION DOES NOT RUN THE PROGRAM AGREED TO HEREIN, ORGANIZATION SHALL REIMBURSE PROVIDER FOR EACH UNFULFILLED YEAR OF THE AGREEMENT IN AN AMOUNT CALCULATED AS FOLLOWS:
     - 25% X QTY ORDERED X PRICE. ORGANIZATION AGREES THAT THIS REFLECTS COSTS ASSOCIATED WITH THE PROGRAM AND IS A REASONABLE APPROXIMATION OF ACTUAL DAMAGES TO PROVIDER.
   - IN THE EVENT OF A CANCELLATION OF A CONSUMABLE PRODUCT THAT DOES NOT PROVIDE SIXTY (60) DAYS WRITTEN NOTICE, THE SCHOOL/GROUP IS SUBJECT TO A $250 (TWO HUNDRED FIFTY DOLLAR) FEE, WHICH IS A GOOD FAITH ESTIMATE OF COGS FOR SHIPPING AND STORAGE OF THE PRODUCT.
   - IN THE EVENT THAT A SCHOOL OR GROUP SIGNS A FUNDRAISER AGREEMENT FOR A DISCOUNT PRODUCT AND, FOR WHATEVER REASON, BACKS OUT, THE SCHOOL/GROUP WILL INCUR AN EXPENSE OF $50 (FIFTY DOLLARS) PER MERCHANT SIGNED AS A GOOD FAITH ESTIMATE OF COGS TO SECURE MERCHANTS. SCHOOL/GROUP MUST ALSO PROVIDE A WRITTEN LETTER THAT CAN BE SHARED WITH THE MERCHANTS TO ENSURE GOOD STANDING FOR BOTH PARTIES. IF PROGRAM IS CANCELLED, ANY ARTWORK OR SHIPPING COMPLETED WILL ALSO BE THE RESPONSIBILITY OF THE SCHOOL/GROUP FOR COGS. THESE COGS WOULD BE PROVIDED IN AN INVOICE FORM FROM THE SUPPLIERS PARTNERED WITH Effinger Consulting DBA FUNDRAISING UNIVERSITY..

5. INTELLECTUAL PROPERTY OWNERSHIP AND PRODUCT DISTRIBUTION.
   - PROVIDER RETAINS ALL INTELLECTUAL PROPERTY RIGHTS ASSOCIATED WITH THE PRODUCTS BUT AGREES TO LICENSE THESE RIGHTS FOR THE LIMITED PURPOSE OF PRODUCT DISTRIBUTION PURSUANT TO THE PROGRAM. ORGANIZATION AGREES NOT TO USE OR DISCLOSE ANY PRODUCT, FORMS, MATERIALS, TECHNICAL INFORMATION OR METHODS EMPLOYED BY PROVIDER OR INTELLECTUAL PROPERTY RIGHTS OWNED BY PROVIDER FOR ANY PURPOSE EXCEPT IN ASSOCIATION WITH THE PROGRAM ABSENT PROVIDER'S EXPRESS WRITTEN CONSENT. PROVIDER RETAINS THE RIGHT TO DISTRIBUTE FUNDRAISING PRODUCTS AS IT SEES FIT FOLLOWING THE CONCLUSION OF THE PROGRAM OR IN THE EVENT THAT THE PROGRAM IS NOT RUN.

6. AUTHORIZATION AND IMPLEMENTATION.
   - ORGANIZATION HEREBY ASSERTS THAT THE REPRESENTATIVE SIGNING BELOW UNDERSTANDS THE TERMS AND CONDITIONS OF THE AGREEMENT, AGREES TO BE BOUND BY THEM AND HAS THE AUTHORITY TO BIND ORGANIZATION. ORGANIZATION HOLDS PROVIDER HARMLESS OF ANY LIABILITY REGARDING THE ACTIONS AND/OR INJURIES TO PROGRAM PARTICIPANTS.

7. MARKETING OPT-IN.
   - PROVIDER GRANTS ORGANIZATION PERMISSION TO SEND PERIODIC EMAILS AND NEWSLETTERS FEATURING THE COACHING MATTERS FOUNDATION, NEW PRODUCTS AND OTHER ORGANIZATION ANNOUNCEMENTS. PROVIDER CAN UNSUBSCRIBE AT ANY TIME AND PROVIDER INFORMATION IS NEVER SHARED EXTERNALLY.

DocuSigned by:
AUTHORIZED ORGANIZATION REPRESENTATIVE (SIGNATURE): Karen Naymola — F07E48DC586E485...
NAME/TITLE: Karen Naymola
DATE: 5/2/2024

DocuSigned by:
AUTHORIZED PROVIDER REPRESENTATIVE (SIGNATURE): Michael Effinger — 0503486FB397470...
NAME/TITLE: Michael Effinger
DATE: 5/2/2024

INFORMATION BELOW TO BE COMPLETED BY PROVIDER REPRESENTATIVE

SCHOOL/ORGANIZATION	GROUP:	# OF STUDENTS SELLING:		
Huntley	VB	45		
ADDRESS/DELIVERY LOCATIONS:		CITY: Huntley	STATE: IL	ZIP CODE:
CONTACT NAME: Karen Naymola	BEST TIME TO CALL:	CONTACT CELL NO.	CONTACT EMAIL ADDRESS:	

Fundraising Authorization Form

Fiscal Services

All fundraising activities for school organizations require pre-approval. Please complete this form **in its entirety** and submit the form to your Building Principal a minimum of **45 days prior** to the desired starting date of the event. The Building Principal will then forward all documents to the Chief Financial Officer.

Today's Date: 5/2/24 School: Huntley High School

Name of School Organization: Baseball Program

Sponsor / Coach's Name: Andy Jakubowski Phone: 847-659-6546

Starting Date of Event: 3/1/25 Ending Date of Event: 3/15/25

Anticipated Revenue and Approximate Value of Non-Monetary Items/Compensation: $ 7,000

Type of Sale / Event: Selling of Coupon Cards

Will a Vendor Be Used: ☒ Yes* ☐ No ** Attach all contracts and agreements to this form.*

Name of Vendor (if applicable): Adrenaline Fundraising Company ✓

Type of Product or Service Provided by Vendor: Coupon Cards

How will compensation be used/distributed? New Training Tools, Uniforms, etc

Name of Activity Account: Baseball Activity Account #: 525

Submit completed forms with attachments to the Chief Financial Officer. A signed copy will be returned to you indicating approval or non-approval for fundraisers which require Board approval (over $1,000).

Sponsor Signature Glen M. Wilson Date 5/2/24

Principal Signature – *I certify that it is a minimum of 45 days prior to the desired starting date of the event* Date 5.3.24

Chief Financial Officer Signature Date 5-22-24

* Public Act 94-0714 requires all contracts and agreements that pertain to goods and services that are intended to generate additional revenue and other remunerations for the school district in excess of $1,000.00 be approved by the board.

☐ Superintendent's Copy ☐ Fiscal Services Copy Date of Board Approval: _____

Baseball
Andy Jakubowski

Adrenaline Fundraiser Agreement
(Raise 365)

_____ d/b/a Adrenaline Fundraising ("Adrenaline" herein) and Organization identified below enter into the following Fundraiser Agreement ("Agreement") for the purpose of providing an Adrenaline Fundraising Program ("Program") designed to facilitate Organization's fundraising efforts, using the Raise 365 Platform.

1. **Program terms.** Adrenaline and Organization agree to use the Raise 365 Fundraiser system to facilitate the fundraiser. Organization and Adrenaline agree to the terms and conditions on the Raise 365 website. Organization agrees to the Date and Profit % stated below. In this agreement, "Profit %" means the percentage of the total funds raised that is payable to Organization.

2. **Adrenaline Obligations.**
   - Adrenaline agrees to use its best efforts to assist Organization with its fundraising efforts.
   - Adrenaline agrees, at its discretion, to provide training and incentives to individuals involved in the fundraising process along with program materials appropriate to facilitate Organization's fundraising efforts.
   - Adrenaline Representative will deliver payment to Organization within a reasonable amount of time.

3. **Organization Obligations.**
   - Organization confirms that it is not under a contractual obligation to participate in a competing non-Adrenaline fundraising program.
   - Organization agrees to allow Adrenaline reasonable access to Organization's facilities at mutually agreed upon times in order to conduct the Program.

4. **Intellectual Property Ownership and Product Distribution.** Adrenaline retains all intellectual property rights associated with the products but agrees to license these rights for the limited purpose of conducting the Program. Organization agrees not to disclose any forms, materials, technical information or methods employed by Adrenaline or intellectual property rights owned by Adrenaline for any purpose except in association with the Program absent Adrenaline's express written consent.

5. **Authorization and implementation.** Organization's representative hereby asserts that he/she understands the terms and conditions of the Agreement, agrees to be bound by them, and has the authority to bind Organization. Organization holds Adrenaline harmless of any liability regarding the actions of, and/or injuries to Program participants.

Adrenaline - Raise 365 Fundraiser

Month	Day	Year	Time	Fundraiser Type
3	9	25		Card

Length of Contract: ~~1yr~~ 2yr **3yr** 4yr 5yr

Profit Structure

Total Raised	Profit %
$8,000	60%
Total Raised	Profit %
25 Bracelets	

4,800
40
5,000
Raise

Andy Jakubowski / Baseball Coach — 5-7-24
Authorized Organization Representative (Signature) — Print Name & Title — Date

Pete Iffersagen (President) — 5-2-24
Authorized Adrenaline Representative (Signature) — Print Name & Title — Date

Information below is to be completed by Adrenaline sales representative

School / Organization	Group	Number of Students	Adrenaline record number
Huntley HS			

Address	City	State	Zip
13719 Harmony Rd	Huntley	IL	60142

Contact Name	Best time to contact	Contact Phone Number	Contact email address

Ok AM

Fundraising Authorization Form

Fiscal Services

All fundraising activities for school organizations require pre-approval. Please complete this form **in its entirety** and submit the form to your Building Principal a minimum of **45 days prior** to the desired starting date of the event. The Building Principal will then forward all documents to the Chief Financial Officer.

Today's Date: 5/2/24 School: Huntley HS

Name of School Organization: Huntley Football

Sponsor / Coach's Name: Michael Naymola Phone: 847-361-1734

Starting Date of Event: 8/12/24 Ending Date of Event: 8/24/24

Anticipated Revenue and Approximate Value of Non-Monetary Items/Compensation: $ 75K

Type of Sale / Event: Card Sale

Will a Vendor Be Used: ☒ Yes* ☐ No **** Attach all contracts and agreements to this form.***

Name of Vendor (if applicable): Fundraising University

Type of Product or Service Provided by Vendor: Discount cards and fundraising professional services

How will compensation be used/distributed? cash and checks deposited directly to D158

Name of Activity Account: Footabll Activity Account #: 538

Submit completed forms with attachments to the Chief Financial Officer. A signed copy will be returned to you indicating approval or non-approval for fundraisers which require Board approval (over $1,000).

M. Naymola 5/2/24
Sponsor Signature Date

Glen M. Wilson 5/2/24
Principal Signature – *I certify that it is a minimum of 45 days prior to the desired starting date of the event* Date

5.3.24.

5.22.24
Chief Financial Officer Signature Date

* Public Act 94-0714 requires all contracts and agreements that pertain to goods and services that are intended to generate additional revenue and other remunerations for the school district in excess of $1,000.00 be approved by the board.

☐ Superintendent's Copy ☐ Fiscal Services Copy Date of Board Approval: _____

DocuSign Envelope ID: D90506C7-D432-466C-B4AE-B6F03DF61564

FUNDRAISING UNIVERSITY - FUNDRAISER AGREEMENT

Effinger Consulting DBA FUNDRAISING UNIVERSITY ("PROVIDER") AND ORGANIZATION IDENTIFIED BELOW ENTER INTO THE FOLLOWING FUNDRAISER AGREEMENT ("AGREEMENT") FOR THE PURPOSE OF PROVIDING A FUNDRAISING PROGRAM ("PROGRAM") DESIGNED TO FACILITATE ORGANIZATION'S FUNDRAISING EFFORTS:

TERMS AND CONDITIONS

FUNDRAISING PERIOD
START DATE: [illegible] END DATE: [illegible]
DONATION PROGRAM 8/12/24 PROFIT % 8/24/24

DISCOUNT PRODUCT	QTY	PRICE
Red Raider Card	7000	$20

CONSUMABLE PRODUCT	BOXES SOLD	PROFIT PER BOX
	0-360	75%
	360+	

1. PROGRAM TERMS.
   - PROVIDER AND ORGANIZATION AGREE TO THE INDICATED FUNDRAISING PERIOD, PRODUCT, QUANTITY AND PRICE.

2. PROVIDER OBLIGATIONS.
   - PROVIDER AGREES TO USE ITS BEST EFFORTS TO ASSIST ORGANIZATION WITH ITS FUNDRAISING EFFORTS.
   - PROVIDER AGREES, AT ITS DISCRETION, TO PROVIDE TRAINING AND INCENTIVES TO INDIVIDUALS INVOLVED IN FUNDRAISING PROCESS ALONG WITH THE PROGRAM MATERIALS APPROPRIATE TO FACILITATE ORGANIZATION'S EFFORTS.
   - PROVIDER AGREES TO SUPPLY NECESSARY MERCHANT DISCOUNTS FOR THE DISCOUNT PRODUCT.
   - PROVIDER AGREES TO PAY FOR PRINTING AND PRODUCTION COSTS ASSOCIATED WITH THE SALE OF DISCOUNT AND NON-DISCOUNT PRODUCTS.

3. ORGANIZATION OBLIGATIONS.
   - ORGANIZATION AGREES TO USE ITS BEST EFFORTS TO SELL FUNDRAISING PRODUCTS AT THE SPECIFIED PRICE. ORGANIZATION CONFIRMS THAT IT IS NOT UNDER A CONTRACTUAL OBLIGATION TO PARTICIPATE IN A COMPETING NON-PROVIDER FUNDRAISING PROGRAM.
   - ORGANIZATION AGREES TO PERMIT PROVIDER TO OPERATE THE PROGRAM WITHIN A MUTUALLY AGREEABLE TIME FRAME AND TO ALLOW PROVIDER REASONABLE ACCESS TO ORGANIZATION'S FACILITIES IN ORDER TO CONDUCT THE PROGRAM
   - FOR THE DISCOUNT PRODUCT OR FROZEN PRODUCT ORGANIZATION PURCHASES FROM PROVIDER, ORGANIZATION AGREES TO PAY PROVIDER ALL AMOUNTS COLLECTED FROM THE SALE OF DISCOUNT OR FROZEN PRODUCT MINUS THE ORGANIZATION'S PROFIT PERCENTAGE. ORGANIZATION SHALL PAY PROVIDER FOR THE DISCOUNT OR FROZEN PRODUCT AT THE CONCLUSION OF THE PROGRAM. ORGANIZATION SHALL BE SOLELY RESPONSIBLE TO COLLECT AND REMIT TO THE APPROPRIATE TAXING AUTHORITIES ANY SALES TAXES, IF REQUIRED BY STATE LAW. ORGANIZATION RETAINS ANY SALES TAX AMOUNTS COLLECTED FROM THE SALE OF THE DISCOUNT OR FROZEN PRODUCT. ORGANIZATION AGREES TO RETURN TO PROVIDER ALL UNSOLD OR UNUSED DISCOUNT OR FROZEN PRODUCT AT THE CONCLUSION OF THE PROGRAM.
   - ORGANIZATION ACKNOWLEDGES THAT PROVIDER DEVOTES SIGNIFICANT TIME, EFFORT AND EXPENSE IN FORMING AND MAINTAINING RELATIONSHIPS WITH MERCHANTS USED ON ITS DISCOUNT PRODUCT, AND MAY CONTINUE THOSE RELATIONSHIPS WITH OTHER PROVIDER FUNDRAISING PROGRAMS AFTER TERMINATION OF THIS AGREEMENT. ACCORDINGLY, ORGANIZATION AGREES TO PROTECT PROVIDER'S MERCHANT RELATIONSHIP FOR A PERIOD OF TWELVE (12) MONTHS S FOLLOWING TERMINATION OF THIS AGREEMENT. ORGANIZATIONS SHALL NOT PRODUCE OR PARTICIPATE WITH ANY DISCOUNT PRODUCT USING ANY OF THE MERCHANTS FROM PROVIDER'S DISCOUNT PRODUCT PREPARED FOR OR SOLD BY ORGANIZATION. ORGANIZATION AGREES TO PAY PROVIDER $1,500 (ONE THOUSAND FIVE HUNDRED DOLLARS) AS COMPENSATION SHOULD IT CHOOSE TO USE ANY OF THE SAME MERCHANTS UTILIZED IN THE MOST RECENT PROVIDER DISCOUNT PRODUCT ON A NON-PROVIDER DISCOUNT PRODUCT DURING THE TWELVE (12) MONTHS FOLLOWING AGREEMENT TERMINATION.
     - ORGANIZATION ACKNOWLEDGES THAT FROZEN PRODUCTS ARE SOLD IN CASES OF EIGHT (8) BOXES PER FLAVOR, MUST BE PURCHASED IN FULL CASES WITH A MINIMUM ORDER OF TWENTY (20) CASES REQUIRED.

4. DURATION, TERM AND TERMINATION.
   - DURATION. PROVIDER AND ORGANIZATION AGREE THAT PROVIDER SHALL BE THE EXCLUSIVE PROVIDER FOR THIS FUNDRAISER FOR ORGANIZATION FOR 1 YEAR TERM.
   - TERMINATION. IN THE EVENT THAT ORGANIZATION DOES NOT RUN THE PROGRAM AGREED TO HEREIN, ORGANIZATION SHALL REIMBURSE PROVIDER FOR EACH UNFULFILLED YEAR OF THE AGREEMENT IN AN AMOUNT CALCULATED AS FOLLOWS:
     - 25% X QTY ORDERED X PRICE. ORGANIZATION AGREES THAT THIS REFLECTS COSTS ASSOCIATED WITH THE PROGRAM AND IS A REASONABLE APPROXIMATION OF ACTUAL DAMAGES TO PROVIDER.
   - IN THE EVENT OF A CANCELLATION OF A CONSUMABLE PRODUCT THAT DOES NOT PROVIDE SIXTY (60) DAYS WRITTEN NOTICE, THE SCHOOL/GROUP IS SUBJECT TO A $250 (TWO HUNDRED FIFTY DOLLAR) FEE, WHICH IS A GOOD FAITH ESTIMATE OF COGS FOR SHIPPING AND STORAGE OF THE PRODUCT.
   - IN THE EVENT THAT A SCHOOL OR GROUP SIGNS A FUNDRAISER AGREEMENT FOR A DISCOUNT PRODUCT AND, FOR WHATEVER REASON, BACKS OUT, THE SCHOOL/GROUP WILL INCUR AN EXPENSE OF $50 (FIFTY DOLLARS) PER MERCHANT SIGNED AS A GOOD FAITH ESTIMATE OF COGS TO SECURE MERCHANTS. SCHOOL/GROUP MUST ALSO PROVIDE A WRITTEN LETTER THAT CAN BE SHARED WITH THE MERCHANTS TO ENSURE GOOD STANDING FOR BOTH PARTIES. IF PROGRAM IS CANCELLED, ANY ARTWORK OR SHIPPING COMPLETED WILL ALSO BE THE RESPONSIBILITY OF THE SCHOOL/GROUP FOR COGS. THESE COGS WOULD BE PROVIDED IN AN INVOICE FORM FROM THE SUPPLIERS PARTNERED WITH Effinger Consulting DBA FUNDRAISING UNIVERSITY.

5. INTELLECTUAL PROPERTY OWNERSHIP AND PRODUCT DISTRIBUTION.
   - PROVIDER RETAINS ALL INTELLECTUAL PROPERTY RIGHTS ASSOCIATED WITH THE PRODUCTS BUT AGREES TO LICENSE THESE RIGHTS FOR THE LIMITED PURPOSE OF PRODUCT DISTRIBUTION PURSUANT TO THE PROGRAM. ORGANIZATION AGREES NOT TO USE OR DISCLOSE ANY PRODUCT, FORMS, MATERIALS, TECHNICAL INFORMATION OR METHODS EMPLOYED BY PROVIDER OR INTELLECTUAL PROPERTY RIGHTS OWNED BY PROVIDER FOR ANY PURPOSE EXCEPT IN ASSOCIATION WITH THE PROGRAM ABSENT PROVIDER'S EXPRESS WRITTEN CONSENT. PROVIDER RETAINS THE RIGHT TO DISTRIBUTE FUNDRAISING PRODUCTS AS IT SEES FIT FOLLOWING THE CONCLUSION OF THE PROGRAM OR IN THE EVENT THAT THE PROGRAM IS NOT RUN.

6. AUTHORIZATION AND IMPLEMENTATION.
   - ORGANIZATION HEREBY ASSERTS THAT THE REPRESENTATIVE SIGNING BELOW UNDERSTANDS THE TERMS AND CONDITIONS OF THE AGREEMENT, AGREES TO BE BOUND BY THEM AND HAS THE AUTHORITY TO BIND ORGANIZATION. ORGANIZATION HOLDS PROVIDER HARMLESS OF ANY LIABILITY REGARDING THE ACTIONS AND/OR INJURIES TO PROGRAM PARTICIPANTS.

7. MARKETING OPT-IN.
   - PROVIDER GRANTS ORGANIZATION PERMISSION TO SEND PERIODIC EMAILS AND NEWSLETTERS FEATURING THE COACHING MATTERS FOUNDATION, NEW PRODUCTS AND OTHER ORGANIZATION ANNOUNCEMENTS. PROVIDER CAN UNSUBSCRIBE AT ANY TIME AND PROVIDER INFORMATION IS NEVER SHARED EXTERNALLY.

AUTHORIZED ORGANIZATION REPRESENTATIVE (SIGNATURE) NAME/TITLE: DATE:
Mike Naymola — Mike Naymola HFBC

AUTHORIZED PROVIDER REPRESENTATIVE (SIGNATURE) NAME/TITLE: DATE:
DocuSigned by: Michael Effinger — Michael Effinger

INFORMATION BELOW TO BE COMPLETED BY PROVIDER REPRESENTATIVE

SCHOOL/ORGANIZATION	GROUP:	# OF STUDENTS SELLING:		
Huntley	FB	200		
ADDRESS/DELIVERY LOCATIONS: 13719 Harmony Rd		CITY: Huntley	STATE: IL	ZIP CODE: 60142
CONTACT NAME: Mike Naymola	BEST TIME TO CALL:	CONTACT CELL NO.	CONTACT EMAIL ADDRESS:	

Fundraising Authorization Form

Fiscal Services

All fundraising activities for school organizations require pre-approval. Please complete this form **in its entirety** and submit the form to your Building Principal a minimum of **45 days prior** to the desired starting date of the event. The Building Principal will then forward all documents to the Chief Financial Officer.

Today's Date: 5/7/2024 School: Huntley H.S

Name of School Organization: Softball

Sponsor / Coach's Name: Petrynec Mark Phone: 4922

Starting Date of Event: March 2025 Ending Date of Event: April 2025

Anticipated Revenue and Approximate Value of Non-Monetary Items/Compensation: $6 to 7,000

Type of Sale / Event: Adeline Fundraiser

Will a Vendor Be Used: ☒ Yes* ☐ No **** Attach all contracts and agreements to this form.***

Name of Vendor (if applicable): Adeline

Type of Product or Service Provided by Vendor: CMDS / Raffle-Online App

How will compensation be used/distributed? Equipment / uniforms

Name of Activity Account: Softball Activity Account #: 524

Submit completed forms with attachments to the Chief Financial Officer. A signed copy will be returned to you indicating approval or non-approval for fundraisers which require Board approval (over $1,000).

Sponsor Signature — Date 5/7/24

Principal Signature – *I certify that it is a minimum of 45 days prior to the desired starting date of the event* — Date 5/14/24

Chief Financial Officer Signature — Date 5.16.24

5-22-24

* Public Act 94-0714 requires all contracts and agreements that pertain to goods and services that are intended to generate additional revenue and other remunerations for the school district in excess of $1,000.00 be approved by the board.

☐ Superintendent's Copy ☐ Fiscal Services Copy

Date of Board Approval: _____

Adrenaline Fundraiser Agreement
(Raise 365)

Huntley Softball d/b/a Adrenaline Fundraising ("Adrenaline" herein) and Organization identified below enter into the following Fundraiser Agreement ("Agreement") for the purpose of providing an Adrenaline Fundraising Program ("Program") designed to facilitate Organization's fundraising efforts, using the Raise 365 Platform.

1. **Program terms**. Adrenaline and Organization agree to use the Raise 365 Fundraiser system to facilitate the fundraiser. Organization and Adrenaline agree to the terms and conditions on the Raise 365 website. Organization agrees to the Date and Profit % stated below. In this agreement, "Profit %" means the percentage of the total funds raised that is payable to Organization.

2. **Adrenaline Obligations.**
   - Adrenaline agrees to use its best efforts to assist Organization with its fundraising efforts.
   - Adrenaline agrees, at its discretion, to provide training and incentives to individuals involved in the fundraising process along with program materials appropriate to facilitate Organization's fundraising efforts.
   - Adrenaline Representative will deliver payment to Organization within a reasonable amount of time.

3. **Organization Obligations.**
   - Organization confirms that it is not under a contractual obligation to participate in a competing non-Adrenaline fundraising program.
   - Organization agrees to allow Adrenaline reasonable access to Organization's facilities at mutually agreed upon times in order to conduct the Program.

4. **Intellectual Property Ownership and Product Distribution.** Adrenaline retains all intellectual property rights associated with the products but agrees to license these rights for the limited purpose of conducting the Program. Organization agrees not to disclose any forms, materials, technical information or methods employed by Adrenaline or intellectual property rights owned by Adrenaline for any purpose except in association with the Program absent Adrenaline's express written consent.

5. **Authorization and implementation.** Organization's representative hereby asserts that he/she understands the terms and conditions of the Agreement, agrees to be bound by them, and has the authority to bind Organization. Organization holds Adrenaline harmless of any liability regarding the actions of, and/or injuries to Program participants.

Adrenaline - Raise 365 Fundraiser				
Month	*Day*	*Year*	*Time*	*Fundraiser Type*
March		2025	14 days	Raffle Drive

Length of Contract : (1yr) 2yr 3yr 4yr 5yr

Profit Structure	
Total Raised	*Profit %*
$15,000	60
Total Raised	*Profit %*

Jared Bussom — Jared Bussom — 5/14/24
Authorized Organization Representative (Signature) — Print Name & Title — Date

Pete Iffersagen (President) — 5-2-24
Authorized Adrenaline Representative (Signature) — Print Name & Title — Date

Information below is to be completed by Adrenaline sales representative			
School / Organization: Huntley HS	Group:	Number of Students:	Adrenaline record number:
Address: 13719 Harmony Rd	City: Huntley	State: IL	Zip: 60142
Contact Name: Mark Petryniec	Best time to contact: Daytime	Contact Phone Number: 107	Contact email address: MPetryniec@district158.org

Fund Raising Authorization Form

Fiscal Services

All fund raising activities for school organizations require pre-approval. Please complete this form **in its entirety** and submit the form to your building principal a minimum of **45 days prior** to the desired starting date of the event. The Principal will then forward all documents to the Chief Financial Officer.

Today's Date: 5/17/24 School: Marlowe

Name of School Organization: 6th Grade Atwood Fundraiser

Sponsor / Coach's Name: Matt Elder ✓ Phone: _____

Starting Date of Event: Aug 16, 2024 Ending Date of Event: Aug 30, 2024

Anticipated Revenue and Approximate Value of Non-Monetary Items/Compensation: $ 10,000

Type of Sale / Event: Coupon Card ✓

Will a Vendor Be Used: ☒ Yes* ☐ No **** Attach all contracts and agreements to this form.***

Name of Vendor (if applicable): Derek Garza

Type of Product or Service Provided by Vendor: Coupon Card

How will compensation be used/distributed? Fund Atwood Trip

Name of Activity Account: Marlowe Outdoor Activity Activity Account #: 418

Submit completed forms with attachments to the Chief Financial Officer. A signed copy will be returned to you indicating approval or non-approval for fundraisers which require Board approval (over $1,000).

Matthew P. Elder — Sponsor Signature — Date: 5/17/24

[signature] — Principal Signature – *I certify that it is a minimum of 45 days prior to the desired starting date of the event* — Date: 5-20-24

[signature] — Chief Financial Officer Signature — Date: 5-22-24

* Public Act 94-0714 requires all contracts and agreements that pertain to goods and services that are intended to generate additional revenue and other remunerations for the school district in excess of $1,000.00 be approved by the school board.

☐ Superintendent's Copy ☐ Fiscal Services Copy

Date of Board Approval: _____

Savings Products
Division of Great American

PREMIER FUNDRAISING

PROGRAM AGREEMENT

Representative: Derek Garza Cell Phone: (630) 247-4798 GA Rep#:

GROUP INFORMATION

Organization: Marlowe middle school 6th grade
Group: Marlowe/Heineman 6th grade Atwood
Sponsor Name: Matt Elder
Total Members: 400+ # of Classes: 4
Address: 9625 Haligus Rd.
City: Lake in the hills ST: IL Zip: 60156
Work#: ( ) Home#: ( )
Cell#: ( ) Fax#: ( )
Email:

IMPORTANT DATES

Need by: August 10th 2023
Kick Off: August 18th 2023
Sale End (Invoice Date):

SHIPPING INFORMATION

Ship To:
- ☐ Representative
- ☐ Sponsor
- ☐ Other
- ☐ GIVEN OUT by Sales Rep

Ship To Other:
Name:
Address:

NOTES

Keep program the same as last year.

SAVINGS PASS

- ☐ New Account
- ☒ Repeat
- ☒ Custom $20
- ☒ Total Order Qty:
- ☐

3000 cards

AGREEMENT GUARANTEES & POLICIES

GUIDELINES: Premier Savings Products agrees to contact merchants to secure discounts, design and print cards at no initial cost to organization. Group agrees to sell the product for face value printed on product and begin selling the product based on the kickoff date stated above.

DELIVERY: Premier agrees to deliver the product on the stated "Need By" date, PROVIDED ALL MATERIALS ARE RECEIVED AS FOLLOWS: Program Agreement, Merchant Wish List, and Artwork Form. We reserve the right to move back the "Need By" date if all materials are not received on time or are incomplete. Any approval requests not responded to in 24 hours could delay delivery dates.

REORDERS: Minimum 300 cards. Any initial order of 600+ cards minimum reorder is 100 cards

PAYMENT: Group agrees to make payment to Premier Fundraising within 45 days after the kickoff date.

SAVINGS PASS FLYERS

☒ Order Taker Flyers Total Order Qty: 400 Price: ☒ Yes $20.00 ☐ No

SPECIALTY ITEMS

☒ National Savings Card (1072672) Total Order Qty: online

CITY SAVER BOOKS

NAME OF BOOK

Order Qty.

Profit%: ○40 ○45 ⊗50

☐ Order Taker (1073165) ☐ Clear Bag Small (1062141) ☐ Clear Bag Large (1054609)

Total Order Qty: Total Order Qty: Total Order Qty:

PROGRAM AUTHORIZATION

I HAVE READ AND AGREE TO THE ABOVE TERMS AND CONDITIONS.

Authorized Signature: (PERSON RESPONSIBLE FOR PAYMENT)
Print Name: Matt Elder
Date: PO#:

APPROVALS

Front Proofs:	☒ Representative	☒ Sponsor
Back Proofs:	☒ Representative	☒ Sponsor

Proof Email/Fax #:

OFFICE USE ONLY

ARL# SPR#
GRP# CONT#
MAT# SCH#
ORDER# REORDER#

SCRATCH CARDS

STYLE: ☐ 30 Dot

COUPONS: ☐ National ☐ Custom ☐ Custom Full

PROGRAM AGREEMENT V. 07/2018

Fundraising Authorization Form

Fiscal Services

All fundraising activities for school organizations require pre-approval. Please complete this form **in its entirety** and submit the form to your Building Principal a minimum of **45 days prior** to the desired starting date of the event. The Building Principal will then forward all documents to the Chief Financial Officer.

Today's Date: 5/17/24 School: Huntley HS

Name of School Organization: Boys Golf

Sponsor / Coach's Name: Collin Kalamatas ✓ Phone: 847-915-1573

Starting Date of Event: 8/9/24 Ending Date of Event: 8/23/24 ✓

Anticipated Revenue and Approximate Value of Non-Monetary Items/Compensation: $ 4,000 ✓

Type of Sale / Event: Selling Raffle Tickets

Will a Vendor Be Used: ☒ Yes* ☐ No **** Attach all contracts and agreements to this form.***

Name of Vendor (if applicable): Adrenaline Fundraising

Type of Product or Service Provided by Vendor: Provide product and digital platform to sell product

How will compensation be used/distributed? Paying for uniforms and golf supplies

Name of Activity Account: Huntley Boys Golf Activity Account #: 523

Submit completed forms with attachments to the Chief Financial Officer. A signed copy will be returned to you indicating approval or non-approval for fundraisers which require Board approval (over $1,000).

Sponsor Signature — Date 5/20/24

Principal Signature – *I certify that it is a minimum of 45 days prior to the desired starting date of the event* — Date 5/21/24 5.22.24

Chief Financial Officer Signature — Date 5-24-24

* Public Act 94-0714 requires all contracts and agreements that pertain to goods and services that are intended to generate additional revenue and other remunerations for the school district in excess of $1,000.00 be approved by the board.

☐ Superintendent's Copy ☐ Fiscal Services Copy Date of Board Approval: _____

Adrenaline Fundraiser Agreement
(Raise 365)

Huntley Boys Golf d/b/a Adrenaline Fundraising ("Adrenaline" herein) and Organization identified below enter into the following Fundraiser Agreement ("Agreement") for the purpose of providing an Adrenaline Fundraising Program ("Program") designed to facilitate Organization's fundraising efforts, using the Raise 365 Platform.

1. **Program terms.** Adrenaline and Organization agree to use the Raise 365 Fundraiser system to facilitate the fundraiser. Organization and Adrenaline agree to the terms and conditions on the Raise 365 website. Organization agrees to the Date and Profit % stated below. In this agreement, "Profit %" means the percentage of the total funds raised that is payable to Organization.

2. **Adrenaline Obligations.**
   - Adrenaline agrees to use its best efforts to assist Organization with its fundraising efforts.
   - Adrenaline agrees, at its discretion, to provide training and incentives to individuals involved in the fundraising process along with program materials appropriate to facilitate Organization's fundraising efforts.
   - Adrenaline Representative will deliver payment to Organization within a reasonable amount of time.

3. **Organization Obligations.**
   - Organization confirms that it is not under a contractual obligation to participate in a competing non-Adrenaline fundraising program.
   - Organization agrees to allow Adrenaline reasonable access to Organization's facilities at mutually agreed upon times in order to conduct the Program.

4. **Intellectual Property Ownership and Product Distribution.** Adrenaline retains all intellectual property rights associated with the products but agrees to license these rights for the limited purpose of conducting the Program. Organization agrees not to disclose any forms, materials, technical information or methods employed by Adrenaline or intellectual property rights owned by Adrenaline for any purpose except in association with the Program absent Adrenaline's express written consent.

5. **Authorization and implementation.** Organization's representative hereby asserts that he/she understands the terms and conditions of the Agreement, agrees to be bound by them, and has the authority to bind Organization. Organization holds Adrenaline harmless of any liability regarding the actions of, and/or injuries to Program participants.

Adrenaline - Raise 365 Fundraiser				
Month	Day	Year	Time	Fundraiser Type
8	16	24	3pm	Digital Raffle

Length of Contract : (1yr) 2yr 3yr 4yr 5yr

Profit Structure	
Total Raised	Profit %
8,000	50
Total Raised	Profit %

Authorized Organization Representative (Signature) — Collin Kalamatas (Print Name & Title) — 5/20/24 (Date)

Authorized Adrenaline Representative (Signature) — Pete Ittersagen (President) (Print Name & Title) — 5-20-24 (Date)

Information below is to be completed by Adrenaline sales representative			
School / Organization: Huntley HS	Group: Golf	Number of Students:	Adrenaline record number:
Address: 13719 Harmony Rd	City: Huntley	State: IL	Zip: 60142
Contact Name: Collin Kalamatas	Best time to contact: —	Contact Phone Number: 8479851573	Contact email address: CKalamatas@district158.org

Fundraising Authorization Form

Fiscal Services

All fundraising activities for school organizations require pre-approval. Please complete this form **in its entirety** and submit the form to your Building Principal a minimum of **45 days prior** to the desired starting date of the event. The Building Principal will then forward all documents to the Chief Financial Officer.

Today's Date: 5/17/24 School: Huntley HS

Name of School Organization: Boys Basketball

Sponsor / Coach's Name: Collin Kalamatas Phone: 847-915-1573

Starting Date of Event: 11/8/24 Ending Date of Event: 11/29/24

Anticipated Revenue and Approximate Value of Non-Monetary Items/Compensation: $ 10000 ✓

Type of Sale / Event: Selling Cookie Dough

Will a Vendor Be Used: ☒ Yes* ☐ No **** Attach all contracts and agreements to this form.***

Name of Vendor (if applicable): Adrenaline Fundraising ✓

Type of Product or Service Provided by Vendor: Provide product and digital platform to sell product

How will compensation be used/distributed? Paying for travel gear, uniforms, and basketball supplies

Name of Activity Account: Huntley Boys Basketball Activity Account #: 527

Submit completed forms with attachments to the Chief Financial Officer. A signed copy will be returned to you indicating approval or non-approval for fundraisers which require Board approval (over $1,000).

Sponsor Signature — Date 5/17/24

Principal Signature – *I certify that it is a minimum of 45 days prior to the desired starting date of the event* — Date 5/21/24 5.22.24

Chief Financial Officer Signature — Date 5/22/24

* Public Act 94-0714 requires all contracts and agreements that pertain to goods and services that are intended to generate additional revenue and other remunerations for the school district in excess of $1,000.00 be approved by the board.

☐ Superintendent's Copy ☐ Fiscal Services Copy Date of Board Approval: _____

Adrenaline Fundraiser Agreement
(Raise 365)

Huntley Boys Basketball d/b/a Adrenaline Fundraising ("Adrenaline" herein) and Organization identified below enter into the following Fundraiser Agreement ("Agreement") for the purpose of providing an Adrenaline Fundraising Program ("Program") designed to facilitate Organization's fundraising efforts, using the Raise 365 Platform.

1. **Program terms**. Adrenaline and Organization agree to use the Raise 365 Fundraiser system to facilitate the fundraiser. Organization and Adrenaline agree to the terms and conditions on the Raise 365 website. Organization agrees to the Date and Profit % stated below. In this agreement, "Profit %" means the percentage of the total funds raised that is payable to Organization.

2. **Adrenaline Obligations.**
   - Adrenaline agrees to use its best efforts to assist Organization with its fundraising efforts.
   - Adrenaline agrees, at its discretion, to provide training and incentives to individuals involved in the fundraising process along with program materials appropriate to facilitate Organization's fundraising efforts.
   - Adrenaline Representative will deliver payment to Organization within a reasonable amount of time.

3. **Organization Obligations.**
   - Organization confirms that it is not under a contractual obligation to participate in a competing non-Adrenaline fundraising program.
   - Organization agrees to allow Adrenaline reasonable access to Organization's facilities at mutually agreed upon times in order to conduct the Program.

4. **Intellectual Property Ownership and Product Distribution.** Adrenaline retains all intellectual property rights associated with the products but agrees to license these rights for the limited purpose of conducting the Program. Organization agrees not to disclose any forms, materials, technical information or methods employed by Adrenaline or intellectual property rights owned by Adrenaline for any purpose except in association with the Program absent Adrenaline's express written consent.

5. **Authorization and implementation.** Organization's representative hereby asserts that he/she understands the terms and conditions of the Agreement, agrees to be bound by them, and has the authority to bind Organization. Organization holds Adrenaline harmless of any liability regarding the actions of, and/or injuries to Program participants.

Adrenaline - Raise 365 Fundraiser				
Month	Day	Year	Time	Fundraiser Type
11	7	24	5pm	Coupon Booklet

Profit Structure	
Total Raised	Profit %
20,000	50
Total Raised	Profit %

Length of Contract : (1yr) 2yr 3yr 4yr 5yr

Authorized Organization Representative (Signature) — Collin Kalamatas (Print Name & Title) — 5/20/24 (Date)

Authorized Adrenaline Representative (Signature) — Pete Ittersagen (President) (Print Name & Title) — 5-20-24 (Date)

Information below is to be completed by Adrenaline sales representative			
School / Organization: Huntley HS	Group: Basketball	Number of Students:	Adrenaline record number:
Address: 13719 Harmony Rd	City: Huntley	State: IL	Zip: 60142
Contact Name: Collin Kalamatas	Best time to contact: —	Contact Phone Number: 8479151573	Contact email address: ckalamatas@district158.org

Fund Raising Authorization Form

Fiscal Services

All fund raising activities for school organizations require pre-approval. Please complete this form **in its entirety** and submit the form to your building principal a minimum of 45 days prior to the desired starting date of the event. The Principal will then forward all documents to the Chief Financial Officer.

Today's Date: May 20, 2024 School: Marlowe Middle School

Name of School Organization: MMS Cheer

Sponsor / Coach's Name: Laura Archambeau Katie Burley Phone: *4861

Starting Date of Event: Sept. 2, 2024 Ending Date of Event: Sept 30, 2024

Anticipated Revenue and Approximate Value of Non-Monetary Items/Compensation: $ 2000.00

Type of Sale / Event: 8to18 Snap Raise Fundraiser

Will a Vendor Be Used: ☐ Yes* ☒ No ** Attach all contracts and agreements to this form.*

Name of Vendor (if applicable): _____

Type of Product or Service Provided by Vendor: _____

How will compensation be used/distributed? Competition Fees + Team apparel

Name of Activity Account: Marlowe Cheer Activity Account #: 408

Submit completed forms with attachments to the Chief Financial Officer. A signed copy will be returned to you indicating approval or non-approval for fundraisers which require Board approval (over $1,000).

LArchambeau Kat Burley
Sponsor Signature — Date: 5-20-24

Principal Signature – *I certify that it is a minimum of 45 days prior to the desired starting date of the event* — Date: 5-20-24

Chief Financial Officer Signature — Date

* Public Act 94-0714 requires all contracts and agreements that pertain to goods and services that are intended to generate additional revenue and other remunerations for the school district in excess of $1,000.00 be approved by the school board.

☐ Superintendent's Copy ☐ Fiscal Services Copy Date of Board Approval: _____

What is Snap! Raise?

At Snap! Raise, we create webpages that are designed to tell a program's story and why they want to fundraise. Each program has their own unique page created to include text, logos, photos, and videos to support their story.

The process is simple. We get all of the participants signed in to the site, so that they may share it out with their biggest supporters (aunts, uncles, grandparents, etc.) via email, text and social media. Participants are simply adding email addresses and numbers of their supporters and Snap! will take care of the outreach and messaging. Supporters are able to donate via debit/credit card and other various methods. Group leaders are able to track their roster and encourage participation through our simple reminder features.

All donations are secured through Stripe (our 3rd party payment processor). The fundraiser stays live for 28 days. At the end of the fundraiser, a check (made out to the school or organization) will be sent or direct deposit is available. Programs receive 80% of the total funds raised. Snap! Raise is SOPPA & COPPA compliant.

click to see --> example pages

Huntley Dance Team - $7,566

Cary-Grove Cheerleading 2024 (live)

Central High School Cheerleading 2023 - $10,540

Video Testimonial - Jeff Vlk - Buffalo Grove Football

More examples? Click Here or Scan QR Code

Click Here to view our Privacy Policy

PROUD SPONSOR OF IADA & IDSA
FOR ADDITIONAL QUESTIONS
EMAIL: MATT.ECKSTEIN@SNAPRAISE.COM
CALL/TEXT: 317-696-3867
8300 7TH AVE S, SEATTLE, WA 98108

Fundraising Authorization Form

Fiscal Services

All fundraising activities for school organizations require pre-approval. Please complete this form **in its entirety** and submit the form to your Building Principal a minimum of **45 days prior** to the desired starting date of the event. The Building Principal will then forward all documents to the Chief Financial Officer.

Today's Date: May 5th, 2024 School: Huntley High School

Name of School Organization: Huntley High School Girls Golf Team

Sponsor / Coach's Name: Lindsey Allen Phone: 847-659-4854

Starting Date of Event: August 16th, 2024 Ending Date of Event: August 20th, 2024

Anticipated Revenue and Approximate Value of Non-Monetary Items/Compensation: ~~$1000~~ $1,500

Type of Sale / Event: Popcorn Sales

Will a Vendor Be Used: ☒ Yes* ☐ No **** Attach all contracts and agreements to this form.***

Name of Vendor (if applicable): Double Good Popcorn

Type of Product or Service Provided by Vendor: online popcorn sales

How will compensation be used/distributed? In check form

Name of Activity Account: HHS Girls Golf Activity Account #: 510

Submit completed forms with attachments to the Chief Financial Officer. A signed copy will be returned to you indicating approval or non-approval for fundraisers which require Board approval (over $1,000).

Sponsor Signature — Date 5/2/24

Glen M. Wilson 5/2/24

Principal Signature – *I certify that it is a minimum of 45 days prior to the desired starting date of the event* — Date 5.3.24

Chief Financial Officer Signature — Date 5.6.24

* Public Act 94-0714 requires all contracts and agreements that pertain to goods and services that are intended to generate additional revenue and other remunerations for the school district in excess of $1,000.00 be approved by the board.

☐ Superintendent's Copy ☐ Fiscal Services Copy Date of Board Approval: _____

G:\My Drive\Policy Forms Section 7\Fundraising Authorization Form 7.325 F1.doc

#DoADoubleGood

Fundraise with your team, sell ultra-premium popcorn, and earn 50% profit. No fundraising minimums or fees.

Start a Fundraiser

Need help? Contact Us

© 2023-24 Double Good Technologies LP. All rights reserved.

Privacy Policy

Terms of service

North West Track & Field

Collections

Coach Kim's Pop-Up Store



SET OF 3

The Originals $31

Perfect for popcorn fa

Add to Cart

ESSENTIAL WORKER DONATION PROGRAM

Make a Popcorn Donation $24

- Send DG popcorn to essential workers
- 50% of the sale benefits this fundraiser
- No shipping cost

Add to Cart

Event Leaderboard

 1. Savanah Parker $701

 2. Dani Everett $523

 3. Coach Kim $475

Fundraising Authorization Form

Fiscal Services

All fundraising activities for school organizations require pre-approval. Please complete this form **in its entirety** and submit the form to your Building Principal a minimum of **45 days prior** to the desired starting date of the event. The Building Principal will then forward all documents to the Chief Financial Officer.

Today's Date: 5/23/2024 School: Conley

Name of School Organization: Band and Orchestra

Sponsor / Coach's Name: Nicholas Lowe & Cara Searle Phone: *3822

Starting Date of Event: 8/14/2024 Ending Date of Event: 9/13/2024

Anticipated Revenue and Approximate Value of Non-Monetary Items/Compensation: $ 3,190

Type of Sale / Event: Custom T-Shirt Sale

Will a Vendor Be Used: ☒ Yes* ☐ No **** Attach all contracts and agreements to this form.***

Name of Vendor (if applicable): CDM Promotions AIA Services

Type of Product or Service Provided by Vendor: Custom T-Shirt Manufacturer

How will compensation be used/distributed? T-shirt, final concert student food, single use band and orchestra supplies for students

Name of Activity Account: Band Supplies Activity Account #: 101110410357415013

Submit completed forms with attachments to the Chief Financial Officer. A signed copy will be returned to you indicating approval or non-approval for fundraisers which require Board approval (over $1,000).

Cara Searle — Sponsor Signature — Date: 5/23/24

Principal Signature – *I certify that it is a minimum of 45 days prior to the desired starting date of the event* — Date: 5/23/24

Chief Financial Officer Signature — Date: 5-29-24

* Public Act 94-0714 requires all contracts and agreements that pertain to goods and services that are intended to generate additional revenue and other remunerations for the school district in excess of $1,000.00 be approved by the board.

☐ Superintendent's Copy ☐ Fiscal Services Copy

Date of Board Approval: _____

HUNTLEY
COMMUNITY SCHOOL DISTRICT 158

Anna Meyer <ameyer@district158.org>

Re: Fundraising - backup needed

1 message

Christian Bierma <cbierma@district158.org> Tue, May 28, 2024 at 3:36 PM
To: Anna Meyer <ameyer@district158.org>
Cc: Cara Searle <csearle@district158.org>, Scott Iddings <siddings@district158.org>, Nicholas Lowe <nlowe@district158.org>, Madeline Dunsworth <mdunsworth@district158.org>

Anna,

We charge $20 per shirt. Every student bought a shirt. Some families choose to buy more for parents, siblings, etc. The money collected is used to buy shirts, food, and other supplies that the students need throughout the year. This year's fundraising estimate is based on the total funds raised last year.

This model is the same across all three schools. I've included our totals sheets from last year for all three schools. Please let me know if you need any more supporting documents.

Thank you,

T-Shirt Totals 23-24

On Tue, May 28, 2024 at 1:43 PM Anna Meyer <ameyer@district158.org> wrote:

> Good afternoon,
>
> We are in receipt of your request form for the band and orchestra fundraiser. Before it can be presented to the Board for approval, we need a copy of the CDM Promotions contract, or some type of backup, that shows how actual earnings are calculated from this fundraiser.
>
> Please provide backup by the end of day tomorrow, May 29 in order to have this request approved at the June Board of Education meeting.
>
> Have a great day,
> Anna
>
> Anna Meyer
> Huntley Community School District 158
> Fiscal Department
> 650 Academic Drive
> Algonquin, IL 60102
> www.district158.org

--
Christian Bierma
Martin Elementary School 5th Grade Band Director
Leggee Elementary School 5th Grade Band Director
cbierma@district158.org

Fundraising Authorization Form

Fiscal Services

All fundraising activities for school organizations require pre-approval. Please complete this form **in its entirety** and submit the form to your Building Principal a minimum of **45 days prior** to the desired starting date of the event. The Building Principal will then forward all documents to the Chief Financial Officer.

Today's Date: 5/23/2024 School: Leggee

Name of School Organization: Band and Orchestra

Sponsor / Coach's Name: Bierma, Searle Phone: *6200

Starting Date of Event: August 14 Ending Date of Event: September 13

Anticipated Revenue and Approximate Value of Non-Monetary Items/Compensation: $ 2300

Type of Sale / Event: T-Shirt Sale

Will a Vendor Be Used: ☒ Yes* ☐ No **** Attach all contracts and agreements to this form.***

Name of Vendor (if applicable): CDM Promotions AIA Services

Type of Product or Service Provided by Vendor: Custom T-Shirt Manufacturer

How will compensation be used/distributed? T-shirts, final concert student food, single use band and orchestra supplies for students

Name of Activity Account: _____ Activity Account #: _____

Submit completed forms with attachments to the Chief Financial Officer. A signed copy will be returned to you indicating approval or non-approval for fundraisers which require Board approval (over $1,000).

_____ May 23, 2024
Sponsor Signature Date

_____ 5-23-24
Principal Signature – *I certify that it is a minimum of 45 days prior to the desired starting date of the event* Date

_____ 5-28-24
Chief Financial Officer Signature Date

* Public Act 94-0714 requires all contracts and agreements that pertain to goods and services that are intended to generate additional revenue and other remunerations for the school district in excess of $1,000.00 be approved by the board.

☐ Superintendent's Copy ☐ Fiscal Services Copy

Date of Board Approval: _____

HUNTLEY
COMMUNITY SCHOOL DISTRICT 158

Anna Meyer <ameyer@district158.org>

Re: Fundraising - backup needed

1 message

Christian Bierma <cbierma@district158.org> Tue, May 28, 2024 at 3:36 PM
To: Anna Meyer <ameyer@district158.org>
Cc: Cara Searle <csearle@district158.org>, Scott Iddings <siddings@district158.org>, Nicholas Lowe <nlowe@district158.org>, Madeline Dunsworth <mdunsworth@district158.org>

Anna,

We charge $20 per shirt. Every student bought a shirt. Some families choose to buy more for parents, siblings, etc. The money collected is used to buy shirts, food, and other supplies that the students need throughout the year. This year's fundraising estimate is based on the total funds raised last year.

This model is the same across all three schools. I've included our totals sheets from last year for all three schools. Please let me know if you need any more supporting documents.

Thank you,

T-Shirt Totals 23-24

On Tue, May 28, 2024 at 1:43 PM Anna Meyer <ameyer@district158.org> wrote:

> Good afternoon,
>
> We are in receipt of your request form for the band and orchestra fundraiser. Before it can be presented to the Board for approval, we need a copy of the CDM Promotions contract, or some type of backup, that shows how actual earnings are calculated from this fundraiser.
>
> Please provide backup by the end of day tomorrow, May 29 in order to have this request approved at the June Board of Education meeting.
>
> Have a great day,
> Anna
>
> Anna Meyer
> Huntley Community School District 158
> Fiscal Department
> 650 Academic Drive
> Algonquin, IL 60102
> www.district158.org

--
Christian Bierma
Martin Elementary School 5th Grade Band Director
Leggee Elementary School 5th Grade Band Director
cbierma@district158.org

Fundraising Authorization Form

Fiscal Services

All fundraising activities for school organizations require pre-approval. Please complete this form **in its entirety** and submit the form to your Building Principal a minimum of **45 days prior** to the desired starting date of the event. The Building Principal will then forward all documents to the Chief Financial Officer.

Today's Date: 5/23/2024 School: Martin

Name of School Organization: Band and Orchestra

Sponsor / Coach's Name: Bierma, Lowe, Dunsworth Phone: *5300 ✓

Starting Date of Event: August 14, 2024 Ending Date of Event: September 13, 2024

Anticipated Revenue and Approximate Value of Non-Monetary Items/Compensation: $3180

Type of Sale / Event: T-Shirt Sale ✓

Will a Vendor Be Used: ☒ Yes* ☐ No **** Attach all contracts and agreements to this form.***

Name of Vendor (if applicable): CDM Promotions AIA Services ✓

Type of Product or Service Provided by Vendor: Custom T-Shirt Manufacurer

How will compensation be used/distributed? T-shirt, final concert student food, single use band and orchestra supplies for students

Name of Activity Account: Martin Band Activity Account #: 7006

Submit completed forms with attachments to the Chief Financial Officer. A signed copy will be returned to you indicating approval or non-approval for fundraisers which require Board approval (over $1,000).

Sponsor Signature — Date: 5/23/2024

Michele Happersett — Date: 5/29/24

Principal Signature – *I certify that it is a minimum of 45 days prior to the desired starting date of the event*

Chief Financial Officer Signature — Date: 6-2-24

* Public Act 94-0714 requires all contracts and agreements that pertain to goods and services that are intended to generate additional revenue and other remunerations for the school district in excess of $1,000.00 be approved by the board.

☐ Superintendent's Copy ☐ Fiscal Services Copy

Date of Board Approval: _____

HUNTLEY
COMMUNITY SCHOOL DISTRICT 158

Anna Meyer <ameyer@district158.org>

Re: Fundraising - backup needed

1 message

Christian Bierma <cbierma@district158.org> Tue, May 28, 2024 at 3:36 PM
To: Anna Meyer <ameyer@district158.org>
Cc: Cara Searle <csearle@district158.org>, Scott Iddings <siddings@district158.org>, Nicholas Lowe <nlowe@district158.org>, Madeline Dunsworth <mdunsworth@district158.org>

Anna,

We charge $20 per shirt. Every student bought a shirt. Some families choose to buy more for parents, siblings, etc. The money collected is used to buy shirts, food, and other supplies that the students need throughout the year. This year's fundraising estimate is based on the total funds raised last year.

This model is the same across all three schools. I've included our totals sheets from last year for all three schools. Please let me know if you need any more supporting documents.

Thank you,

T-Shirt Totals 23-24

On Tue, May 28, 2024 at 1:43 PM Anna Meyer <ameyer@district158.org> wrote:

> Good afternoon,
>
> We are in receipt of your request form for the band and orchestra fundraiser. Before it can be presented to the Board for approval, we need a copy of the CDM Promotions contract, or some type of backup, that shows how actual earnings are calculated from this fundraiser.
>
> Please provide backup by the end of day tomorrow, May 29 in order to have this request approved at the June Board of Education meeting.
>
> Have a great day,
> Anna
>
> Anna Meyer
> Huntley Community School District 158
> Fiscal Department
> 650 Academic Drive
> Algonquin, IL 60102
> www.district158.org

--
Christian Bierma
Martin Elementary School 5th Grade Band Director
Leggee Elementary School 5th Grade Band Director
cbierma@district158.org

HUNTLEY
COMMUNITY SCHOOL DISTRICT 158

Huntley Community School District 158

650 Dr. John Burkey Drive
Algonquin, Illinois 60102
(847) 659-6158 • www.district158.org

To: Board of Education and Administration

From: Mark Altmayer, Chief Financial Officer/Treasurer

Date: June 20, 2024

Subject: **Signatories for Bank/Financial Accounts**
Board of Education Meeting, June 20, 2024
Finance Committee

Huntley Community School District 158 requires two signatories on all disbursement accounts.

RECOMMENDATION
The Finance Committee recommends that Mark Altmayer, CFO/Treasurer and Jessica Lombard, Superintendent, be approved as signatories for all bank/financial accounts at the June 20, 2024 Regular Board Meeting.

HUNTLEY
COMMUNITY SCHOOL DISTRICT 158

Huntley Community School District 158

650 Dr. John Burkey Drive
Algonquin, Illinois 60102
(847) 659-6158 • www.district158.org

To: Board of Education

From: Mark Altmayer, Chief Financial Officer / Treasurer

Date: June 20, 2024

Subject: **Designation of Depositories**
Board of Education Meeting, June 20, 2024
Finance Committee

For the Committee's review, in accordance with Section 8-7 of the School Code 105ILCS 5/8-7, below is a listing of depositories for funds of the School District. The naming of the official depositories follows our policy of periodic review and approval for the overall cash management and treasury procedures. A resolution is attached that authorizes the school Treasurer to take all necessary actions to assume and exercise the functions of school Treasurer as well authorize depositories of School District Funds. The depositories are as follows:

Fifth Third Securities
Harris Bank N.A.
Illinois School District Liquid Asset Fund Plus
JP Morgan Chase
U.S. Bank
UMB Bank

RECOMMENDATION
The Finance Committee recommend the Board of Education approve the attached resolution, listing the abovementioned financial institutions as the official depositories for funds of the School District, as well as authorize the school Treasurer to take all necessary actions to assume and exercise the functions of school Treasurer at the June 20, 2024 Regular Board Meeting.

RESOLUTION OF THE BOARD OF EDUCATION OF
HUNTLEY COMMUNITY SCHOOL DISTRICT 158
DESIGNATING DEPOSITORIES FOR SCHOOL DISTRICT FUNDS

WHEREAS, Huntley Community School District 158, McHenry and Kane Counties, Illinois (the "School District") has appointed the School Treasurer in accordance with Section 8-7 of the School Code, 105ILCS 5/8-7.

NOW, THEREFORE, be it hereby resolved by the Board of Education of Huntley Community School District 158, McHenry and Kane Counties, Illinois, as follows:

1) The foregoing recitals are hereby found to be full, true and correct and are incorporated into this Resolution by reference as if set forth fully herein.
2) The School Treasurer is hereby authorized and directed to take all other necessary actions to assume and exercise the functions of school Treasurer, including without limitation the following:
3) To inspect, as necessary, all cashbooks, loan books, district account books and journals to copy or reproduce such portions thereof as the School Treasurer deems necessary for the performance of his duties.
4) The depositories on Exhibit A hereto are hereby designated as authorized depositories of School District Funds.

This Resolution shall take effect immediately upon its passage.

Adopted this 20th day of June 2024.

AYES:_____

NAYES:_____

ABSENT:_____

_____
President, Board of Education

Attest:

_____
Secretary, Board of Education

Exhibit A

Fifth Third Securities
Harris Bank N.A.
Illinois School District Liquid Asset Fund Plus
JP Morgan Chase
U.S. Bank
UMB Bank

HUNTLEY
COMMUNITY SCHOOL DISTRICT 158

Huntley Community School District 158

650 Dr. John Burkey Drive
Algonquin, Illinois 60102
(847) 659-6158 • www.district158.org

To: Board of Education and Administration

From: Mark Altmayer, Chief Financial Officer

Date: June 20, 2024

Subject: **Appointment of Treasurer / Treasurer's Bond**
Board of Education Meeting, June 20, 2024
Finance Committee

RECOMMENDATION

The Finance Committee recommends the Board of Education approve Mr. Mark Altmayer as Treasurer for FY25 at the June 20, 2024 Regular Board meeting.

Date June 20, 2024

To: Regional Superintendent of Schools
of McHenry County

NOTICE OF APPOINTMENT OF SCHOOL TREASURER

Please by advised that the Board of Education of Huntley Community School District No. 158 of McHenry County, Illinois has this day in compliance with the provisions of 105 ILCS 5/8.1 of the School Code of Illinois appointed Mark Altmayer whose address is _____, Illinois, as our School Treasurer for a term of one year(s), beginning July 1, 20 24, and ending June 30, 20 25.

Complying with the provisions of 105 ILCS 5/8.2 of the above mentioned Statutes, we have fixed the amount of bond for the treasurer in the amount of $ 6,700,000 which said bond being a surety bond, we have duly approved and one copy of said bond is herewith transmitted to you for your approval and files. Second copy to be approved and returned to school district.

_____
President

_____
Secretary

School District No. 158, McHenry County, Illinois

Name of firm or persons acting as Surety on Bond: Lyndon Southern Insurance Company

Term of bond: From July 1, 20 24 to June 30, 20 25.

Name and address to which checks are to be mailed:

Ms./Mrs./Mr.
Mr. Mark Altmayer, Treasurer
Huntley Community School District 158
650 Dr. John Burkey Drive
Algonquin, IL 60102

Huntley Community School District 158

650 Dr. John Burkey Drive
Algonquin, Illinois 60102
www.huntley158.org

Date: June 20, 2024

To: Board of Education

From: Adam Zehr, Assistant Superintendent for Human Resources

Subject: 2025-2026 Calendar

Executive Summary

A collaborative working group, consisting of administration, certified staff and non-certified staff met earlier this year to develop a proposed calendar for the 2025-2026 school year. The key themes discussed purpose and placement of Inservice Days, Early Release Days, Winter Break, the February Break, and Spring Break (this week is set by consensus of the McHenry County School Districts). Attached you will find the complete calendar recommendations for the 2025-2026 school year.

Recommendation

The Administration recommends that the Board of Education approve the 2025-2026 calendar as presented.

Huntley Community School District 158

650 Dr. John Burkey Drive • Algonquin, IL 60102

2025-2026 School Calendar

July 2025

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August 2025

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September 2025

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	(25)	26	27
28	29	30				

October 2025

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	(10)	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November 2025

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December 2025

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	(19)	20
21	22	23	24	25	26	27
28	29	30	31			

January 2026

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2026

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	(12)	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2026

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2026

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	(17)	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2026

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	(21)	22	23
24	25	26	27	28	29	30
31						

June 2026

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July 3	Floating Holiday #1 (In Lieu of Pulaski Day) - No School / Offices Closed
July 4	Independence Day - No School / Offices Closed
August 7	New Staff Orientation #1
August 8	New Teacher Orientation #2
August 11	Institute Day #1 - All Staff
August 12	Institute Day #2 - All Certified Staff
August 13	School Starts - Grades 1-12
August 14	School Starts - Kindergarten
August 15	School Starts - Early Childhood
September 1	Labor Day - No School / Offices Closed
September 25	SIP Early Release Day* and ECC Parent Education Day
October 10	SIP Early Release Day* and ECC Parent Education Day 6-8 Grade End of 1st Quarter - (42 days)
October 13	Columbus Day - No School / Offices Closed
November 7	K-5 Grade End of 1st Trimester - (61 days)
November 11	Veterans Day - (Waived Holiday) School in Session
November 24 - 25	Parent Teacher Conferences - No School
November 26	Floating Holiday #2 (In Lieu of Veterans Day) - No School / Offices Closed
November 27 - 28	Thanksgiving Holiday Break - No School / Offices Closed
December 19	6-8 Grade End of 2nd Quarter - (44 days) 9-12 Grade End of 1st Semester - (86 days) SIP Early Release Day* and ECC Parent Education Day
December 22	Winter Break - No School thru January 5
December 24 - 25	Christmas Holiday - Offices Closed
December 31	New Year's Eve - Offices Closed
January 1	New Year's Day - Offices Closed
January 2	Non-Attendance Day - No School
January 5	Institute Day #3 - No School
January 19	Dr. Martin Luther King's Birthday - No School / Offices Closed
February 12	SIP Early Release Day* and ECC Parent Education Day
February 13	Non-Attendance Day - No School
February 16	Presidents Day - No School / Offices Closed
February 20	K-5 Grade End of 2nd Trimester - (56 days)
March 2-3	ECC Parent Teacher Conferences - No School for ECC Students
March 3	SIP Early Release Day*
March 13	6-8 Grade End of 3rd Quarter - (46 days)
March 23 - 27	Spring Break - No School
April 3	Non Attendance Day - No School / Offices Closed
April 17	ECC Parent Education Day - No School for ECC Students
April 24	Institute Day #4 - No School
May 21	Last Day of School - if **no** emergency days are used SIP Early Release Day* and ECC Parent Education Day K-5 Grade End of 3rd Trimester - (57 days) 6-8 Grade End of 4th Quarter - (42 days) 9-12 End of 2nd Semester - (88 days)
May 25	Memorial Day - Offices Closed
May 29	Last Day of School - if **all** 5 emergency days are used
June 19	Juneteenth - No School / Offices Closed

May 16	Huntley High School Graduation
May 19	Heineman Middle School 8th Grade Promotion
May 20	Marlowe Middle School 8th Grade Promotion

***SIP Early Release Day - Middle & High School Dismissal at 12:30 PM;**
Martin Elementary Dismissal at 12:55 PM; Elementary Dismissal at 1:30 PM

Student Days = 174
Teacher Days = 180

(○) ECC Parent Education Day
No School
No School / Offices Closed

BOE Approved: _____

Huntley Community School District 158

650 Dr. John Burkey Drive, Algonquin, IL 60102

Schedule of Events 2025-2026 Calendar

Institute Days - No School for Students
August 11, 2025 – All Staff
August 12, 2025 – All Certified Staff
January 5, 2026
April 24, 2026

Non Attendance Days - No School
November 26, 2025 (Offices Closed)
January 2, 2026
February 13, 2026
April 3, 2026 (Offices Closed)

Waived Holidays - School in Session
Veterans Day – November 11, 2025
Casimir Pulaski Day – March 3, 2026

Holidays - No School / Offices Closed
Independence Day – July 4, 2025
Labor Day – September 1, 2025
Columbus Day – October 13, 2025
Thanksgiving Holiday – November 27 and 28, 2025
Christmas Holiday – December 24 and 25, 2025
New Year's Holiday – December 31, 2025 and January 1, 2026
Dr. Martin Luther King's Birthday – January 19, 2026
Presidents Day – February 16, 2026
Memorial Day – May 25, 2026
Juneteenth – June 19, 2026

SIP Early Release Days
September 25, 2025
October 10, 2025
December 19, 2025
February 12, 2026
March 3, 2026
May 21, 2026

Middle & High School Dismissal at 12:30 PM
Martin Elementary Dismissal at 12:55 PM
Elementary Dismissal at 1:30 PM

Parent Teacher Conferences - No School
November 24, 2025 – 9:00 a.m. to 8:00 p.m.
November 25, 2025 – 7:00 a.m. to 12:00 p.m.

Winter Holiday Break - No School
December 22, 2025 – January 5, 2026

Spring Break - No School
March 23, 2026 – March 27, 2026

* Student days = 174
* Teacher days = 180
(Exclusive of 2 floating SIP Days)

New Staff / Teacher Orientation Days
August 7, 2025 – All New Staff
August 8, 2025 – New Teachers Only

12-Month Staff Floating Holidays / Offices Closed
July 3, 2026 – in lieu of Casimir Pulaski Day
November 26, 2025 – in lieu of Veteran's Day

School Begins
August 13, 2025 (Grades 1-12)
August 14, 2025 (Kindergarten)
August 15, 2025 (ECC)

ECC Parent Education Days
September 25, 2025
October 10, 2025
December 19, 2025
February 12, 2026
March 2-3, 2026 (Parent-Teacher Conferences)
April 17, 2026
May 21, 2026

K-5 Grading Periods
November 7, 2025 – End of 1st Trimester (61 days)
February 20, 2026 – End of 2nd Trimester (56 days)
May 21, 2026 – End of 3rd Trimester (57 days)

Middle School Grading Periods
October 10, 2025 – End of 1st Quarter (42 days)
December 19, 2025 – End of 2nd Quarter (44 days)
March 13, 2026 – End of 3rd Quarter (46 days)
May 21, 2026 – End of 4th Quarter (42 days)

High School Grading Periods
December 19, 2025 – End of 1st Semester (86 days)
May 21, 2026 – End of 2nd Semester (88 days)

Last Day of School
May 21, 2026

Huntley High School Graduation
May 16, 2026

8th Grade Promotion
May 19, 2026 – Heineman Middle School
May 20, 2026 – Marlowe Middle School

* Thursday, May 21, 2026 will be the earliest last day of school **if NO emergency days are used.**

* Friday, May 29, 2026 will be the last day of school if **ALL 5 emergency days are used.**

BOE Approved: _____

Policy Committee

650 Dr. John Burkey Drive · Algonquin, IL 60102 · (847) 659-6158 · Huntley158.org

TO: Board of Education and Cabinet Members

FROM: Jessica Lombard, Superintendent
Lorie Woods, Director of Administrative Services

DATE: June 20, 2024

RE: Policy Revision – Second Reading

The following policies are being submitted as a second reading as requested by the Board of Education at the May 16, 2024 Regular meeting.

This is the second reading of the following policies:

- **2:40 Board Member Qualifications**
- **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**
- **4:165 Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors**
- **4:190 Targeted School Violence Prevention Program**
- **5:10 Equal Employment Opportunity and Minority Recruitment**
- **5:20 Workplace Harassment Prohibited**
- **5:100 Staff Development Program**
- **5:120 Employee Ethics; Code of Professional Conduct; and Conflict of Interest**
- **5:300 Schedules and Employment Year**
- **7:10 Equal Educational Opportunities**
- **7:20 Harassment of Students Prohibited**
- **7:180 Prevention of and Response to Bullying, Intimidation, and Harassment**
- **7:185 Teen Dating Violence Prohibited**

Recommendation

Administration requests the Board approve the above policies as a second reading.

Please contact me or Mrs. Woods with any questions and/or concerns.

LRW
Attachments

Board of Education

Board Member Qualifications

A Board member must be, on the date of election or appointment, a United States citizen at least 18 years of age, a resident of Illinois and the District for at least one year immediately preceding the election, and a registered voter.

Reasons making an individual ineligible for Board membership include holding an incompatible office, certain types of State or federal employment, and conviction of an infamous crime. A child sex offender, as defined in State law, is ineligible for School Board membership.

LEGAL REF.: Ill. Constitution, Art. II, §1; Art IV, §2(e); Art VI, §13(b).
105 ILCS 5/10-3 and 5/10-10.

CROSS REF.: 2:30 (School District Elections), 2:70 (Vacancies on Board of Education – Filling Vacancies)

ADOPTED: May 17, 2001

REVISED: May 18, 2019

FINAL

Board of Education

Uniform Grievance Procedure

A student, parent/guardian, employee, or community member should notify any District Complaint Manager if he or she believes that the Board, its employees, or agents have violated his or her rights guaranteed by the State or federal Constitution, State or federal statute, or Board policy, or have a complaint regarding any one of the following:

1. Title II of the Americans with Disabilities Act, 42 U.S.C. §12101 et seq.
2. Title IX of the Education Amendments of 1972, 20 U.S.C. §1681 et seq., excluding Title IX sexual harassment complaints governed by policy 2:265, *Title IX Grievance Procedure*.
3. Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. §791 et seq.
4. Discrimination and/or harassment on the basis of race, color, or national origin prohibited by the Illinois Human Rights Act, 775 ILCS 5/; Title VI of the Civil Rights Act of 1964, 42 U.S.C. §2000d et seq.; and/or Title VII of the Civil Rights Act of 1964, 42 U.S.C. §2000e et seq. (see Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited.*
5. Title VII of the Civil Rights Act of 1964, 42 U.S.C. §2000e et seq. (see also number 4, above, for discrimination and/or harassment on the basis of race, color, or national origin).
6. Sexual harassment prohibited by the State Officials and Employees Ethics Act, 5 ILCS 430/70-5(a); Illinois Human Rights Act, 775 ILCS 5/; and Title VII of the Civil Rights Act of 1964, 42 U.S.C. §2000e et seq. (Title IX sexual harassment complaints are addressed under Board policy 2:265, *Title IX Grievance Procedure).*
7. Breastfeeding accommodations for students, 105 ILCS 5/10-20.60.
8. Bullying, 105 ILCS 5/27-23.7.
9. Misuse of funds received for services to improve educational opportunities for educationally disadvantaged or deprived children.
10. Curriculum, instructional materials, and/or programs.
11. Victims' Economic Security and Safety Act, 820 ILCS 180.
12. Illinois Equal Pay Act of 2003, 820 ILCS 112.
13. Provision of services to homeless students.
14. Illinois Whistleblower Act, 740 ILCS 174/1.
15. Misuse of genetic information prohibited by the Illinois Genetic Information Privacy Act, 410 ILCS 513/; and Titles I and II of the Genetic Information Nondiscrimination Act, 42 U.S.C. §2000ff et seq.
16. Employee Credit Privacy Act, 820 ILCS 70/.

The Complaint Manager will attempt to resolve complaints without resorting to this grievance procedure. If a formal complaint is filed under this policy, the Complaint Manager will address the complaint promptly and equitably. A student and/or parent/guardian filing a complaint under this policy may forego any informal suggestions and/or attempts to resolve it and may proceed directly to this grievance procedure. The Complaint Manager will not require a student or parent/guardian complaining of any form of harassment to attempt to resolve allegations directly with the accused (or the accused's parents/guardians); this includes mediation.

FINAL

Right to Pursue Other Remedies Not Impaired

The right of a person to prompt and equitable resolution of a complaint filed under this policy shall not be impaired by the person's pursuit of other remedies, e.g., criminal complaints, civil actions, etc. Use of this grievance procedure is not a prerequisite to the pursuit of other remedies and use of this grievance procedure does not extend any filing deadline related to the pursuit of other remedies. If a person is pursuing another remedy subject to a complaint under this policy, the District will continue with a simultaneous investigation under this policy.

Deadlines

All deadlines under this policy may be extended by the Complaint Manager as he or she deems appropriate. As used in this policy, *school business days* means days on which the District's main office is open.

Filing a Complaint

A person (hereinafter Complainant) who wishes to avail him or herself of this grievance procedure may do so by filing a complaint with any District Complaint Manager. The Complainant shall not be required to file a complaint with a particular Complaint Manager and may request a Complaint Manager of the same gender. The Complaint Manager may request the Complainant to provide a written statement regarding the nature of the complaint or require a meeting with a student's parent(s)/guardian(s). The Complaint Manager shall assist the Complainant as needed.

For any complaint alleging bullying and/or cyber-bullying of students, the Complaint Manager shall process and review the complaint according to Board policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*, in addition to any response required by this policy. For any complaint alleging sexual harassment or other violation of Board policy 5:20, *Workplace Harassment Prohibited*, the Complaint Manager shall process and review the complaint according to that policy, in addition to any response required by this policy 2:260.

Investigation Process

The Complaint Manager will investigate the complaint or appoint a qualified person to undertake the investigation on his or her behalf. The Complaint Manager shall ensure both parties have an equal opportunity to present evidence during an investigation. If the Complainant is a student under 18 years of age, the Complaint Manager will notify his or her parent/guardian that they may attend any investigatory meetings in which their child is involved. The complaint and identity of the Complainant will not be disclosed except (1) as required by law, this policy, or any collective bargaining agreement, (2) as necessary to fully investigate the complaint, or (3) as authorized by the Complainant.

The identity of any student witnesses will not be disclosed except: (1) as required by law, this policy, or any collective bargaining agreement, or (2) as necessary to fully investigate the complaint, or (3) as authorized by the parent/guardian of the student witness, or by the student if the student is 18 years or age or older.

The Complaint Manager will inform, at regular intervals, the person(s) filing a complaint under this policy about the status of the investigation. Within 30 school business days after the date the complaint was filed, the Complaint Manager shall file a written report of his or her findings with the Superintendent. The Complaint Manager may request an extension of time.

The Superintendent will keep the Board informed of all complaints.

If a complaint contains allegations involving the Superintendent or Board member(s), the written report shall be filed directly with the Board, which will make a decision in accordance with paragraph four of the following section of this policy.

FINAL

Decision and Appeal

Within five school business days after receiving the Complaint Manager's report, the Superintendent shall mail his or her written decision to the Complainant and the accused by registered mail, return receipt requested, and/or personal delivery as well as to the Complaint Manager. All decisions shall be based upon the *preponderance of evidence* standard or clear and convincing evidence.

Within 10 school business days after receiving the Superintendent's decision, the Complainant or the accused may appeal the decision to the Board by making a written request to the Complaint Manager. The Complaint Manager shall promptly forward all materials relative to the complaint and appeal to the Board.

Within 30 school business days after an appeal of the Superintendent's decision, the Board shall affirm, reverse, or amend the Superintendent's decision or direct the Superintendent to gather additional information. Within five school business days after the Board's decision, the Superintendent shall inform the Complainant and the accused of the Board's action.

For complaints containing allegations involving the Superintendent or Board member(s), within 30 school business days after receiving the Complaint Manager's or outside investigator's report, the Board shall mail its written decision to the Complainant and the accused by registered mail, return receipt requested, and/or personal delivery as well as to the Complaint Manager.

This policy shall not be construed to create an independent right to a hearing before the Superintendent or Board. The failure to strictly follow the timelines in this grievance procedure shall not prejudice any party.

Appointing Nondiscrimination Coordinator and Complaint Managers

The Superintendent shall appoint a Nondiscrimination Coordinator to manage the District's efforts to provide equal opportunity employment and educational opportunities and prohibit the harassment of employees, students, and others. The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator.

The Superintendent shall appoint at least one Complaint Manager to administer this policy. If possible, the Superintendent will appoint two Complaint Managers, each of a different gender. The District's Nondiscrimination Coordinator may be appointed as one of the Complaint Managers.

The Superintendent shall insert into this policy and keep current the names, office addresses, email addresses, and telephone numbers of the Nondiscrimination Coordinators and Complaint Managers.

Nondiscrimination Coordinators/Title IX Coordinators:

Dr. Adam Zehr
Assistant Superintendent Human Resources
650 Dr. John Burkey Drive
Algonquin, IL 60102
(847) 659-6150
azehr@district158.org

Mrs. Karrie Baughman
Director of Human Resources
650 Dr. John Burkey Drive
Algonquin, IL 60102
(847) 659-6178
kbaughman@district158.org

Complaint Managers:

Dr. Amy MacCrindle
Assistant Superintendent Learning & Innovation
650 Dr. John Burkey Drive
Algonquin, IL 60102
(847) 659-6135
amaccrindle@district158.org

Mrs. Karrie Baughman
Director of Human Resources
650 Dr. John Burkey Drive
Algonquin, IL 60102
(847) 659-6178
kbaughman@district158.org

FINAL

Mrs. Deanna Gill
Assistant Superintendent Special Services
650 Dr. John Burkey Drive
Algonquin, IL 60102
(847) 659-6157
dgill@district158.org

Mr. Mark Altmayer
Chief Financial Officer
650 Dr. John Burkey Drive
Algonquin, IL 60102
(847) 659-6111
maltmayer@district158.org

LEGAL REF.:
8 U.S.C. §1324a et seq., Immigration Reform and Control Act.
20 U.S.C. §1232g, Family Education Rights Privacy Act.
20 U.S.C. §1400, The Individuals with Disabilities Education Act.
20 U.S.C. §1681 et seq., Title IX of the Education Amendments; 34 C.F.R., Part 106.
29 U.S.C. §206(d), Equal Pay Act.
29 U.S.C. §621 et seq., Age Discrimination in Employment Act.
29 U.S.C. §791 et seq., Rehabilitation Act of 1973.
29 U.S.C. §2612, Family and Medical Leave Act.
42 U.S.C. §2000d et seq., Title VI of the Civil Rights Act of 1964.
42 U.S.C. §2000e et seq., Title VII of the Civil Rights Act of 1964.
42 U.S.C. §2000ff et seq., Genetic Information Nondiscrimination Act.
42 U.S.C. §11431 et seq., McKinney-Vento Homeless Assistance Act.
42 U.S.C. § 12101 et seq., Americans With Disabilities Act.
105 ILCS 5/2-3.8, 5/3-10, 5/10-20, 5/10-20.5, 5/10-20.7a, 5/10-20.60, 5/10-20.69, 5/10-20.75, 5/10-22.5, 5/22-19, 5/22-95 (final citation pending), 5/24-4, 5/27.-1, 5/27-23.7, and 45/1-15.
5 ILCS 415/10(a)(2), Government Severance Pay Act.
5 ILCS 430/70-5(a), State Officials and Employees Ethics Act.
410 ILCS 513/, Ill. Genetic Information Privacy Act.
740 ILCS 174/ Ill. Whistleblower Act.
740 ILCS 175/, Ill. False Claims Act.
775 ILCS 5/, Ill. Human Rights Act.
820 ILCS 180, Victims' Economic Security and Safety Act, 56 Ill. Admin. Code Part 280.
820 ILCS 112, Equal Pay Act of 2003.
820 ILCS 70/, Employee Credit Privacy Act.
23 Ill. Admin. Code §§1.240, 200-40, 226.50, and 226.570.

FINAL

CROSS REF.: 2:105 (Ethics and Gift Ban), 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:20 (Workplace Harassment Prohibited), 5:30 (Hiring Process and Criteria), 5:90 (Abused and Neglected Child Reporting), 6:120 (Education of Children with Disabilities), 6:140 (Education of Homeless Children), 6:170 (Title I Programs), 6:260 (Complaints About Curriculum, Instructional Materials, and Programs), 7:10 (Equal Educational Opportunities), 7:15 (Student and Family Privacy Rights), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:310 (Restrictions on Publications; Elementary Schools), 7:315 (Restrictions on Publications; High Schools), 8:70 (Accommodating Individuals with Disabilities), 8:95 (Parental Involvement), 8:110 (Public Suggestions and Concerns)

ADOPTED: May 17, 2001

REVISED: March 17, 2022

FINAL

Board of Education

Title IX Grievance Procedure

Sexual harassment affects a student's ability to learn and an employee's ability to work. Providing an educational and workplace environment free from sexual harassment is an important District goal. The District does not discriminate on the basis of sex in any of its education programs or activities, and it complies with Title IX of the Education Amendments of 1972 (Title IX) and its implementing regulations (34 C.F.R. Part 106) concerning everyone in the District's education programs and activities, including applicants for employment, students, parents/guardians, employees, and third parties.

Title IX Sexual Harassment Prohibited

Sexual harassment as defined in Title IX (Title IX Sexual Harassment) is prohibited. Any person, including a District employee or agent, or student, engages in Title IX Sexual Harassment whenever that person engages in conduct on the basis of an individual's sex that satisfies one or more of the following:

1. A District employee conditions the provision of an aid, benefit, or service on an individual's participation in unwelcome sexual conduct; or
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's educational program or activity; or
3. *Sexual assault* as defined in 20 U.S.C. §1092(f)(6)(A)(v), *dating violence* as defined in 34 U.S.C. §12291(a)(11), *domestic violence* as defined in 34 U.S.C. §12291(a)(12), or *stalking* as defined in 34 U.S.C. §12291(a)(36).

Examples of sexual harassment include, but are not limited to, touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, spreading rumors related to a person's alleged sexual activities, rape, sexual battery, sexual abuse, and sexual coercion.

Definitions from 34 C.F.R. §106.30

Complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

Education program or activity includes locations, events, or circumstances where the District has substantial control over both the *Respondent* and the context in which alleged sexual harassment occurs.

Formal Title IX Sexual Harassment Complaint means a document filed by a *Complainant* or signed by the Title IX Coordinator**7** alleging sexual harassment against a *Respondent* and requesting that the District investigate the allegation.

Respondent means an individual who has been reported to be the perpetrator of the conduct that could constitute sexual harassment.

Supportive measures mean non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the *Complainant* or the *Respondent* before or after the filing of a *Formal Title IX Sexual Harassment Complaint* or where no *Formal Title IX Sexual Harassment Complaint* has been filed.

FINAL

Title IX Sexual Harassment Prevention and Response

The Superintendent or designee will ensure that the District prevents and responds to allegations of Title IX Sexual Harassment as follows:

1. Ensures that the District's comprehensive health education program in Board policy 6:60, *Curriculum Content*, incorporates (a) age-appropriate sexual abuse and assault awareness and prevention programs in grades pre-K through 12, and (b) age-appropriate education about the warning signs, recognition, dangers, and prevention of teen dating violence in grades 7-12. This includes incorporating student social and emotional development into the District's educational program as required by State law and in alignment with Board policy 6:65, *Student Social and Emotional Development*.
2. Incorporates education and training for school staff as recommended by the Superintendent, Title IX Coordinator, Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager.
3. Notifies applicants for employment, students, parents/guardians, employees, and collective bargaining units of this policy and contact information for the Title IX Coordinator by, at a minimum, prominently displaying them on the District's website, if any, and in each handbook made available to such persons.

Making a Report

A person who wishes to make a report under this Title IX Sexual Harassment grievance procedure may make a report to the Title IX Coordinator, Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any employee with whom the person is comfortable speaking. A person who wishes to make a report may choose to report to a person of the same gender.

School employees shall respond to incidents of sexual harassment by promptly making or forwarding the report to the Title IX Coordinator. An employee who fails to promptly make or forward a report may be disciplined, up to and including discharge.

The Superintendent shall insert into this policy and keep current the name, office address, email address, and telephone number of the Title IX Coordinator.

Nondiscrimination Coordinators/Title IX Coordinators:

Dr. Adam Zehr
Assistant Superintendent Human Resources
650 Dr. John Burkey Drive
Algonquin, IL 60102
(847) 659-6150
azehr@district158.org

Mrs. Karrie Baughman
Director of Human Resources
650 Dr. John Burkey Drive
Algonquin, IL 60102
(847) 659-6178
kbaughman@district158.org

Processing and Reviewing a Report or Complaint

Upon receipt of a report, the title IX Coordinator and/or designee will promptly contact the *Complainant* to: (1) discuss the availability of supportive measures, (2) consider the *Complainant's* wishes with respect to *supportive measures*, (3) inform the *Complainant* of the availability of *supportive measures* with or without the filing of a *Formal Title IX Sexual Harassment Complaint*, and (4) explain to the *Complainant* the process for filing a *Formal Title IX Sexual Harassment Complaint*.

Further, the Title IX Coordinator will analyze the report to identify and determine whether there is another or an additional appropriate method(s) for processing and reviewing it. For any report received, the Title IX Coordinator shall review Board policies 2:260, *Uniform Grievance Procedure;* 5:20, *Workplace Harassment Prohibited;* 5:90, *Abused and Neglected Child Reporting;* 5:120,

Employee Ethics; Code of Professional Conduct; and Conflict of Interest; 7:20, *Harassment of Students Prohibited*; 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*; 7:185, *Teen Dating Violence Prohibited*; and 7:190, Student Behavior, to determine if the allegations in the report require further action.

Reports of alleged sexual harassment will be confidential to the greatest extent practicable, subject to the District's duty to investigate and maintain an educational program or activity that is productive, respectful, and free of sexual harassment.

Formal Title IX Sexual Harassment Complaint Grievance Process

When a *Formal Title IX Sexual Harassment Complaint* is filed, the Title IX Coordinator will investigate it or appoint a qualified person to undertake the investigation.

The Superintendent or designee shall implement procedures to ensure that all *Formal Title IX Sexual Harassment Complaints* are processed and reviewed according to a Title IX grievance process that fully complies with 34 C.F.R. §106.45. The District's grievance process shall, at a minimum:

1. Treat *Complainants* and *Respondents* equitably by providing remedies to a *Complainant* where the *Respondent* is determined to be responsible for sexual harassment, and by following a grievance process that complies with 34 C.F.R. §106.45 before the imposition of any disciplinary sanctions or other actions against a *Respondent*.
2. Require an objective evaluation of all relevant evidence – including both inculpatory and exculpatory evidence – and provide that credibility determinations may not be based on a person's status as a *Complainant*, *Respondent*, or witness.
3. Require that any individual designated by the District as a Title IX Coordinator, investigator, decision-maker, or any person designated by the District to facilitate an informal resolution process:
    a. Not have a conflict of interest or bias for or against complainants or respondents generally or an individual *Complainant* or *Respondent*.
    b. Receive training on the definition of sexual harassment, the scope of the District's *education program or activity*, how to conduct an investigation and grievance process (including hearings, appeals, and informal resolution processes, as applicable), and how to serve impartially.
4. Require that any individual designated by the District as an investigator receiving training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.
5. Require that any individual designated by the District as a decision-maker receive training on issues of relevance of questions and evidence, including when questions and evidence about the *Complainant's* sexual predisposition or prior sexual behavior are not relevant.
6. Include a presumption that the *Respondent* is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.
7. Include reasonably prompt timeframes for conclusion of the grievance process.
8. Describe the range of possible disciplinary sanctions and remedies the District may implement following any determination of responsibility.
9. Base all decisions upon the *preponderance of evidence* standard.

FINAL

10. Include the procedures and permissible bases for the *Complainant* and *Respondent* to appeal.
11. Describe the range of *supportive measures* available to *Complainants* and *Respondents*.
12. Not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

Enforcement

Any District employee who is determined, at the conclusion of the grievance process, to have engaged in sexual harassment will be subject to disciplinary action up to and including discharge. Any third party who is determined, at the conclusion of the grievance process, to have engaged in sexual harassment will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent, invitee, etc. Any District student who is determined, at the conclusion of the grievance process, to have engaged in sexual harassment will be subject to disciplinary action, including, but not limited to, suspension and expulsion consistent with student behavior policies. Any person making a knowingly false accusation regarding sexual harassment will likewise be subject to disciplinary action.

This policy does not increase or diminish the ability of the District or the parties to exercise any other rights under existing law.

Retaliation Prohibited

The District prohibits any form of retaliation against anyone who, in good faith, has made a report or complaint, assisted, or participated or refused to participate in any manner in a proceeding under this policy. Any person should report claims of retaliation using Board policy 2:260, *Uniform Grievance Procedure*.

Any person who retaliates against others for reporting or complaining of violations of this policy or for participating in any manner under this policy will be subject to disciplinary action, up to and including discharge, with regard to employees, or suspension and expulsion, with regard to students.

LEGAL REF.: 20 U.S.C. §1681 et seq., Title IX of the Educational Amendments of 1972; 34 C.F.R. Part 106.
Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999).
Gebser v. Lago Vista Independent Sch. Dist., 524 U.S. 274 (1998).

CROSS REF.: 2:260 (Uniform Grievance Procedure), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:20 (Workplace Harassment Prohibited), 5:90 (Abused and Neglected Child Reporting), 5:100 (Staff Development Program), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 7:10 (Equal Educational Opportunities), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior)

ADOPTED: October 22, 2020

REVISED: March 16, 2023

FINAL

Board of Education

Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited

Discrimination and harassment on the basis of race, color, or national origin negatively affect a student's ability to learn and an employee's ability to work. Providing an educational and workplace environment free from such discrimination and harassment is an important District goal. The District does not discriminate on the basis of actual or perceived race, color, or national origin in any of its education programs or activities, and it complies with federal and State non-discrimination laws.

Examples of Prohibited Conduct

Examples of conduct that may constitute discrimination on the basis of race, color, or national origin include: disciplining students more harshly and frequently because of their race, color, or national origin; denying students access to high-rigor academic courses, extracurricular activities, or other educational opportunities based on their race, color, or national origin; denying language services or other educational opportunities to English learners; and assigning students special education services based on a student's race, color, or national origin.

Harassment is a form of prohibited discrimination. Examples of conduct that may constitute harassment on the basis of race, color, or national origin include: the use of racial, ethnic or ancestral slurs or stereotypes; taunts; name-calling; offensive or derogatory remarks about a person's actual or perceived race, color, or national origin; the display of racially-offensive symbols; racially-motivated physical threats and attacks; or other hateful conduct.

Making a Report or Complaint; Investigation Process

Individuals are encouraged to promptly report claims or incidences of discrimination or harassment based on race, color, or national origin to the Nondiscrimination Coordinator, a Complaint Manager, or any employee with whom the student is comfortable speaking. Reports under this policy will be processed under Board policy 2:260, *Uniform Grievance Procedure*.

Any District employee who receives a report or complaint of discrimination or harassment must promptly forward the report or complaint to the Nondiscrimination Coordinator or a Complaint Manager. Any employee who fails to promptly comply may be disciplined, up to and including discharge.

Reports and complaints of discrimination or harassment will be confidential to the greatest extent practicable, subject to the District's duty to investigate and maintain an educational environment that is productive, respectful, and free of unlawful discrimination, including harassment.

This policy does not impair or otherwise diminish the existing rights of unionized employees to request an exclusive bargaining representative to be present during any investigatory interviews, nor does this policy diminish any rights available under an applicable collective bargaining agreement, including, but not limited to, a grievance procedure.

Federal and State Agencies

If the District fails to take necessary corrective action to stop harassment based on race, color, or national origin, further relief may be available through the Ill. Dept. of Human Rights (IDHR) or the U.S. Dept. of Education's Office for Civil Rights. To contact IDHR, go to: https://dhr.illinois.gov/about-us/contact-idhr.html or call (312) 815-6200 (Chicago) or (217) 785-5100 (Springfield).

FINAL

Prevention and Response Program

The Superintendent or designee shall establish a prevention and response program to respond to complaints of discrimination based on race, color, or national origin, including harassment, and retaliation. The program shall include procedures for responding to complaints which:

1. Reduce or remove, to the extent practicable, barriers to reporting discrimination, harassment, and retaliation;
2. Permit any person who reports or is the victim of an incident of alleged discrimination, harassment, or retaliation to be accompanied when making a report by a support individual of the person's choice who complies with the District's policies and rules;
3. Permit anonymous reporting, except that an anonymous report may not be the sole basis of any disciplinary action;
4. Offer remedial interventions or take such disciplinary action as may be appropriate on a case-by-case basis;
5. Offer, but do not require or unduly influence, a person who reports or is the victim of an incident of harassment or retaliation the option to resolve allegations directly with the accused; and
6. Protects a person who reports or is the victim of an incident of harassment or retaliation from suffering adverse consequences as a result of a report of, investigation of, or a response to the incident.

Policy Posting and Distribution

This policy shall be posted on the District's website. The Superintendent shall annually inform staff members of this policy by posting it in a prominent and accessible location such as the District website, employee handbook, staff intranet site, and/or in other areas where policies and rules of conduct are made available to staff. The Superintendent shall annually inform students and their parents/guardians of this policy by posting it on the District's website and including an age-appropriate summary of the policy in the student handbook(s).

Enforcement

Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to remedial action and/or disciplinary action, up to and including discharge.

Any District student who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to remedial action and/or disciplinary action, including but not limited to, suspension and expulsion consistent with Board policy 7:190, *Student Behavior*.

Any third party who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be addressed in accordance with the authority of the Board in the context of relationship of the third party to the District, e.g., vendor, parent, invitee, etc. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to remedial and/or disciplinary action.

Retaliation Prohibited

Retaliation against any person for bringing complaints, participating in the complaint process, or otherwise providing information about discrimination or harassment based on race, color, or national origin is prohibited (see Board policy 2:260, *Uniform Grievance Procedure*).

Individuals should report allegations of retaliation to the Building Principal, an administrator, the Nondiscrimination coordinator, and/or a Complaint Manager.

FINAL

LEGAL REF.: 42 U.S.C. §2000d, Title VI of the Civil Rights Act of 1964; 34 C.F.R. Part 100.
42 U.S.C. §2000e et seq., Title VII of the Civil Rights Act of 1964; 29 C.F.R. Part 1601.
105 ILCS 5/22-95 (final citation pending).
775 ILCS 5/1-101 et seq., Illinois Human Rights Act.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:20 (Workplace Harassment Prohibited), 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 7:10 (Equal Educational Opportunities), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:190 (Student Behavior), 7:240 (Conduct Code for Participants in Extracurricular Activities)

ADOPTED:

FINAL

Operational Services

Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors

Child sexual abuse and grooming behaviors harm students, their parents/guardians, the District's environment, its school communities, and the community at large, while diminishing a student's ability to learn. The Board has a responsibility and obligation to increase awareness and knowledge of: (1) issues regarding child sexual abuse, (2) likely warning signs that a child may be a victim of sexual abuse, (3) grooming behaviors related to child sexual abuse and grooming, (4) how to report child sexual abuse, (5) appropriate relationships between District employees and students based upon State law, and (6) how to prevent child sexual abuse.

To address the Board's obligation to increase awareness and knowledge of these issues, prevent sexual abuse of children,[3] and define prohibited grooming behaviors,[4] the Superintendent or designee shall implement an Awareness and Prevention of Sexual Abuse and Grooming Behaviors Program. The Program will:

1. Educate students with:
   a. An age-appropriate and evidence-informed health and safety education curriculum that includes methods for how to report child sexual abuse and grooming behaviors to authorities, through policy 6:60, *Curriculum Content;*
   b. Information in policy 7:250, *Student Support Services*, about (i) District counseling options, assistance, and intervention for students who are victims of or affected by sexual abuse, and (ii) community-based Children's Advocacy Centers and sexual assault crisis centers and how to access those serving the District.
2. Train District employees about child sexual abuse and grooming behaviors by January 31 of each school year with materials that include:
   a. A definition of prohibited grooming behaviors and employee-student boundary violations pursuant to policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*.
   b. Evidence-informed content on preventing, recognizing, reporting, and responding to child sexual abuse, grooming behaviors, and employee-student boundary violations pursuant to policies 2:260, *Uniform Grievance Procedure*; 2:265, *Title IX Grievance Procedure*; 5:90, *Abused and Neglected Child Reporting*; 5:100, *Staff Development Program*; and 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*; and
   c. How to report child sexual abuse, grooming behaviors, and/or employee-student boundary violations pursuant to policies 2:260, *Uniform Grievance Procedure*; 2:265, *Title IX Grievance Procedure*; and 5:90, *Abused and Neglected Child Reporting*.
3. Provide information to parents/guardians in student handbooks about the warning signs of child sexual abuse, grooming behaviors, and employee-student boundary violations with evidence-informed educational information that also includes:
   a. Assistance, referral, or resource information, including how to recognize grooming behaviors, appropriate relationships between District employees and students based upon policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*, and how to prevent child sexual abuse from happening;
   b. Methods for how to report child sexual abuse, grooming behaviors, and/or employee-student boundary violations to authorities; and

FINAL

c. Available counseling and resources for children who are affected by sexual abuse, including both emotional and educational support for students affected by sexual abuse, so that the student can continue to succeed in school pursuant to policy 7:250, *Student Support Services*.

4. Provide parents/guardians of students in any of grades K through 8 with not less than five days' written notice before commencing any class or course providing instruction in recognizing and avoiding sexual abuse, as well as the opportunity to object in writing.

LEGAL REF.: 105 ILCS 5/10, 5/10-23.13, 5/22-85.5, 5/27-9.1a, and 5/27-13.2.
105 ILCS 110/3, Critical Health Problems and Comprehensive Health Education Act.
325 ILCS 5/, Abused and Neglected Child Reporting Act.
720 ILCS 5/11-25, Criminal Code of 2012.

CROSS REF.: 2:60 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 4:175 (Convicted Child Sex Offender; Screening; Notifications), 5:90 (Abused and Neglected Child Reporting), 5:100 (Staff Development Program), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 6:60 (Curriculum Content), 7:20 (Harassment of Students Prohibited), 7:250 (Student Support Services)

ADOPTED: March 17, 2022

REVISED: March 16, 2023

FINAL

Operational Services

Targeted School Violence Prevention Program

Threats and acts of targeted school violence harm the District's environment and school community, diminishing students' ability to learn and a school's ability to educate. Providing students and staff with access to a safe and secure District environment is an important Board goal. While it is not possible for the District to completely eliminate threats in its environment, a Targeted School Violence Prevention Program (Program) using the collective efforts of local school officials, staff, students, families, and the community helps the District reduce these risks to its environment.

The Superintendent or designee shall develop and implement the Program. The Program oversees the maintenance of a District environment that is conducive to learning and working by identifying, assessing, classifying, responding to, and managing threats and acts of targeted school violence. The Program shall be part of the District's Comprehensive Safety and Security Plan, required by Board policy 4:170, *Safety*, and shall:

1. Establish a District-level School Violence Prevention Team to: (a) develop a District-level Targeted School Violence Prevention Plan, and (b) oversee the District's Building-level Threat Assessment Team(s).
2. Establish Building-level Threat Assessment Team(s) to assess and intervene with individuals whose behavior may pose a threat to safety. This team may serve one or more schools.
3. Require all District staff, volunteers, and contractors to report any expressed threats or behaviors that may represent a threat to the community, school, or self.
4. Encourage parents/guardians and students to report any expressed threats or behaviors that may represent a threat to the community, school, or self.
5. Comply with State and federal law and align with Board policies.

The Local Governmental and Governmental Employees Tort Immunity Act protects the District from liability. The Program does not: (1) replace the care of a physician licensed to practice medicine in all of its branches or a licensed medical practitioner or professional trained in violence prevention, assessments and counseling services, (2) extend beyond available resources within the District, (3) extend beyond the school day and/or school-sponsored events, or (4) guarantee or ensure the safety of students, District staff, or visitors.

FINAL

LEGAL REF.: 105 ILCS 5/10-20.14, 5/10-21.7, 5/10-27.1A, 5/10-27.1B, 5/24-24, and 5/27-23.7.
105 ILCS 128/, School Safety Drill Act.
745 ILCS 10/, Local Governmental and Governmental Employees Tort Immunity Act.
29 Ill. Admin. Code Part 1500.

CROSS REF.: 2:240 (Board Policy Development), 4:170 (Safety), 5:90 (Abused and Neglected Child Reporting), 5:100 (Staff Development Program), 5:230 (Maintaining Student Discipline), 6:65 (Student Social and Emotional Development), 6:270 (Guidance and Counseling Program), 7:140 (Search and Seizure), 7:150 (Agency and Police Interviews), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:250 (Student Support Services), 7:290 (Suicide and Depression Awareness and Prevention), 7:340 (Student Records), 8:30 (Visitors to and Conduct on School Property), 8:100 (Relations with Other Organizations and Agencies)

ADOPTED: January 16, 2020

REVISED:

FINAL

General Personnel

Equal Employment Opportunity and Minority Recruitment

The School District shall provide equal employment opportunities to all persons regardless of their race; color; religion; creed; national origin; sex; sexual orientation; age; ancestry; marital status; arrest record; military status; order of protection status; unfavorable military discharge; citizenship status provided the individual is authorized to work in the United States; work authorization status; use of lawful products while not at work; being a victim of domestic violence, sexual violence, gender violence, or any other crime of violence; genetic information; physical or mental handicap or disability, if otherwise able to perform the essential functions of the job with reasonable accommodation; pregnancy, childbirth, or related medical conditions; credit history, unless a satisfactory credit history is an established bona fide occupational requirement of a particular position; conviction record, unless authorized by law; or other legally protected categories. No one will be penalized solely for his or her status as a registered qualifying patient or a registered designated caregiver for purposes of the Compassionate Use of Medical Cannabis Program Act, 410 ILCS 130/.

Persons who believe they have not received equal employment opportunities should report their claims to the Nondiscrimination Coordinator and/or a Complaint Manager under Board policy 2:260, *Uniform Grievance Procedure*, or in the case of denial of equal employment opportunities on the basis of race, color, or national origin, Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*. These individuals are listed below. No employee or applicant will be discriminated or retaliated against because he or she: (1) requested, attempted to request, used, or attempted to use a reasonable accommodation as allowed by the Illinois Human Rights Act, or (2) initiated a complaint, was a witness, supplied information, or otherwise participated in an investigation or proceeding involving an alleged violation of this policy or State or federal laws, rules or regulations, provided the employee or applicant did not make a knowingly false accusation nor provide knowingly false information.

Administrative Implementation

The Superintendent shall appoint a Nondiscrimination Coordinator for personnel who shall be responsible for coordinating the District's nondiscrimination efforts. The Nondiscrimination Coordinator may be the Superintendent or a Complaint Manager under Board policy 2:260, *Uniform Grievance Procedure*. The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator.

The Superintendent shall insert into this policy the names, office addresses, email addresses, and telephone numbers of the District's current Nondiscrimination Coordinators and Complaint Managers.

Nondiscrimination Coordinators/Title IX Coordinators:

Dr. Adam Zehr
Assistant Superintendent Human Resources
650 Dr. John Burkey Drive
Algonquin, IL 60102
(847) 659-6150
azehr@district158.org

Mrs. Karrie Baughman
Director of Human Resources
650 Dr. John Burkey Drive
Algonquin, IL 60102
(847) 659-6178
kbaughman@district158.org

Complaint Managers:

Dr. Amy MacCrindle
Assistant Superintendent Learning & Innovation

Mrs. Karrie Baughman
Director of Human Resources

650 Dr. John Burkey Drive
Algonquin, IL 60102
(847) 659-6135
amaccrindle@district158.org

650 Dr. John Burkey Drive
Algonquin, IL 60102
(847) 659-6178
kbaughman@district158.org

Mrs. Deanna Gill
Assistant Superintendent Special Services
650 Dr. John Burkey Drive
Algonquin, IL 60102
(847) 659-6157
dgill@district158.org

Mr. Mark Altmayer
Chief Financial Officer
650 Dr. John Burkey Drive
Algonquin, IL 60102
(847) 659-6111
maltmayer@district158.org

The Superintendent shall also use reasonable measures to inform staff members and applicants that the District is an equal opportunity employer, such as by posting required notices and including this policy in the appropriate handbooks.

Minority Recruitment

The District will recruit and hire minority employees. The implementation of this policy may include advertising openings in minority publications, participating in minority job fairs, and recruiting at colleges and universities with significant minority enrollments. This policy, however, does not require or permit the District to give preferential treatment or special rights based on a protected status without evidence of past discrimination.

LEGAL REF.: 8 U.S.C. §1324a et seq., Immigration Reform and Control Act.
20 U.S.C. §1681 et seq., Title IX of the Education Amendments of 1972; 34 C.F.R. Part 106.
29 U.S.C. §206(d), Equal Pay Act.
29 U.S.C. §218d, Fair Labor Standards Act.
29 U.S.C. §621 et seq., Age Discrimination in Employment Act.
29 U.S.C. §701 et seq., Rehabilitation Act of 1973.
38 U.S.C. §4301 et seq., Uniformed Services Employment and Reemployment Rights Act (1994).
42 U.S.C. §1981 et seq., Civil Rights Act of 1991.
42 U.S.C. §2000d et seq., Title VI of the Civil Rights Act of 1964; 34 C.F.R. Part 100.
42 U.S.C. §2000e et seq., Title VII of the Civil Rights Act of 1964; 29 C.F.R. Part 1601.
42 U.S.C. §2000ff et seq., Genetic Information Nondiscrimination Act of 2008.
42 U.S.C. §2000gg et seq., Pregnant Workers Fairness Act.
42 U.S.C. §2000e(k), Pregnancy Discrimination Act.
42 U.S.C. §12111 et seq., Americans With Disabilities Act, Title I.
Ill. Constitution, Art. I, §§17, 18, and 19.
105 ILCS 5/10-20.7, 5/10-20.7a, 5/10-21.1, 5/10-22.4, 5/10-23.5, 5/22-19, 5/24-4, 5/24-4.1, and 5/24-7.
410 ILCS 130/40, Compassionate Use of Medical Cannabis Pilot Program Act.
410 ILCS 513/25, Genetic Information Privacy Act.
740 ILCS 174/, Ill. Whistleblower Act.
775 ILCS 5/1-103, 5/2-101, 5/2-102, 5/2-103, 5/2-103.1, 5/2-104(D) and 5/6-101, Ill. Human Rights Act.
775 ILCS 35/, Religious Freedom Restoration Act.
820 ILCS 55/10, Right to Privacy in the Workplace Act.

FINAL

820 ILCS 70/, Employee Credit Privacy Act.
820 ILCS 75/, Job Opportunities for Qualified Applicants Act.
820 ILCS 112/, Ill. Equal Pay Act of 2003.
820 ILCS 180/30, Victims' Economic Security and Safety Act.
820 ILCS 260/, Nursing Mothers in the Workplace Act.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, or National Origin Prohibited), 5:20 (Workplace Harassment Prohibited), 5:30 (Hiring Process and Criteria), 5:40 (Communicable and Chronic Infectious Disease), 5:50 (Drug- and Alcohol-Free Workplace; E-Cigarette, Tobacco, and Cannabis Prohibition), 5:70 (Religious Holidays), 5:180 (Temporary Illness or Temporary Incapacity), 5:200 (Terms and Conditions of Employment and Dismissal), 5:250 (Leaves of Absence), 5:270 (Employment, At-Will, Compensation, and Assignment), 5:300 (Schedules and Employment Year), 5:330 (Sick Days, Vacation, Holidays, and Leaves), 7:10 (Equal Educational Opportunities), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 8:70 (Accommodating Individuals with Disabilities)

ADOPTED: May 17, 2001

REVISED: March 17, 2022

FINAL

General Personnel

Workplace Harassment Prohibited

The School District expects the workplace environment to be productive, respectful, and free of unlawful discrimination, including harassment. District employees shall not engage in harassment or abusive conduct on the basis of an individual's actual or perceived race, color religion, national origin, ancestry sex, sexual orientation, age, citizenship status, work authorization status, disability, pregnancy, marital status, order of protection status, military status, or unfavorable discharge from military service, nor shall they engage in harassment or abusive conduct on the basis of an individual's other protected status identified in Board policy 5:10, *Equal Employment Opportunity and Minority Recruitment.* Harassment of students, including, but not limited to, sexual harassment, is prohibited by Board policies 2:260, *Uniform Grievance Procedure*; 2:265, *Title IX Grievance Procedure*; 2:270, *Discrimination and Harassment on the Basis of Race, Color, or National Origin Prohibited;* 7:20, *Harassment of Students Prohibited*; 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment;* and 7:185, *Teen Dating Violence Prohibited.*

The District will take remedial and corrective action to address unlawful workplace harassment, including sexual harassment.

Sexual Harassment Prohibited

The District shall provide a workplace environment free of verbal, physical, or other conduct, or communications constituting harassment on the basis of sex as defined and otherwise prohibited by State and federal law. The District provides annual sexual harassment prevention training in accordance with State law.

District employees shall not make unwelcome sexual advances or request sexual favors or engage in any unwelcome conduct of a sexual nature when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or (3) such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment. Sexual harassment prohibited by this policy includes, but is not limited to, verbal, physical, or other conduct. The terms intimidating, hostile, or offensive include, but are not limited to, conduct which has the effect of humiliation, embarrassment or discomfort. Sexual harassment will be evaluated in light of all the circumstances.

Making a Report or Complaint

Employees and *nonemployees* (persons who are not otherwise employees and are directly performing services for the District pursuant to a contract with the District, including contractors and consultants) are encouraged to promptly report information regarding violations of this policy. Individuals may choose to report to a person of the individual's same gender. Every effort should be made to file such reports or complaints as soon as possible, while facts are known and potential witnesses are available.

Aggrieved individuals, if they feel comfortable doing so, should directly inform the person engaging in the harassing conduct or communication that such conduct or communication is offensive and must stop.

Whom to Contact with a Report or Complaint

An employee should report claims of harassment, including making a confidential report, to any of the following: his/her immediate supervisor, the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

An employee may also report claims using Board policy 2:260, *Uniform Grievance Procedure*. If a claim is reported using Board policy 2:260, then the Complaint Manager shall process and review the claim according to that policy, in addition to any response required by this policy.

The Superintendent shall insert into this policy the names, office addresses, email addresses, and telephone numbers of the District's current Nondiscrimination Coordinators and Complaint Managers. The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator.

Nondiscrimination Coordinators/Title IX Coordinators:

Dr. Adam Zehr
Assistant Superintendent Human Resources
650 Dr. John Burkey Drive
Algonquin, IL 60102
(847) 659-6150
azehr@district158.org

Mrs. Karrie Baughman
Director of Human Resources
650 Dr. John Burkey Drive
Algonquin, IL 60102
(847) 659-6178
kbaughman@district158.org

Complaint Managers:

Dr. Amy MacCrindle
Assistant Superintendent Learning & Innovation
650 Dr. John Burkey Drive
Algonquin, IL 60102
(847) 659-6135
amaccrindle@district158.org

Mrs. Karrie Baughman
Director of Human Resources
650 Dr. John Burkey Drive
Algonquin, IL 60102
(847) 659-6178
kbaughman@district158.org

Mrs. Deanna Gill
Assistant Superintendent Special Services
650 Dr. John Burkey Drive
Algonquin, IL 60102
(847) 659-6157
dgill@district158.org

Mr. Mark Altmayer
Chief Financial Officer
650 Dr. John Burkey Drive
Algonquin, IL 60102
(847) 659-6111
maltmayer@district158.org

Investigation Process

Any District employee who receives a report or complaint of harassment must promptly forward the report or complaint to the Nondiscrimination Coordinator or a Complaint Manager. Any employee who fails to promptly forward a report or complaint may be disciplined, up to and including discharge.

Reports and complaints of harassment will be confidential to the greatest extent practicable, subject to the District's duty to investigate and maintain a workplace environment that is productive, respectful, and free of unlawful discrimination, including harassment.

For any report or complaint alleging sexual harassment that, if true, would implicate Title IX of the Education Amendments of 1972 (20 U.S.C. §1681 et seq.), the Nondiscrimination Coordinator or designee shall consider whether action under policy 2:265, *Title IX Grievance Procedure*, should be initiated.

For any report or complaint alleging harassment on the basis of race, color, or national origin, the Nondiscrimination Coordinator or a Complaint Manager or designee shall investigate under Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, or National Origin Prohibited*.

For any other alleged workplace harassment that does not require action under Board policies 2:265, *Title IX Grievance Procedure*, or 2:270, *Discrimination on the Basis of Race, Color, or National Origin Prohibited*, the Nondiscrimination Coordinator or a Complaint Manager or designee shall

consider whether an investigation under Board policy 2:260, *Uniform Grievance Procedure*, and/or 5:120, *Employee Ethics; Conduct, and Conflict of Interest*, should be initiated, regardless of whether a written report or complaint is filed.

Reports That Involve Alleged Incidents of Sexual Abuse of a Child by School Personnel

An *alleged incident of sexual abuse* is an incident of sexual abuse of a child, as defined in 720 ILCS 5/11-9.1A(b), that is alleged to have been perpetrated by school personnel, including a school vendor or volunteer, that occurred: on school grounds during a school activity; or outside of school grounds or not during a school activity.

Any complaint alleging an incident of sexual abuse shall be processed and reviewed according to Board policy 5:90, *Abused and Neglected Child Reporting*. In addition to reporting the suspected abuse, the complaint shall also be processed under Board policy 2:265, *Title IX Grievance Procedure*, or Board policy 2:260, *Uniform Grievance Procedure*.

Enforcement

A violation of this policy by an employee may result in discipline, up to and including discharge. A violation of this policy by a third party will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, i.e., vendor, parent/guardian, invitee, etc. Any person making a knowingly false accusation regarding harassment will likewise be subject to disciplinary action, which for an employee that may be up to and including discharge.

Retaliation Prohibited

An employee's employment, compensation, or work assignment shall not be adversely affected by complaining or providing information about harassment. Retaliation against employees for bringing complaints or providing information about harassment is prohibited (see Board policies 2:260, *Uniform Grievance Procedure*, 2:265, *Title IX Grievance Procedure*, and 2:270, *Discrimination and Harassment on the Basis of Race, Color or National Origin Prohibited)*, and depending upon the law governing the complaint, whistleblower protection may be available under the State Officials and Employees Ethics Act (5 ILCS 430/), the Whistleblower Act (740 ILCS 174/), and/or the Ill. Human Rights Act (775 ILCS 5/).

An employee should report allegations of retaliation to his/her immediate supervisor, the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

Employees who retaliate against others for reporting or complaining of violations of this policy or for participating in the reporting or complaint process will be subject to disciplinary action, up to and including discharge.

Recourse to State and Federal Fair Employment Practice Agencies

The District encourages all employees who have information regarding violations of this policy to report the information pursuant to this policy. The following government agencies are available to assist employees: the Ill. Dept. of Human Rights and the U. S. Equal Employment Opportunity Commission.

The Superintendent shall also use reasonable measures to inform staff members, applicants, and nonemployees of this policy, which shall include posting on the District website and/or making this policy available in the District's administrative office, and including this policy in the appropriate handbooks.

FINAL

LEGAL REF.: 42 U.S.C. § 2000e et seq., Title VII of the Civil Rights Act of 1964; 29 C.F.R. §1604.11.
20 U.S.C. §1681 et seq., Title IX of the Education Amendments of 1972; 34 C.F.R. Part 106.
5 ILCS 430/70-5(a), State Officials and Employees Ethics Act.
775 ILCS 5/2-101(E) and (E-1), 5/2-102(A), (A-10), (D-5), 5/2-102(E-5), 5/2-109, 5/5-102, and 5/25-102.2, Ill. Human Rights Act.
56 Ill. Admin. Code Parts 2500, 2510, 5210, and 5220.
Vance v. Ball State Univ., 570 U.S. 421 (2013).
Crawford v. Metro. Gov't of Nashville & Davidson Cnty., 555 U.S. 271 (2009).
Jackson v. Birmingham Bd. Of Educ., 544 U.S. 167 (2005).
Oncale v. Sundowner Offshore Servs., 523 U.S. 75 (1998).
Burlington Indus. V. Ellerth, 524 U.S. 742 (1998).
Faragher v. City of Boca Raton, 524 U.S. 775 (1998).
Harris v. Forklift Systems, 510 U.S. 17 (1993).
Franklin v. Gwinnett Co. Public Schools, 503 U.S. 60 (1992).
Meritor Savings Bank v. Vinson, 477 U.S. 57 (1986).
Porter v. Erie Foods Int, Inc., 576 F.3d 629 (7th Cir. 2004).
Berry v. Delta Airlines, 260 F.3d 803 (7th Cir. 2001).

CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, or National Origin Prohibited), 4:60 (Purchases and Contracts), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 7:20 (Harassment of Students Prohibited), 8:30 (Visitors to and Conduct on School Property)

ADOPTED: May 17, 2001

REVISED: March 16, 2023

FINAL

General Personnel

Staff Development Program

The Superintendent or designee shall implement a staff development program. The goal of the program shall be to update and improve the skills and knowledge of staff members in order to achieve and maintain a high level of job performance and satisfaction. Additionally, the development program for licensed staff members shall be designed to effectuate any School Improvement Plans so that student learning objectives meet or exceed goals established by the District and State.

Abused and Neglected Child Reporting Act (ANCRA) and *Erin's Law* Training

The staff development program shall include the Abused and Neglected Child Reporting Act (ANCRA) mandated reporter training and training on the awareness and prevention of child sexual abuse and grooming behaviors (*Erin's Law*) as follows (see Board policies 4:165, *Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors*, and 5:90, *Abused and Neglected Child Reporting*):

1. Within three months of employment, each staff member must complete mandated reporter training from a provider or agency with expertise in recognizing and reporting child abuse. Mandated reporter training must be completed again at least every three years.
2. By January 31 of every year, all school personnel must complete evidence-informed training on preventing, reporting, and responding to child sexual abuse, grooming behaviors (including *sexual misconduct* as defined in *Faith's Law*), and boundary violations.

In-Service Training Requirements

The staff development program shall provide, at a minimum, within six months of employment and renewed at least once every five years thereafter (unless required more frequently by other State or federal law), the in-service training of all District staff who work with pupils on:

1. Health conditions of students, including but not limited to training on:
    a. Chronic health conditions of students;
    b. Anaphylactic reactions and management, conduct by a person with expertise on anaphylactic reactions and management;
    c. Management of asthma, prevention of asthma symptoms, and emergency response in the school setting;
    d. The basics of seizure recognition and first aid and emergency protocols, consistent with best practice guidelines issued by the Centers for Disease Control and Prevention;
    e. The basics of diabetes care, how to identify when a diabetic student needs immediate or emergency medical attention, and whom to contact in case of emergency;
    f. Current best practices regarding identification and treatment of attention deficit hyperactivity disorder; and
    g. How to respond to an incident involving life-threatening bleeding, including use of a school's trauma bleeding control kit, if applicable.
2. Social-emotional learning. Training may include providing education to all school personnel about the content of the Illinois Social and Emotional Learning Standards, how they apply to everyday school interactions, and examples of how social-emotional learning can be integrated into instructional practices across all grades and subjects.

FINAL

3. Developing cultural competency, including but not limited to understanding and reducing implicit bias, including *implicit racial bias* as defined in 105 ILCS 5/10-20.61 (implicit bias training).
4. Identifying warning signs of mental illness, trauma, and suicidal behavior in youth, along with appropriate intervention and referral techniques, including resources and guidelines as outlined in 105 ILCS 5/2-3.166 (*Ann Marie's Law*).
5. Domestic and sexual violence and the needs of expectant and parenting youth, conducted by persons with expertise in domestic and sexual violence and the needs of expectant and parenting youth. Training shall include, but is not limited to:
    a. Communicating with and listening to youth victims of domestic or sexual violence and expectant and parenting youth;
    b. Connecting youth victims of domestic or sexual violence and expectant and parenting youth to appropriate in-school services and other agencies, programs, and services as needed;
    c. Implementing the District's policies and procedures regarding such youth, including confidentiality; and
    d. 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 110/3.10 (see Board policy 7:185, *Teen Dating Violence Prohibited*).
6. Protections and accommodations for students, including but not limited to training on:
    a. The federal Americans with Disabilities Act as it pertains to the school environment; and
    b. Homelessness.
7. Educator ethics and responding to child sexual abuse and grooming behavior (see Board policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*); including but not limited to training on:
    a. Teacher-student conduct;
    b. School employee-student conduct; and
    c. Evidence-informed training on preventing, recognizing, reporting, and responding to child sexual abuse and grooming as outlined in 105 ILCS 5/10-23.13 (*Erin's Law*).
8. Effective instruction in violence prevention and conflict resolution, conducted in accordance with the requirements of 105 ILCS 5/27-23.4 (violence prevention and conflict resolution education).

Additional Training Requirements

In addition, the staff development program shall include each of the following:

1. Ongoing professional development for teachers, administrators, school resource officers, and staff regarding the adverse consequences of school exclusion and justice-system involvement, effective classroom management strategies, culturally responsive discipline, the appropriate and available supportive services for the promotion of student attendance and engagement, and developmentally appropriate disciplinary methods that promote positive and healthy school climates.
2. Annual continuing education and/or training opportunities (professional standards) for school nutrition program directors, managers, and staff. Each school food authority's director shall document compliance with this requirement by the end of each school year and maintain documentation for a three-year period.

FINAL

3. All high school coaching personnel, including the head and assistant coaches, and athletic directors must obtain online concussion certification by completing online concussion awareness training in accordance with 105 ILCS 25/1.15. Coaching personnel and athletic directors hired on or after 8-19-14 must be certified before their position's start date.
4. The following individuals must complete concussion training as specified in the Youth Sports Concussion Safety Act: coaches and assistant coaches (whether volunteer or employee) of an interscholastic athletic activity; nurses, licensed and/or non-licensed healthcare professionals serving on the Concussion Oversight Team; athletic trainers; game officials of an interscholastic athletic activity; and physicians serving on the Concussion Oversight Team.
5. For school personnel who work with hazardous or toxic materials on a regular basis, training on the safe handling and use of such materials.
6. For delegated care aids performing services in connection with a student's seizure action plan, training in accordance with 105 ILCS 150/, the Seizure Smart School Act.
7. For delegated care aids performing services in connection with a student's diabetes care plan, training in accordance with 105 ILCS 145/, the Care of Students with Diabetes Act.
8. For all District staff, annual sexual harassment training.
9. Title IX requirements for training as follows (see Board policy 2:265, *Title IX Grievance Procedure*):
    a. For all District staff, training on the definition of sexual harassment, the scope of the District's education program or activity, all relevant District policies and procedures, and the necessity to promptly forward all reports of sexual harassment to the Title IX Coordinator.
    b. For school personnel designated as Title IX coordinators, investigators, decision-makers, or informal resolution facilitators, training on the definition of sexual harassment, the scope of the District's education program or activity, how to conduct an investigation and grievance process (including hearings, appeals, and informal resolution processes, as applicable), and how to serve impartially.
    c. For school personnel designated as Title IX investigators, training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.
    d. For school personnel designated as Title IX decision-makers, training on issues of relevance of questions and evidence, including when questions and evidence about a complainant's sexual predisposition or prior sexual behavior are not relevant.
10. Training for all District employees on the prevention of discrimination and harassment based on race, color, and national origin in school as part of new employee training and at least once every two years.
11. Training for at least one designated employee at each school about the Prioritization of Urgency of Need for Services (PUNS) database and steps required to register students for it.

The Superintendent shall develop protocols for administering youth suicide awareness and prevention education to staff consistent with Board policy 7:290, *Suicide and Depression Awareness and Prevention*.

FINAL

LEGAL REF.: 20 U.S.C. §1681 et seq., Title IX of the Educational Amendments of 1972; 34 C.F.R. Part 106.
42 U.S.C. §1758b, Pub. L. 111-296, Healthy, Hunger-Free Kids Act of 2010; 7 C.F.R. Parts 210 and 235.
105 ILCS 5/2-3.62, 5/2-3.166, 5/3-11, 5/10-20.17a, 5/10-20.61, 5/10-22.6(c-5), 5/10-22.39, 5/10-23.12, 5/10-23.13, 5/22-80(h), 5/22-95, and 5/24-5.
105 ILCS 25/1.15, Interscholastic Athletic Organization Act.
105 ILCS 150/25, Seizure Smart School Act.
105 ILCS 110/3, Critical Health Problems and Comprehensive Health Education Act.
325 ILCS 5/4, Abused and Neglected Child Reporting Act.
745 ILCS 49/, Good Samaritan Act.
775 ILCS 5/2-109, Ill. Human Rights Act.
23 Ill. Admin. Code §§ 22.20, 226.800, and Part 525.
77 Ill. Admin. Code §527.800.

CROSS REF.: 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment Based on Race, Color, or National Origin Prohibited), 3:40 (Superintendent), 3:50 (Administrative Personnel Other Than the Superintendent), 4:160 (Environmental Quality of Buildings and Grounds), 4:165 (Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors), 5:20 (Workplace Harassment Prohibited), 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 5:250 (Leaves of Absence), 6:15 (School Accountability), 6:20 (School Year Calendar and Day), 6:50 (School Wellness), 6:160 (English Learners), 7:10 (Equal Educational Opportunities), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:270 (Administering Medicines to Students), 7:285 (Anaphylaxis Prevention, Response, and Management Program), 7:290 (Suicide and Depression Awareness and Prevention), 7:305 (Student Athlete Concussions and Head Injuries)

ADMIN. PROC.: 2:265-AP1 (Title IX Response), 2:265-AP2 (Formal Title IX Complaint Grievance Process), 2:270-AP1 (Prevention and Response Program for Complaints of Discrimination and Harassment Based on Race, Color, and National Origin), 4:160-AP (Environmental Quality of Buildings and Grounds), 4:170-AP6 (Plan for Responding to a Medical Emergency at a Physical Fitness Facility with an AED), 5:100-AP1 (Staff Development Program), 5:120-AP2 (Employee Conduct Standards), 5:150-AP1 (Personnel Records), 6:120-AP4 (Care of Students with Diabetes), 7:250-AP1 (Measures to Control the Spread of Head Lice at School), 7:250-AP2 (Protocol for Responding to Students with Social, Emotional, or Mental Health Needs), 7:285-AP1 (Anaphylaxis Prevention, Response, and Management Program), 7:290-AP1 (Resource Guide for Implementation of Suicide and Depression Awareness and Prevention Program)

ADOPTED: May 17, 2001

REVISED: March 17, 2022

FINAL

General Personnel

Employee Ethics; Code of Professional Conduct; and Conflict of Interest

All District employees are expected to maintain high standards in their job performance, demonstrate integrity and honesty, be considerate and cooperative, and maintain professional and appropriate relationships with students, parents/guardians, staff members, and others.

The Superintendent or designee shall provide this policy to all District employees and students and/or parents/guardians in their respective handbooks, and ensure its posting on the District's website, if any.

Professional and Appropriate Conduct

Professional and appropriate employee conduct are important Board goals that impact the quality of a safe learning environment and the school community, increasing students' ability to learn and the District's ability to educate. To protect students from sexual misconduct by employees, and employees from the appearance of impropriety, State law also recognizes the importance for District employees to constantly maintain professional and appropriate relationships with students by following established expectations and guidelines for employee-student boundaries. Many breaches of employee-student boundaries do not rise to the level of criminal behavior but do pose a potential risk to student safety and impact the quality of a safe learning environment. Repeated violations of employee-student boundaries may indicate the grooming of a student for sexual abuse. As bystanders, employees may know of concerning behaviors that no one else is aware of, so their training on: (1) preventing, recognizing, reporting, and responding to child sexual abuse and grooming behavior; (2) this policy; and (3) federal and state reporting requirements is essential to maintaining the Board's goal of professional and appropriate conduct.

The Superintendent or designee shall identify employee conduct standards that define appropriate employee-student boundaries, provide training about them, and monitor the District's employees for violations of employee-student boundaries. The employee conduct standards will require that, at a minimum:

1. Employees who are governed by the *Code of Ethics for Illinois Educators*, adopted by the Ill. State Board of Education (ISBE), will comply with its incorporation by reference into this policy.
2. Employees are trained on educator ethics, child abuse, grooming behaviors, and employee-student boundary violations as required by law and policies 2:265, *Title IX Grievance Procedure*, 4:165, *Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors*; 5:90, *Abused and Neglected Child Reporting*; and 5:100, *Staff Development Program.*
3. Employees maintain professional relationships with students, including maintaining employee-student boundaries based upon students' ages, grade levels, and developmental levels and following District-established guidelines for specific situations, including but not limited to:
    a. Transporting a student;
    b. Taking or possessing a photo or video of a student; and
    c. Meeting with a student or contacting a student outside the employee's professional role.

4. Employees report prohibited behaviors and/or boundary violations pursuant to Board policies 2:260, *Uniform Grievance Procedure*; 2:265, *Title IX Grievance Procedure*; and 5:90, *Abused and Neglected Child Reporting*.
5. Discipline up to and including dismissal will occur for any employee who violates an employee conduct standard or engages in any of the following:
    a. Violates expectations and guidelines for employee-student boundaries.
    b. Sexually harasses a student.
    c. Willfully or negligently fails to follow reporting requirements of the Abused and Neglected Child Reporting Act (325 ILCS 5/), Title IX of the Education Amendments of 1972 (20 U.S.C. §1681 et seq.), or the Elementary and Secondary Education Act (20 U.S.C. §7926).
    d. Engages in *grooming* as defined in 720 ILCS 5/11-25.
    e. Engages in grooming behaviors. Prohibited grooming behaviors include, at a minimum, *sexual misconduct*. *Sexual misconduct* is any act, including but not limited to, any verbal, nonverbal, written, or electronic communication or physical activity, by an employee with direct contact with a student, that is directed toward or with a student to establish a romantic or sexual relationship with the student. Examples include, but are not limited to:
        i. A sexual or romantic invitation.
        ii. Dating or soliciting a date.
        iii. Engaging in sexualized or romantic dialog.
        iv. Making sexually suggestive comments that are directed toward or with a student.
        v. Self-disclosure or physical exposure of a sexual, romantic, or erotic nature.
        vi. A sexual, indecent, romantic, or erotic contact with the student.

Statement of Economic Interests

The following employees must file a *Statement of Economic Interests* as required by the Ill. Governmental Ethics Act:

1. Superintendent;
2. Building Principal;
3. Head of any department;
4. Any employee who, as the District's agent, is responsible for negotiating one or more contracts, including collective bargaining agreement(s), in the amount of $1,000 or greater;
5. Hearing officer;
6. Any employee having supervisory authority for 20 or more employees; and
7. Any employee in a position that requires an administrative or a chief school business official endorsement.

Ethics and Gift Ban

Board Policy 2:105, *Ethics and Gift Ban*, applies to all District employees. Students shall not be used in any manner for promoting a political candidate or issue.

FINAL

Prohibited Interests; Conflict of Interest; and Limitation of Authority

In accordance with 105 ILCS 5/22-5, "no school officer or teacher shall be interested in the sale, proceeds, or profits of any book, apparatus, or furniture used or to be used in any school with which such officer or teacher may be connected," except when the employee is the author or developer of instructional materials listed with ISBE and adopted for use by the Board. An employee having an interest in instructional materials must file an annual statement with the Board Secretary.

For the purpose of acquiring profit or personal gain, no employee shall act as an agent of the District nor shall an employee act as an agent of any business in any transaction with the District. This includes participation in the selection, award, or administration of a contract supported by a federal award or State award governed by the Grant Accountability and Transparency Act (GATA) (30 ILCS 708/) when the employee has a real or apparent conflict of interest. A conflict of interest arises when an employee or any of the following individuals has a financial or other interest in or a tangible benefit from the entity selected for the contract:

1. A member of the employee's immediate family;
2. An employee's partner; or
3. An entity that employs or is about to employ the employee or one of the individuals listed in one or two above.

Employees shall neither solicit nor accept gratuities, favors, or anything of monetary value from contractors, potential contractors, or parties to agreements or subcontracts. Situations in which the interest is not substantial or the gift is an unsolicited item of nominal value must comply with State law and Board policy 2:105, *Ethics and Gift Ban.*

Guidance Counselor Gift Ban

Guidance counselors are prohibited from intentionally soliciting or accepting any gift from a *prohibited source* or any gift that would be in violation of any federal or State statue or rule. For guidance counselors, a *prohibited source* is any person who is (1) employed by an institution of higher education, or (2) an agent or spouse of or an immediate family member living with a person employed by an institution of higher education. This prohibition does not apply to:

1. Opportunities, benefits, and services available on the same conditions as for the general public.
2. Anything for which the guidance counselor pays market value.
3. A gift from a relative.
4. Anything provided by an individual on the basis of a personal friendship, unless the guidance counselor believes that it was provided due to the official position or employment of the guidance counselor and not due to the personal friendship. In determining whether a gift is provided on the basis of personal friendship, the guidance counselor must consider the circumstances in which the gift was offered, including any of the following:
    a. The history of the relationship between the individual giving the gift and the guidance counselor, including any previous exchange of gifts between those individuals.
    b. Whether, to the actual knowledge of the guidance counselor, the individual who gave the gift personally paid for the gift or sought a tax deduction or business reimbursement for the gift.
    c. Whether, to the actual knowledge of the guidance counselor, the individual who gave the gift also, at the same time, gave the same gift or a similar gift to other school district employees.
5. Bequests, inheritances, or other transfers at death.

FINAL

6. Any item(s) during any calendar year having a cumulative total value of less than $100.
7. Promotional materials, including, but not limited to, pens, pencils, banners, posters, and pennants.

A guidance counselor does not violate this prohibition if he or she promptly returns the gift to the prohibited source or donates the gift or an amount equal to its value to a 501(c)(3) tax-exempt charity.

Outside Employment

Employees shall not engage in any other employment or in any private business during regular working hours or at such other times as are necessary to fulfill appropriate assigned duties.

Incorporated by reference: 5:120-E (Code of Ethics for Ill. Educators)

LEGAL REF.: U.S. Constitution, First Amendment.
2 C.F.R. §200.318(c)(1).
5 ILCS 420/4A-101, Ill. Governmental Ethics Act.
5 ILCS 430/, State Officials and Employee Ethics Act.
30 ILCS 708/, Grant Accountability and Transparency Act.
50 ILCS 135/, Local Governmental Employees Political Rights Act.
105 ILCS 5/10-22.39, 5/10-23.13, 5/22-5, 5/22-85.5, and 5/22-93.
325 ILCS 5/, Abused and Neglected Child Reporting Act.
720 ILCS 5/11-25, Criminal Code of 2012.
775 ILCS 5/5A-102, Ill. Human Rights Act.
23 Ill. Admin. Code Part 22, Code of Ethics for Ill. Educators.
Pickering v. Board of Township H.S. Dist. 205, 391 U.S. 563 (1968).
Garcetti v. Ceballos, 547 U.S. 410 (2006).

CROSS REF.: 2:105 (Ethics and Gift Ban), 2:265 (Title IX Grievance Procedure), 4:60 (Purchases and Contracts), 4:165 (Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors), 5:90 (Abused and Neglected Child Reporting), 5:100 (Staff Development Program), 5:125 (Personal Technology and Social Media; Usage and Conduct), 5:200 (Terms and Conditions of Employment and Dismissal), 5:290 (Employment Termination and Suspensions), 7:20 (Harassment of Students Prohibited).

ADOPTED: May 17, 2001

REVISED: March 16, 2023

FINAL

Educational Support Personnel

Schedules and Employment Year

The Superintendent shall supervise a process for setting work schedules and an employment year for educational support employees in accordance with State and federal law, Board policy, and applicable agreements and shall:

1. Assign each employee one supervisor who will establish a work schedule, including breaks, as required by building or District needs, work-load, and the efficient management of human resources;
2. Allow for the ability to respond to changing circumstances by altering work schedules as needed; and
3. Consider the well-being of the employee. The Superintendent or designee's approval is required to establish a flexible work schedule.

Breaks

An employee who works at least 7.5 continuous hours shall receive a 30 minute duty-free meal break that begins within the first five hours of the employee's workday. The District accommodates employees who are nursing mothers according to State and federal law.

LEGAL REF.: 29 U.S.C. §§207 and 218d, Fair Labor Standards Act.
105 ILCS 5/10-20.14a, 5/10-22.34, and 5/10-23.5.
740 ILCS 137/, Right to Breastfeed Act.
820 ILCS 105/, Minimum Wage Law.
820 ILCS 260/, Nursing Mothers in the Workplace Act.

CROSS REF.: 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:35 Compliance with the Fair Labor Standards Act)

ADOPTED: May 17, 2001

REVISED: March 21, 2019

FINAL

Students

Equal Educational Opportunities

Equal educational and extracurricular opportunities shall be available for all students 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. Further, the District will not knowingly enter into agreements with any entity or any individual that discriminates against students on the basis of sex or any other protected status, except that the District remains viewpoint neutral when granting access to school facilities under Board Policy 8:20, *Community Use of School Facilities.* Any student may file a discrimination grievance by using Board policy 2:260, Uniform Grievance Procedure, or in the case of discrimination on the basis of race, color, or national origin, Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, or National Origin Prohibited.*

Sex Equity

No student shall, on the basis of sex, sexual orientation, or gender identity be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities.

Any student may file a sex equity complaint by using Board policy 2:260,Uniform Grievance Procedure. A student may appeal the Board's resolution of the complaint to the Regional Superintendent (pursuant to 105 ILCS 5/3-10) and, thereafter, to the State Superintendent of Education (pursuant to 105 ILCS 5/2-3.8).

Administrative Implementation

The Superintendent shall appoint a Nondiscrimination Coordinator, who also serves as the District's Title IX Coordinator. The Superintendent and Building Principal shall use reasonable measures to inform staff members and students of this policy and related grievance procedures.

FINAL

LEGAL REF.: 20 U.S.C. §1681 et seq., Title IX of the Education Amendments of 1972; 34 C.F.R. Part 106.
29 U.S.C. §791 et seq., Rehabilitation Act of 1973, 34 C.F.R. Part 104.
42 U.S.C. §2000d, Title VI of the Civil Rights Act of 1964; 34 C.F.R. Part 100.
42 U.S.C. §11431 et seq., McKinney Homeless Assistance Act.
Good News Club v. Milford Central Sch., 533 U.S. 98 (2001).
Ill. Constitution, Art. I, §18.
105 ILCS 5/3.25b, 3.25d(b), 10-20.12, 5/10-26.60, 5/10-20.63, 5/10-22.5, and 5/27-1.
775 ILCS 5/1-101 et seq., Illinois Human Rights Act.
775 ILCS 35/5, Religious Freedom Restoration Act.
23 Ill. Admin. Code §1.240 and Part 200.

CROSS REF.: 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), 6:65 (Student Social and Emotional Development), 7:20 (Harassment of Students Prohibited), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:60 (Residence), 7:130 (Student Rights and Responsibilities), 7:160 (Student Appearance), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited),7:250 (Student Support Services), 7:330 (Student Use of Buildings - Equal Access), 7:340 (Student Records), 8:20 (Community Use of School Facilities)

ADOPTED: May 17, 2001

REVISED: March 17, 2022

FINAL

Students

Harassment of Students Prohibited

No person, including a School District employee or agent, or student, shall harass, intimidate, or bully a student on the basis of actual or perceived: race; color; national origin; military status; unfavorable discharge status from military service; sex; sexual orientation; gender identify; gender-related identity or expression; ancestry; age; religion; physical or mental disability; order of protection status; status of being homeless; actual or potential marital or parental status, including pregnancy; physical appearance; socioeconomic status; academic status; association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic. The District will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, sexual, or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

Sexual Harassment Prohibited

The District shall provide an educational environment free of verbal, physical, or other conduct or communications constituting harassment on the basis of sex as defined and otherwise prohibited by State and federal law. See Board policies 2:265, *Title IX Grievance Procedure*, and 2:260, *Uniform Grievance Procedure.*

Making a Report or Complaint

Students are encouraged to promptly report claims or incidences of bullying, intimidation, harassment, sexual harassment, or any other prohibited conduct to, the student Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any employee with whom the student is comfortable speaking. A student may choose to report to an employee of the student's same gender.

Reports under this policy will be considered a report under Board policy 2:260, *Uniform Grievance Procedure,* and/or Board policy 2:265, *Title IX Grievance Procedure*. The Nondiscrimination Coordinator and/or Complaint Manager shall process and review the report according to the appropriate grievance procedure. The Superintendent shall insert into this policy the names, office addresses, email addresses, and telephone numbers of the District's current Nondiscrimination Coordinator and Complaint Managers.

Nondiscrimination Coordinators/Title IX Coordinators:

Dr. Adam Zehr
Assistant Superintendent Human Resources
650 Dr. John Burkey Drive
Algonquin, IL 60102
(847) 659-6150
azehr@district158.org

Mrs. Karrie Baughman
Director of Human Resources
650 Dr. John Burkey Drive
Algonquin, IL 60102
(847) 659-6178
kbaughman@district158.org

FINAL

Complaint Managers:

Dr. Amy MacCrindle
Assistant Superintendent Learning & Innovation
650 Dr. John Burkey Drive
Algonquin, IL 60102
(847) 659-6135
amaccrindle@district158.org

Mrs. Karrie Baughman
Director of Human Resources
650 Dr. John Burkey Drive
Algonquin, IL 60102
(847) 659-6178
kbaughman@district158.org

Mrs. Deanna Gill
Assistant Superintendent Special Services
650 Dr. John Burkey Drive
Algonquin, IL 60102
(847) 659-6157
dgill@district158.org

Mr. Mark Altmayer
Chief Financial Officer
650 Dr. John Burkey Drive
Algonquin, IL 60102
(847) 659-6111
maltmayer@district158.org

The Superintendent shall use reasonable measures to inform staff members and students of this policy by including:

1. For students, age-appropriate information about the contents of this policy in the District's student handbook(s), on the District's website, and, if applicable, in any other areas where policies, rules, and standards of conduct are otherwise posted in each school.
2. For staff members, this policy in the appropriate employee handbook(s), if applicable, and/or in any other areas where policies, rules, and standards of conduct are otherwise made available to staff.

Investigation Process

Any District employee who receives a report or complaint of harassment must promptly forward the report or complaint to the Nondiscrimination Coordinator or a Complaint Manager. Any employee who fails to promptly comply may be disciplined, up to and including discharge.

Reports and complaints of harassment will be confidential to the greatest extent practicable, subject to the District's duty to investigate and maintain an educational environment that is productive, respectful, and free of unlawful discrimination, including harassment.

For any report or complaint alleging sexual harassment that, if true, would implicate Title IX of the Education Amendments of 1972 (20 U.S.C. §1681 et seq.), the Nondiscrimination Coordinator or designee shall consider whether action under Board policy 2:265, *Title IX Grievance Procedure*, should be initiated.

For any report or complaint alleging harassment on the basis of race, color, or national origin, the Nondiscrimination Coordinator or a Complaint Manager or designee shall investigate under Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited.*

For any other alleged student harassment that does not require action under Board policies 2:265, *Title IX Grievance Procedure*, or 2:270, *Discrimination and Harassment on the Basis of Race, Color and National Origin Prohibited*, the Nondiscrimination Coordinator or a Complaint Manager or designee shall consider whether an investigation under Board policies 2:260, *Uniform Grievance Procedure*, and/or 7:190, *Student Behavior*, should be initiated, regardless of whether a written report or complaint is filed.

FINAL

Reports That Involve Alleged Incidents of Sexual Abuse of a Child by School Personnel

An *alleged incident of sexual abuse* is an incident of sexual abuse of a child, as defined in 720 ILCS 5/11-9.1A(b), that is alleged to have been perpetrated by school personnel, including a school vendor or volunteer, that occurred: on school grounds during a school activity; or outside of school grounds or not during a school activity.

Any complaint alleging an incident of sexual abuse shall be processed and reviewed according to Board policy 5:90, *Abused and Neglected Child Reporting*. In addition to reporting the suspected abuse, the complaint shall also be processed under Board policy 2:265, *Title IX Grievance Procedure,* or Board policy 2:260, *Uniform Grievance Procedure*.

Enforcement

Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action up to and including discharge. Any third party who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent, invitee, etc. Any District student who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action, including but not limited to, suspension and expulsion consistent with the discipline policy. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to disciplinary action.

Retaliation Prohibited

Retaliation against any person for bringing complaints or providing information about harassment is prohibited (see Board policies 2:260, *Uniform Grievance Procedure*, 2:265, *Title IX Grievance Procedure*, and 2:270, *Discrimination and Harassment on the Basis of Race, Color and National Origin Prohibited*).

Students should report allegations of retaliation to the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

LEGAL REF.: 20 U.S.C. §1681 et seq., Title IX of the Educational Amendments of 1972; 34 C.F.R. Part 106.
29 U.S.C. §791 et seq., Rehabilitation Act of 1973; 34 C.F.R. Part 104.
42 U.S.C. §2000d, Title VI of the Civil Rights Act of 1964; C.F.R. Part 100.
105 ILCS 5/10-20.12, 5/10-22.5, 5/10-23.13, 5/27-1 and 5/27-23.7.
775 ILCS 5/1-101 et seq., Illinois Human Rights Act.
23 Ill. Admin. Code §1.240 and Part 200.
Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999).
Franklin v. Gwinnett Co. Public Schs., 503 U.S. 60 (1992).
Gebser v. Lago Vista Independent Sch. Dist., 524 U.S. 274 (1998).
West v. Derby Unified Sch. Dist. No. 260, 206 F.3d 1358 (10th Cir. 2000).

FINAL

CROSS REF.: 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), 4:165 (Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors), 5:20 (Workplace Harassment Prohibited), 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 7:10 (Equal Educational Opportunities), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:240 (Conduct Code for Participants in Extracurricular Activities).

ADOPTED: May 17, 2001

REVISED: March 16, 2023

FINAL

Students

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 from military service, order of protection status, 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 designed 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 School District or school if the bullying causes a substantial disruption to the educational 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 non-school-related activity, function, or program.

Definitions from 105 ILCS 5/27-23.7

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

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

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

Cyberbullying 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. *Cyberbullying* 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*. *Cyberbullying* also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of *bullying*.

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

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

Bullying Prevention and Response Plan

The Superintendent or designee shall develop and maintain a bullying prevention and response plan that advances the District's goal of providing all students with a safe learning environment free of bullying and harassment. This plan must be consistent with the requirements listed below:

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 Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, 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 named officials 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:

Dr. Adam Zehr
Assistant Superintendent Human Resources
650 Dr. John Burkey Drive
Algonquin, IL 60102
(847) 659-6150
azehr@district158.org

Mrs. Karrie Baughman
Director of Human Resources
650 Dr. John Burkey Drive
Algonquin, IL 60102
(847) 659-6178
kbaughman@district158.org

Complaint Managers:

Dr. Amy MacCrindle
Assistant Superintendent Learning & Innovation
650 Dr. John Burkey Drive
Algonquin, IL 60102
(847) 659-6135
amaccrindle@district158.org

Mrs. Karrie Baughman
Director of Human Resources
650 Dr. John Burkey Drive
Algonquin, IL 60102
(847) 659-6178
kbaughman@district158.org

Mrs. Deanna Gill
Assistant Superintendent of Special Services
650 Dr. John Burkey Drive
Algonquin, IL 60102
(847) 659-6157
dgill@district158.org

Mr. Mark Altmayer
Chief Financial Officer
650 Dr. John Burkey Drive
Algonquin, IL 60102
(847) 659-6111
maltmayer@district158.org

4. Consistent with federal and State laws and rules governing student privacy rights, the parent/guardian 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 reasonably obtained 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 his or her 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.

FINAL

7. A reprisal or retaliation against any person who reports an act of bullying **is prohibited**. Any person's act or 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 is 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 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 of 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 on the basis of race, color, or national origin in violation of Title IX 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 into 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 identified 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 Discipline.* 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 Schools*, and 7:315, *Restrictions on Publications; High Schools.* These policies prohibit students from and provide consequences for: (1) 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 (2) creating and/or distributing written, printed, or electronic material, including photographic material and blogs, that causes substantial disruption to school operations or interferes with the rights of other students or staff members.

LEGAL REF.: 105 ILCS 5/10-20.14, 5/10-22.6(b-20), 5/24-24, and 5/27-23.7.
405 ILCS 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 Discipline), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:285 (Anaphylaxis Prevention, Response, and Management Program), 7:310 (Restrictions on Publications; Elementary Schools), 7:315 (Restrictions on Publications; High School)

APPROVED: January 24, 2008

REVISED: March 16, 2023

FINAL

Students

Teen Dating Violence Prohibited

Engaging in teen dating violence that takes place at school, on school property, at school-sponsored activities, or in vehicles used for school-provided transportation is prohibited. For purposes of this policy, the term *teen dating violence* occurs whenever a student who is 13 to 19 years of age uses or threatens to use physical, mental, or emotional abuse to control an individual in the dating relationship; or uses or threatens to use sexual violence in the dating relationship.

The Superintendent or designee shall develop and maintain a program to respond to incidents of teen dating violence that:

1. Fully implements and enforces each of the following Board policies:
   a. 2:260, *Uniform Grievance Procedure*. This policy provides a method for any student, parent/guardian, employee, or community member to file a complaint if he or she believes that the Board, its employees, or its agents have violated his or her rights under the State or federal Constitution, State or federal statute, Board policy, or various enumerated bases.
   b. 2:265, *Title IX Grievance Procedure*. This policy prohibits any person from engaging in sexual harassment in violation of Title IX of the Education Amendments of 1972. Prohibited conduct includes but is not limited to sexual assault, dating violence, domestic violence, and stalking.
   c. 7:20, *Harassment of Students Prohibited.* This policy prohibits any person from harassing, intimidating, or bullying a student based on the student's actual or perceived characteristics of sex; sexual orientation; gender identity; and gender-related identity or expression (this policy includes more protected statuses).
   d. 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*. This policy prohibits students from engaging in bullying, intimidation, and harassment at school, school-related events and electronically. Prohibited conduct includes threats, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying.
2. Encourages anyone with information about incidents of teen dating violence to report them to any of the following individuals:
   a. Any school staff member. School staff shall respond to incidents of teen dating violence by following the District's established procedures for the prevention, identification, investigation, and response to bullying and school violence.
   b. The Nondiscrimination Coordinator, Building Principal, Assistant Principal, Dean of Students, or a Complaint Manager identified in policy 7:20, *Harassment of Students Prohibited.*
3. Incorporates age-appropriate instruction in grades 7 through 12, in accordance with the District's comprehensive health education program in Board policy 6:60, *Curriculum Content.* This includes incorporating student social and emotional development into the District's educational program as required by State law and in alignment with Board policy 6:65, *Student Social and Emotional Development.*
4. Incorporates education for school staff, as recommended by the Nondiscrimination Coordinator, Building Principal, Assistant Principal, Dean of Students, or a Complaint Manager.
5. Notifies students and parents/guardians of this policy.

FINAL

Incorporated by Reference: 7:180-AP1, (Prevention, Identification, Investigation, and Response to Bullying and School Violence)

LEGAL REF.: 105 ILCS 110/3.10.

CROSS REF.: 2:240 (Board Policy Development), 2:260, (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 5:100 (Staff Development), 5:230 (Maintaining Student Discipline), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:190 (Student Behavior), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities)

ADOPTED: January 16, 2014

REVISED: October 22, 2020

FINAL

Huntley Community School District 158 – Board of Education
COW Meeting
May 2, 2024 Minutes

Meeting: Committee of the Whole with Closed Session as per OMA and 5ILCS120/2c
Time: 6:00 PM
Location: District Office
650 Dr. John Burkey Drive - Door 2
Algonquin, IL 60102

Mission Statement: Our learning community will inspire, challenge and empower all students always.

Board of Education Members: President, Mr. Andrew Bittman; Vice President, Mrs. Laura Murray; Secretary, Mr. Paul Troy; Mr. Sean Cratty; Mr. Anthony Quagliano; Mr. Michael Thompson; Mrs. Dana Wiley

1. **Call to Order / Roll Call (A)** (Mr. Bittman)
   Mr. Bittman called to Order the Committee of the Whole meeting for Thursday, 2024 at 6:02 p.m.
   A quorum was met.
   Roll Call: Ayes 5 / Absent 2 / Motion Carried
   Members: ~~Mr. Quagliano~~, Mr. Troy, Mr. Cratty, Mr. Bittman, Mrs. Murray, Mrs. Wiley, ~~Mr. Thompson~~
2. **Pledge of Allegiance** (Mr. Bittman)
   The following students from Leggee Elementary led us in the Pledge of Allegiance:
   Sai Karthik Ambula, Helen and Ryan Spears, Colton and Declan Arndt, Gemma Lampasona, and Taylor Breese.
3. **Huntley Community School District 158 - Board of Education** (Dr. Zehr)
   Employee Recognition Spotlight was presented.
   Mr. Quagliano entred at 6:08 p.m.
4. **Public Comment** (Mr. Bittman)
   No public comments were made at this time.
5. **Revision and Adoption of the Agenda (A)** (Mr. Bittman)
   Mr. Bittman moved and Mr. Quagliano seconded, to adopt the agenda as presented.
   Voice Call: Ayes 6 / Nays 0 / Motion Carried
   Recommendation: Sought approval of the agenda.
6. **Curriculum & Instruction (C&I) Committee** (Mr. Thompson-Chair, Mr. Troy, Mrs. Wiley)
   6.1 **Curriculum Updates (R)** (Dr. MacCrindle)
   Dr. MacCrindle provided the curriculum updates.
   Recommendation: For informational purposes only.
   6.2 **Literacy Plan Update & Recommendation for Materials and Professional Learning (A)** (Dr. MacCrindle)
   Dr. MacCrindle provided an update of the progress with the Huntley Literacy Plan in alignment with the Illinois Literacy Plan. This is in support of KPI 1.9 in the Strategic Plan and is inclusive of materials recommendation and professional learning support needs.
   Recommendation: Administration recommended that the Curriculum and Instruction Committee place the materials on a 30-day review beginning on May 2, 2024, with the recommendation for final approval to be brought to the Board of Education at the June 20, 2024 Board of Education meeting and the contract with the literacy collaborative partnership with ROE 4 for approval at the May 16, 2024 board meeting.
   6.3 **Overnight Field Trips for 2024-25 (R)** (Dr. MacCrindle)
   Dr. MacCrindle shared updates on the proposed overnight field trips slated for 2024-25.
   Recommendation: This report was for informational purposes

7. **Special Education Committee** (R) (Mrs. Wiley-Chair, Mrs. Murray, Mr. Troy)
   Ms. Gill provided the board with updates on the Special Services Key Performance Indicators and provided information on the district's upcoming "Timely and Meaningful Consultation" meeting.
   Recommendation: This report was for informational purposes.
8. **Finance Committee** (Mr. Quagliano-Chair, Mr. Bittman, Mr. Cratty)
   8.1 **Payables (A)** (Mr. Altmayer)
   The Finance Committee submitting the purchase orders at $622,452.96; imprest checks at $82,901.54; accounts payable at $4,306.45; and disbursements issued at $2,516,883.54; for review and sought approval to move forward.
   8.2 **Monthly Fiscal Updates (R)** (Mr. Altmayer)
   Mr. Altmayer participated on the Vision 2030 committee. The group met with legislators in an effort to improve education funding. District 158 was awarded a $3000,000 grant from ComEd for the recent purcahse of four electric buses at a cost of $340,000, reducing the debt to $40,000.
   8.3 **Revenue & Expenditures Report (R)** (Mr. Altmayer)
   Monthly report was presented for review and comment.
9. **Human Resources (HR) Committee** (Mr. Cratty-Chair, Mr. Bittman, Mr. Thompson)
   9.1 **HEA MOU Physical Due Date (A)** (Dr. Zehr)
   Dr. Zehr indicated the MOU provides a change to the physical exam due date to allow for processing of employee health insurance discounts for those participating in the annual health screenings.
   Recommendation: Sought approval of the Board as presented at the next Regular BOE Meeting.
10. **Building and Grounds (B&G) Committee** (Mr. Troy-Chair, Mr. Quagliano, Mr. Thompson)
    10.1 **O&M Updates (R)** (Mr. Renkosik)
    Mr. Renkosik reported on O&M project updates.
    Recommendation: For informational purposes only.
    10.2 **Asphalt Pavement Construction and Replacement Bid 2024-19 (A)** (Doug Renkosik)
    Mr. Renkosik indicated the playground at Conley Elementary is in need of asphalt pavement construction for safety purposes.
    Recommendation: Bid moved forward for approval of the Board at the next Regular BOE Meeting.
11. **Legislation/Policy Committee** (Mr. Bittman-Chair, Mr. Quagliano, Mrs. Murray)
    11.1 **Legislation Updates (R)**
    Legislative updates were given.
    11.2 **Policy Committee** (Mr. Bittman-Chair, Mr. Quagliano, Mrs. Murray)
    Recommended changes to Board Policy; PRESS Updates March 2024. Issue 114.
    Recommendation: Administration requested the policy committee recommend the above policies be moved forward for a first reading by the Board at the next regular BOE meeting.
12. **Community Relations & Student Outreach** (Mrs. Murray-Chair, Mr. Cratty, Mrs. Wiley)
    Ms. Barr reported the mass notification system provider Swiftreach K12, will no longer be a viable service as of June 30, 2024. Ms. Barr and the technology Department are looking into potential vendors to serve the needs of the district.
    Recommendation: Was prestemted for informational purposes only.
13. **Board of Education** (Mr. Bittman)
    13.1 **FY23-24 Final School Calendar (R)** (Ms. Lombard)
    Recommendation: Was presented for informational purposes only.
    13.2 **FY25 BOE Meeting Calendar Notice (R)** (Ms. Lombard)
    Recommendation: Was presented for Informational purposes only.
    13.3 **Minutes (A)**
    The following meeting minutes were presented for review.
    April 4, 2024, COW Meeting
    April 18, 2024, BOE Meeting
    Recommendation: Sought to move forward for approval of the Board at the next regular BOE meeting.

14. **Public Comment** (Mr. Bittman)
    No public commets were made at this time.
15. **Closed Session / Roll Call (A)** (Mr. Bittman)
    Mr. Bittman moved and Mr. Cratty seconded to enter into Closed Session at 8:12 p.m. as indicated in the Open Meetings Act and 5ILCS120/2c for discussion of: (1) The appointment, employment, discipline, performance, or dismissal of specific employees or legal counsel; (11) Litigation; (21) Discussion of minutes of meetings lawfully closed under this Act.
    Roll Call: Ayes 6 / Nays 0 / Absent 1 / Motion Carried
    15.1 **Exit Closed Session / Voice Call (A)** (Mr. Bittman)
16. **Resume in Public Session / Roll Call (A)** (Mr. Bittman)
    Resumed the Committee of the Whole meeting at 9:04 p.m.
    Mr. Quagliano, Mr. Troy, Mr. Cratty, Mr. Bittman, Mrs. Murray, Mrs. Wiley, ~~Mr. Thompson~~
    Roll Call: Ayes 6 / Absent 1 / Motion Carried
17. **Adjournment (A)** (Mr. Bittman)
    Mr. Bittman moved, Mr. Troy 2nd to adjourn the meeting at 9:05 p.m.
    Voice Call: Ayes 6 / Nays 0 / Motion Carried
    Action: The Board meeting was adjourned.

Submitted by,
Sharon Piemonte, Board Operations
Paul Troy, Board Secretary

_____		_____	
President	Date	Secretary	Date
Andrew Bittman		Paul Troy	

Huntley Community School District 158 – Board of Education
Regular
May 16, 2024 Minutes

Meeting: Regular Meeting with Closed Session as per OMA and 5ILCS120/2c
Time: 6:00 PM
Location: District Office, 650 Dr. John Burkey Drive, Door 2, Algonquin, IL 60102

Mission Statement: Our learning community will inspire, challenge and empower all students always.

Board of Education Members: President, Mr. Andrew Bittman; Vice President, Mrs. Laura Murray; Secretary, Mr. Paul Troy; Mr. Sean Cratty; Mr. Anthony Quagliano; Mr. Michael Thompson; Mrs. Dana Wiley

Minutes

1. **Call to Order / Roll Call (A)** (Mr. Bittman)
Called to order the Regular Meeting at 6:00 p.m. A quorum was met.
Roll Call: Ayes 6 / Absent 1 / Motion Carried
Members: Mr. Bittman, Mr. Cratty, Mrs. Murray, ~~Mr. Quagliano~~, Mr. Thompson, Mr. Troy, Mrs. Wiley
2. **Closed Session / Roll Call (A)** (Mr. Bittman)
Mr. Bittman moved and Mr. Troy seconded to enter into closed session at 6:00 p.m. as indicated in the Open Meetings Act and 5ILCS120/2c for discussion of: **(1)** The appointment, employment, discipline, performance, or dismissal of specific employees or legal counsel; **(14)** Discussion of minutes of meetings lawfully closed under this Act.
Members: Mr. Bittman, Mr. Cratty, Mrs. Murray, ~~Mr. Quagliano~~, Mr. Thompson, Mr. Troy, Mrs. Wiley
Roll Call: Ayes 6 / Nays 0 / Absent 1 / Motion Carried
2.1. **Exit or Suspend Closed Session / Voice Call (A)**
Mr. Bittman moved and Mr. Cratty seconded to exit or suspend closed session at 6:47 p.m. and return to open session.
Voice Call: Ayes 7 / Nays 0 / Motion Carried
Mr. Quagliano entered closed session at 6:18 p.m.
3. **Resume in Public Session / Roll Call (A)** (Mr. Bittman) *approx. 7:00 p.m*.
Resumed the Regular meeting at 6:59 p.m.
Members: Mr. Bittman, Mr. Cratty, Mrs. Murray, Mr. Quagliano, Mr. Thompson, Mr. Troy, Mrs. Wiley
Roll Call: Ayes 7 / Absent 0 / Motion Carried
3.1. **Action as Required / Roll Call** (Mr. Bittman)
No action came from the Board.
Members: Mr. Bittman, Mr. Cratty, Mrs. Murray, Mr. Quagliano, Mr. Thompson, Mr. Troy, Mrs. Wiley
4. **Pledge of Allegiance** (Mr. Bittman)
The Huntley High Five winners led us in the pledge.
Christian King- 2nd grade Chesak, Oliver Cavin- 4th grade Conley, Brooklynn Rocha - 1st grade Mackeben, Hannah Higgins - 5th grade Martin, Olivia Saunders - 3rd grade Leggee, Jessica Thornsberry - 8th grade Heineman, Evan White - 8th grade Marlowe, Alexis Jones - 12th grade Huntley High School, and Emily Arvidson from the Light Program.
5. **Student Scoop (**Ms. Lombard)
Ms. Lombard welcomed Aubree Braban and Emilio Zamudio from Chesak Elementary School. The students shared their perspective on attending Chesak Elementary.
6. **Student Recognition** (Mr. Bittman)
Three Huntley High School journalism students were recognized for placeing at the Illinois High School Association State Finals on Friday, April 26: Jessy Gone (3rd place in newspaper design), Kaitlyn Busky (5th place in sports writing), and Ava Burns (6th place in radio news) Presented by Dennis Brown, the Journalism Adviser at Huntley High School.
7. **Public Comment** (Mr. Bittman)
No public comments were made at this time.

8. **Revision and Adoption of the Agenda / Voice Call (A)** (Mr. Bittman)
Mr. Bittman moved and Mr. Thompson seconded to adopt the agenda with changes, moving agenda item 13.7 to 14.5.
Action: Adoption of the Agenda.
Voice Call: Ayes 7 / Nays 0 / Motion Carried
9. **Superintendent's Report (R)** (Ms. Lombard)
Ms. Lombard provided updates.
Recommendation: For informational purposes only

9.1. **Donations (R)** (Ms. Lombard)
Jim and Bonnie Harbke $1,000 check to Huntley High School Band
Village Pizza & Pub $250 check to Girls Bowling Team
Illinois Cheer Association $5,000 check to Cheer Team
Inventory Trading Company $495 check to Softball Team
Maddie Rumachik Girls Soccer, received checks from Anthony & Michelle Nabor $30, Marlene Lorden & Michelle Nabor $20, Patricia Cameron $25
No Regrets, Inc: $4,619 check for Baseball Fundraiser, $8,127 check for Softball Fundraiser, $9,206.25 for Girls Lacrosse Fundraiser, $10,896.50 for Girls Soccer Fundraiser, $12,102 for Boys Lacrosse Fundraiser

10. **Chief Financial Officer/Treasurer (R)** (Mr. Altmayer)
Updates were provided.
Recommendation: For informational purposes only.
11. **Director of Community and Public Engagement (R)** (Ms. Barr)
Updates were provided at this time.
Recommendation: For informational purposes only.

11.1. **FOIA Requests (R)** (Ms. Barr)
A monthly report on the FOIA requests was provided.
Recommendation: For informational purposes only.

11.2. **Swiftreach K12 Mass Notification System (R)** (Ms. Barr)
Ms. Barr provided an update on the discontinuation of the districts mass notification system.
Recommendation: For informational purposes only.

12. **President's Report (R)** (Mr. Bittman)
Updates were provided at this time.
Recommendation: For informational purposes only.

12.1. **Board Discussion (D)** (Mr. Bittman)
No new business itmes were discussed.

13. **Consent Agenda (A)** (Mr. Bittman)
All of the following Consent Agenda items had gone through the Committee of the Whole. Sought adoption, revisions were presented.
Roll Call: Ayes 7 / Nays 0 / Motion Carried
Recommendation: Sought approval and adoption of the Consent Agenda as follows:

13.1. **Payables (A)** (Mr. Altmayer)
Mr. Altmayer sought approval of the Purchase Orders issued at $622,452.96; Accounts Payable issued at $4,306.45; Imprest issued at $82,901.54 and Disbursements issued at $2,516,883.27, as presented.

13.2. **Contract with ROE 4 for Literacy Collaborative Professional Learning (A)** (Dr. MacCrindle)
Dr. MacCrindle sought approval of a contract for professional learning with ROE 4 for professional learning for 6th-12th grade staff, in support of the Literacy Review.
Recommendation: Sought approval by the Board as presented.

13.3. **Policy - Second Reading (A)** (Mr. Bittman)
At the May 2, 2024, COW meeting, the Policy Committee recommended moving the policies forward for a first reading. The first reading was presented.
Recommendation: Sought approval to move policies forward for a second reading.

13.4. **Asphalt Pavement Construction and Replacement Bid 2024-19 (A)** (Doug Renkosik)
Recommendation: Sought approval of the Board as presented.

13.5. **HEA MOU Physical Due Date (A)** (Dr. Zehr)

Dr. Zehr sought approval of the Memorandum of Understanding between District 158 and the Huntley Education Association.

Recommendation: Sought approval of the MOU by the Board as presented.

13.6. **Minutes (A)** (Ms. Piemonte)

The following minutes were reviewed at the May 2, 2024, COW meeting and were presented for approval:
April 4, 2024, COW Meeting
April 4, 2024, COW Closed Executive Session
April 18, 2024, BOE Meeting
April 18, 2024, BOE Closed Executive Session

Recommendation: Sought approval of the minutes as presented.

13.7. **Board of Education Recordings (A)** (Ms. Piemonte)

Moved to 14.5

14. **Action Items / Roll/ Voice Call** (Mr. Bittman)

Action items required a motion and a second; discussion if needed; and roll.

14.1. **HR Personnel (A)** (Dr. Zehr)

Mr. Bittman moved and Mr. Thompson seconded to approve the personnel reports provided and reviewed by the Board, which include explanation for resignations, retirements, terminations, employment, contract revisions, and leave requests, as presented.

Roll Call: Ayes 7 / Nays 0 / Motion Carried

14.2. **Updated Job Descriptions(A)** (Dr. Zehr)

Dr. Zehr sought the approval of the Board of the attached job descriptions. Mr. Bittman moved and Mr. Troy seconded to approve the job descriptions as presented.

Roll Call: Ayes 7 / Nays 0 / Motion Carried

Recommendation: Sought approval of the Board as presented.

14.3. **Establish Regular Meetings 2024-25 (A)** (*Mr. Bittman)*

All school boards are required to hold regular meetings, establish a schedule for them and provide a public notice as required by the OMA. The administration requested the enclosed meeting schedule for the 2024-25 school year. Establish the meeting location in the Administrative Building in the Board Room, beginning at 6:00 p.m. (Policy 2:210) Mr. Bittman moved and Mr. Quagliano seconded to approve the meeting schedule for the 2024-25 school year.

Voice Call: Ayes 7 / Nays 0 / Motion Carried

14.4. **Supplemental Purchase Orders and Accounts Payable** (A) (Mr. Altmayer)

Administration recommended approval of the Supplemental Purchase Orders Report at $3,513,038.24 and Supplemental Accounts Payable at $18,375.31 as presented. Mr. Bittman moved and Mr. Quagliano seconded the approval of the supplemental purchase orders and accounts payables.

Recommendation: Sought approval by the Board as presented.

Roll Call: Ayes 7 / Nays 0 / Motion Carried

14.5. **Board of Education Recordings (A)** (Ms. Piemonte)

Sought approval of the destruction of the Board of Education Meeting recordings listed below as per law, and discussed in closed session.

127 VHS videos from 2009-2016 and 350 DVDs from 2007-2014

Recommendation: Sought approval of the destruction of the Board of Education meeting recordings. Mr. Bittman moved and Mr. Troy seconded the approval of the destruction of the listed meeting recordings.

Roll Call: Ayes 7 / Nays 0 / Motion Carried

15. **Public Comment** (Mr. Bittman)

As per Policy 2:230, public comment was made during this portion of the meeting. The members of the public and district employees may comment on or ask questions of the Board, subject to reasonable constraints.

Kari Cross made comments in support of the 8th grade dance, requested that the district consider adding a sign language course to benefit non-verbal students, and questioned if there will be a new RAD grant.

16. **Adjournment (A)** (Mr. Bittman)

Members: Mr. Bittman, Mr. Cratty, Mrs. Murray, Mr. Quagliano, Mr. Thompson, Mr. Troy, Mrs. Wiley

Mr. Bittman moved and Mr. Quagliano seconded to adjourn the meeting at 8:07 p.m.
Voice Call: Ayes 7 / Nays 0 / Motion Carried
Action: The Board meeting was adjourned.

Submitted by,
Sharon Piemonte, Board Operations
Paul Troy, Board Secretary

_____		_____	
President	Date	Secretary	Date
Andrew Bittman		Paul Troy	

Huntley Community School District 158 – Board of Education
Personnel Report
June 20, 2024

2023-2024 Staff Retirements

Lori Roeser
- Van Driver/Transportation
- 16 Years of Service

Joseph Calomino
- Bus Driver/Transportation
- 6 Years of Service

Administration

Replacements	Location	Name	Salary	Effective Date
Assistant Principal	Conley	Jeremy White (N)	$87,500.00	July 1, 2024
Assistant Principal	Heineman	Jeanne Salazar (N)	$77,000.00	July 1, 2024

Certified

New Position	Location	Name	Salary	Effective Date
Teacher/Special Education	Leggee	Kathleen Lewandowski (N)	M12/10 $63,163.00	August 12, 2024
Teacher/Special Education	Leggee	Caryn Kambitsis (N)	B0/1 $45,252.00	August 12, 2024
Teacher/ESL	High School	Kate Mennenoh (T)	M45/20 $86,436.00	August 12, 2024
Speech Language Pathologist	Mackeben & Conley	Julia Diedrich (N)	M45/3 $56,805.00	August 12, 2024
Speech Language Pathologist	Chesak	Emily Vitellaro (N)	M45/3 $56,805.00	August 12, 2024
Teacher/Special Education	Chesak	McKenzie Weinberg (N)	B0/1 $45,252.00	August 12, 2024

Replacements	Location	Name	Salary	Effective Date
Psychologist	Marlowe/LIGHT	Alyse Lucas (N)	M45/9 $65,877.00	August 12, 2024
Teacher/Art	Marlowe	Aurora Bis-Markel (N)	B0/1 $45,252.00	August 12, 2024
Teacher/Social Studies	Marlowe	Michael Zarley (N)	B0/1 $45,252.00	August 12, 2024
Teacher/Language Arts	Marlowe	Karen Fuesz (T)	M45/OS $107,033.72	August 12, 2024
Social Worker	Marlowe	Chelsea Ciardiello (N)	M24/1 $51,715.00	August 12, 2024
MTSS Facilitator	High School	Angela Neuzil (N)	M0/9 $60,267.00	August 12, 2024
MTSS Facilitator	High School	Evan Neilson (T)	B0/3 $47,542.00	August 12, 2024
Teacher/ALOP	High School	Glen Wilson (T)	M45/29 $107,946.00	August 12, 2024
Teacher/Special Education	High School	Jessica Craig (N)	B0/5 $49,949.00	August 12, 2024

(N) = New Staff
(T) = Transfer of existing

Teacher/CTE	High School	Amanda Peldiak (N)	B0/3 $47,542.00	August 12, 2024
Teacher/Math	High School	Leah Koenig (N)	B0/4 $48,731.00	August 12, 2024
Teacher/Math	High School	Boston Kuchar (N)	B36/1 $48,375.00	August 12, 2024
Teacher/Math	High School	Ashleigh Dunbaugh (N)	B0/8 $53,790.00	August 12, 2024
Teacher/Science	High School	Tabitha Weddle (N)	M0/1 $49,464.00	August 12, 2024
Teacher/Spanish	High School	Kelsey Buranicz (N)	B24/3 $49,706.00	August 12, 2024
Teacher/Special Education	Heineman	Trisha Bond (N)	B0/1 $45,252.00	August 12, 2024
Teacher/Special Education	Heineman	Keely Grasse (N)	B0/1 $45,252.00	August 12, 2024
Teacher/Fifth Grade/ Dual Language	Leggee	Carla D'Haiti (N)	B0/2 $46,383.00	August 12, 2024
Social Worker	Martin	Ashley Scurte (N)	M24/7 $59,973.00	August 12, 2024
Social Worker	ECC	Katherine Cruz (N)	M36/4 $56,944.00	August 12, 2024
Speech Language Pathologist	Chesak	Gracie Strohm (N)	M45/3 $56,805.00	August 12, 2024
Occupational Therapist	Chesak	Alex Porter (T)	M45/9 $65,877.00	August 12, 2024

Change in Assignment, Status or Position	Location	Name	Salary	Effective Date
Teacher/Dual Language/ Third Grade	Conley	Maria Lopez	B0/3 $47,542.00	August 12, 2024
Teacher/ESL	High School	Jennifer Rock	M45/19 $84,328.00	August 12, 2024
Occupational Therapist	Leggee	Marlene Vogt	M45/16 $80,463.00	August 12, 2024

Resignations	Location	Name	Salary/Reason	Effective Date
Social Worker	Mackeben	Sarah Harris	$59,939.82/Voluntary	May 23, 2024
Teacher/First Grade	Mackeben	Mikayla Harrison	$42,968.51/Voluntary	May 23, 2024
Teacher/Special Education	Leggee	Jennifer Mickle	$55,375.89/Voluntary	May 23, 2024
Teacher/Science	High School	Daniel Garcia	$46,028.64/Voluntary	May 23, 2024
Teacher/Science	High School	Nicholas Glowaty	$55,375.89/Voluntary	May 23, 2024
Teacher/Language Arts	Marlowe	Mary Ruffolo	$55,697.28/Voluntary	May 23, 2024
Guidance Counselor	Marlowe	Tricia Warren	$17,602.20/Voluntary	May 23, 2024

(N) = New Staff
(T) = Transfer of existing

Huntley Community School District 158 – Board of Education
Personnel Report
June 20, 2024

HEA Retirement Incentive

Resignations	Location	Name	Effective Date: Last Day of School
MTSS Facilitator	Marlowe	Kerry Miller	2024-25 School Year
Speech Language Pathologist	Marlowe/LIGHT	Jennifer Korn	2027-28 School Year
Teacher/Kindergarten	Chesak	Mary Reilly	2027-28 School Year

Educational Support

New Position	Location	Name	Salary	Effective Date
Paraprofessional	Chesak	Kayla McElfresh (T)	$17.20 per hour	August 12, 2024
Paraprofessional	Chesak	Lisa Model (T)	$17.46 per hour	August 12, 2024

Replacements	Location	Name	Salary	Effective Date
Payroll Manager	District Office	Michele Arrigo (N)	$80,000.00	July 1, 2024
Financial Specialist/ Special Services	District Office	Anita Adam (T)	$22.00 per hour	July 1, 2024
Nurse	Marlowe	LaToya Smith (N)	$29.00 per hour	August 12, 2024
Nurse	High School	Marsha Walker (N)	$31.00 per hour	August 9, 2024
Technician 2	High School	Scott Redden (T)	$70,500.00	July 1, 2024

Change in Assignment, Status or Position	Location	Name	Salary	Effective Date
Paraprofessional	Conley	Cheryl Sula	$17.20 per hour	August 12, 2024
Paraprofessional	High School	Theodora Kossivas	$17.20 per hour	August 12, 2024
Network Technician III	Heineman	Donald Deak	$60,000.00	July 1, 2024
Network Technician III	Marlowe	Robert Tepper	$60,000.00	July 1, 2024

Resignations	Location	Name	Salary/Reason	Effective Date
Cook	Mackeben	Kelsie Heide	$15.75 per hour/ Voluntary	June 27, 2024
Elementary Supervisor	Mackeben	Rachel Quicho	$15.75 per hour/ Voluntary	May 23, 2024
Elementary Supervisor	Martin	Barbara Tito	$17.19 per hour/ Voluntary	May 23, 2024
Paraprofessional	Martin	Sarah Tunzi	$16.80 per hour/ Voluntary	June 27, 2024
Paraprofessional	High School	Meaghan Updike	$16.80 per hour/ Voluntary	June 27, 2024

(N) = New Staff
(T) = Transfer of existing

Campus Supervisor	High School	Mark Loewe	$21.96 per hour/ Retirement	August 1, 2024
Van Driver	Transportation	Lori Roeser	$18.90 per hour/ Retirement	June 27, 2024
Bus Driver	Transportation	Joseph Calomino	$21.09 per hour/ Retirement	May 23, 2024

Summer Positions

Position	Name	Amount	Effective Dates
ESY COTA	Kelly Nugent	$32.00 per hour	June 3-27, 2024
ESY Teacher	Jennifer Lowery	$3,240.00	June 3-27, 2024
ESY Teacher	Alla Obabko	$3,240.00	June 3-27, 2024
ESY Teacher	Katelin Link	$3,240.00	June 3-27, 2024
ESY Teacher	Michelle Wollney	$3,240.00	June 3-27, 2024
ESY Paraprofessional	Denise Zamudio	$25.00 per hour	June 3-27, 2024
ESY Paraprofessional	Jennifer Ketz	$25.00 per hour	June 3-27, 2024
ESY Paraprofessional	Erica Garcia	$25.00 per hour	June 3-27, 2024
ESY Paraprofessional	Lisa Model	$25.00 per hour	June 3-27, 2024
ESY Paraprofessional	Cheryl Sula	$25.00 per hour	June 3-27, 2024
ESY Paraprofessional	Laura Martinez	$25.00 per hour	June 3-27, 2024
ESY Paraprofessional	Kathryn Burns	$25.00 per hour	June 3-27, 2024
ESY Paraprofessional	Kristi Gumucio	$25.00 per hour	June 3-27, 2024
ESY Paraprofessional	Tina Bajgrowicz	$25.00 per hour	June 3-27, 2024
ESY Paraprofessional	Meaghan Updike	$25.00 per hour	June 3-27, 2024
ESY Paraprofessional	Tina Kenders	$25.00 per hour	June 3-27, 2024
ESY Paraprofessional	Tracy Sarcinelli	$25.00 per hour	June 3-27, 2024
ESY Paraprofessional	Tammy Schuring	$25.00 per hour	June 3-27, 2024
ESY Paraprofessional	Tom Fitzpatrick	$25.00 per hour	June 3-27, 2024
ESY Paraprofessional	Sara Hursey	$25.00 per hour	June 3-27, 2024
ESY Bus Driver	Kevin Doyle	$20.75 per hour	June 3-27, 2024
ESY Bus Driver	William Lange	$23.00 per hour	June 3-27, 2024
ESY Bus Aide	Jamie Carlson	$15.75 per hour	June 3-27, 2024

ESY Bus Aide	Colin Doyle	$15.25 per hour	June 3-27, 2024
ESY Bus Aide	Linda Graff	$15.75 per hour	June 3-27, 2024
ESY Bus Aide	Diane Mikula	$18.45 per hour	June 3-27, 2024
ESY Bus Aide	Cynthia Murphy	$15.25 per hour	June 3-27, 2024
ESY Bus Aide	Nicole Savona	$15.25 per hour	June 3-27, 2024
ESY Bus Aide	Megan Shaw	$15.25 per hour	June 3-27, 2024
ESY Bus Aide	Nancy Armenta	$15.25 per hour	June 3-27, 2024
Summer School Van Driver	Chris Kowalski	$18.90 per hour	June 3-28, 2024
Summer School Van Driver	Chris Kowalski	$19.70 per hour	July 1-15, 2024
Summer School Van Driver	Margarita Rehr	$18.90 per hour	June 3-20, 2024
Summer School Bus Driver	Sandra Altergott	$29.51 per hour	June 3-27, 2024
Summer School Bus Driver	Lisa Boland	$29.51 per hour	June 3-27, 2024
Summer School Bus Driver	Jackie Bullio	$29.51 per hour	June 10-30, 2024
Summer School Bus Driver	Jackie Bullio	$30.76 per hour	July 1-19, 2024
Summer School Bus Driver	Lisa Caraballo	$21.00 per hour	June 3-27, 2024
Summer School Bus Driver	Marshan Carter	$20.75 per hour	June 3-27, 2024
Summer School Bus Driver	Janet Christophersen	$29.51 per hour	June 3-27, 2024
Summer School Bus Driver	Christina Cruz Morales	$30.76 per hour	August 5-13, 2024
Summer School Bus Driver	Elena Gamez	$30.76 per hour	July 1-31, 2024
Summer School Bus Driver	Pam Harder	$22.58 per hour	June 3-27, 2024
Summer School Bus Driver	William Lange	$23.00 per hour	June 3-27, 2024
Summer School Bus Driver	Sondra Michalski	$24.72 per hour	June 3-27, 2024
Summer School Bus Driver	Beata Przyborowski	$21.00 per hour	June 3-27, 2024
Summer School Bus Driver	Jackie Rumachik	$22.59 per hour	June 3-27, 2024
Summer School Bus Driver	Jeffrey Scott Bierkness	$21.08 per hour	June 3-27, 2024
Summer School Bus Driver	Michelle Sideris	$20.75 per hour	June 3-27, 2024
Summer School Bus Driver	Dan Walker	$21.00 per hour	June 3-27, 2024
Summer School Bus Driver	Laura Weber	$27.26 per hour	June 3-27, 2024

Summer School Bus Driver	Andrea Wolfe-Schlosser	$30.76 per hour	July 29-August 2, 2024
Summer School Bus Driver	Beverly Zielinski	$28.36 per hour	June 3-27, 2024
Summer School Bus Driver	Rachel Crane	$29.51 per hour	May 28-June 27, 2024
Summer School Bus Driver	Cathy Oddo	$29.51 per hour	June 10-28, 2024
Summer School Bus Driver	Cathy Oddo	$30.76 per hour	July 1-18, 2024
Summer School Bus Driver	Andrea Wolfe-Schlosser	$29.51 per hour	June 17-28, 2024
Summer School Bus Driver	Andrea Wolfe-Schlosser	$30.76 per hour	July 1-12 & July 29-August 2, 2024
Summer School Bus Driver	Sue Kahl	$30.64 per hour	May 28-June 20, 2024
Summer School Bus Driver	Sue Kahl	$31.94 per hour	July 15-August 1, 2024
Summer School Bus Driver	Jon Roth	$20.75 per hour	June 17-27, 2024
Summer School Van Driver	Lori Roeser	$18.90 per hour	June 3-27, 2024
Summer School Bus Aide	Huldah Scott Cole	$15.75 per hour	June 10-28, 2024
Summer School Bus Aide	Huldah Scott Cole	$16.42 per hour	July 1-19, 2024
Summer School Bus Aide	Marcia Fagan	$15.75 per hour	June 17-28, 2024
Summer School Bus Aide	Marcia Fagan	$16.42 per hour	July 1-August 1, 2024
Summer School Bus Aide	Tara Skornia Markus	$16.42 per hour	July 8-August 13, 2024
Summer School Bus Aide	Robin Guerra	$19.17 per hour	May 28-June 28, 2024
Summer School Bus Aide	Robin Guerra	$19.98 per hour	July 1-18, 2024
Summer School Teacher	Megan Brickey	$3,240.00	June 3-27, 2024
Summer School Teacher	Kelli Renfro	$3,240.00	June 3-27, 2024

Resignations	Name	Salary/Reason	Effective Date
ESY Paraprofessional	Sherry Grigsby	$25.00 per hour/ Voluntary	Never Started
ESY Teacher	Tasheia Watkins	$3,240.00/Voluntary	Never Started

Mandated Leaves

Type	Location	Number of Staff
FMLA	O&M	1

HUNTLEY
COMMUNITY SCHOOL DISTRICT 158

Huntley Community School District 158

650 Dr. John Burkey Drive
Algonquin, Illinois 60102
(847) 659-6158 • www.district158.org

To: Board of Education and Administration

From: Mark Altmayer, Chief Financial Officer

Date: June 20, 2024

Subject: **FY25 Tentative Budget & 5-Year Plan - Summary Memorandum**
Board of Education Meeting, June 20, 2024
Action Item

We are pleased to present the FY25 Tentative Budget. This budget continues to reflect the focus and commitment to our staff and students. Draft 1 of the FY25 Budget was presented in April. This draft, versus Draft I, reflects changes in material revenue assumptions, adjustments to various other revenue line items as well as a few material adjustments to various expenditures. Please see below for a detailed chart on the material changes in this budget from the last draft. In addition, the forecast years of FY26-FY29 are presented.

Please note, the majority of this memo remains unchanged from the last Board presentation, as it continues to include assumptions, continued unknowns and risks, additional adjustments and the budget timeline. Over the remaining drafts of the budget, the 5-year plan assumptions will be modified slightly to provide the Board various scenarios under certain assumptions. Unfortunately, because of continued unknowns such as the State's allocation of the Evidence Based Formula, uncertainty continues as there will be future financial implications materially impacting the District's financial position. As this information becomes available, this budget will be modified as appropriate.

A summary of the operating results follows. Please note that for comparative purposes, presented are the FY21 through FY23 Actuals, the FY24 Budget as well as the current FY25 Budget Drafts.

	FY21 Actuals	FY 22 Actuals	FY 23 Actual	FY 24 Budget	FY 25 Budge - Draft I	FY 25 Tentative Budget
Operating Revenues	$ 109,076,678	$ 115,749,184	$ 121,501,303	$ 129,182,658	$ 134,981,449	$ 135,527,008
Operating Expenditures	$ 107,038,957	$ 116,477,309	$ 123,158,926	$ 127,488,898	$ 133,818,020	$ 134,009,276
Operating Surplus (Deficit)	**$ 2,037,721**	**$ (728,125)**	**$ (1,657,623)**	**$ 1,693,760**	**$ 1,163,429**	**$ 1,517,732**
Beginning Fund Balance	$ 36,942,689	$ 39,034,950	$ 38,385,375	$ 36,727,752	$ 38,421,512	$ 38,421,512
Ending Fund Balance	**$ 38,980,410**	**$ 38,306,825**	**$ 36,727,752**	**$ 38,421,512**	**$ 39,584,941**	**$ 39,939,244**
Reserve for Replacement	$ (4,100,000)	$ (4,100,000)	$ (4,100,000)	$ (4,100,000)	$ (4,100,000)	$ (4,100,000)
Unrestricted Fund Balance	$ 34,880,410	$ 34,206,825	$ 32,627,752	$ 34,321,512	$ 35,484,941	$ 35,839,244

650 Dr. John Burkey Drive
Algonquin, Illinois 60102
(847) 659-6158 • www.district158.org

Operational efficiencies continue to be a focus throughout the district. In this budget, several of those operational efficiencies have resulted in expense reduction. Line items such as Telephone, Electric, Software Technology and Curriculum General Purchased Services have been reduced in the FY25 Budget. Other line items such Fuel, Contracted Teacher Services and other operational efficiencies that have been identified will be reduced in subsequent drafts of the budget.

For your review, outlined below is a summary of the FY25 Budget and 5-Year Plan as well as several attachments that will help guide you through the document.

The following documents supporting the District's FY25 Budget Draft I & 5-Year Plan are as follows:

I. Budget & 5-Year Plan Assumptions & Summary - Below

II. The FY25 Tentative Budget & 5-Year Plan - Draft I by Fund – This document includes Aggregate Operating Projections for the Operating Funds and summaries of each fund as well as Charts and Graphs providing a visual perspective of the FY25 Budget.

Modifications of the FY25 Budget

Draft 1 of the FY25 Budget had numerous material modifications to Property Taxes, State Revenues, Health Insurance, Salaries & Benefits, adjustments related to operational efficiencies as well as various other material line items. This draft reflects the following material modifications from Draft I of the FY25 Budget.

Revenues	**Fav(Unfav)**	
Interest Earnings	500,000	Increased based upon current laddered investments
Impact Fees **(Fund 60)**	500,000	Increased based upon trended actuals in FY24
Increase in Revenues	**1,000,000**	

Expenses	**Fav(Unfav)**	
Extra Duty	(110,000)	Increase based upon FY24 trended actuals
Substitute Teaching	(250,000)	Increase based upon FY24 trended actuals
TRS Expense	(135,000)	Increase due to the increase based upon salary and contract changes
WC & Prop Liab Insurance	46,000	Decrease based upon actual FY25 premiums
Electric	50,000	Decrease based upon FY24 trended actuals
Teacher Contracted	200,000	Reduced based on estimated needs in FY25
Increase in Expenses	**(199,000)**	

650 Dr. John Burkey Drive
Algonquin, Illinois 60102
(847) 659-6158 • www.district158.org

Budget Assumptions & Summary

As with prior years, the FY25 Tentative Budget continues to reflect the strategic plan of the District. This Budget Draft includes annual funds to cover the replacement of Chromebooks, additional resources as a result of increased needs in Curriculum and Special Education, ongoing maintenance projects in line with the District's Deferred Maintenance Plan as well as technology infrastructure upgrades and replacement.

The FY25 Tentative Budget reflects the following material assumptions:

Revenue Assumptions

- ✓ The final 2023 Levy has been approved by the Board as well as finalized by Kane & McHenry Counties. As such, the levy has been extended at 5.0% with New Construction at $31.48M for the 2023 levy. In addition, CPI is capped for the 2024 Levy at 3.4%, which is reflected within this draft. Furthermore, New Construction is estimated at $15M down to $12.5M in the out years, with the remaining years of CPI estimated to decline from 2.3% to 2% by FY29. ***We will modify this assumption to a lower CPI in the next budget draft to provide further insight for the forecast years.***
- ✓ As part of the 2023 levy and the legislative PTAB Adjustment and Certificate of Error Bill that was passed a few years ago, the revenue recapture approximates $153k which has been included within this draft.
- ✓ State funding reflects the annual hold harmless with the additional Evidence Based Funding Model (EBF) of $2.82M per year. ***Please note, during fiscal year 2023, the District moved from Tier II to Tier I adequacy level. In addition, in fiscal year 2024, as a result of districts' movement within the State's EBF funding formula, the District's increase in funding level from the State increased from $1.23M per year to $2.82M per year. For FY25, the District anticipates these dollars to remain approximately the same for FY25 decreasing back to $1.23M in the forecast years. Administration will continue to monitor this and adjust as appropriate.***
- ✓ State Categorical Funding remains relatively flat with the FY25 Budget, with the District budgeting the receipt of all four payments and continuing this trend through the forecast years.
- ✓ FY25 Interest earnings are budgeted to increase $500k over the FY24 Budget at $1.0M based upon current market conditions. Based upon current investments and trends, this may be adjusted again as we get closer to finalizing the budget.

In addition, please note that with the Coronavirus Aid, Relief, and Economic Security (CARES) Act, the District received several allocations under Title I, Part A of the Elementary and Secondary Education Act (ESSER). In prior years, these funds and the related expenditures were budgeted accordingly. In FY25, the majority of these funds, approximating $1.38M have expired. As such, the related revenues and expenditures have been eliminated.

650 Dr. John Burkey Drive
Algonquin, Illinois 60102
(847) 659-6158 • www.district158.org

Expenditure Assumptions

- ✓ ***Salaries reflect the District's collective bargaining agreements (CBA) and remain flat at 3.5% throughout the forecast years not under agreement. Non-union employees are budgeted to follow the HESPA CBA. In addition, estimated savings associated with HEA retirements over the contract period have been reflected.***
- ✓ For FY25 and throughout the forecast years, due to the rising cost of healthcare, and this past years' experience, Health Insurance is budgeted to increase approximately 15.4% from the FY24Budget of $12.3M to $14.2M in FY25, with a 7% annual increase in the forecast years. ***Additional information regarding Health Insurance follows.***
- ✓ Property & Liability and Workers Compensation Insurance is budgeted to actual for FY25 and at a 5% increase throughout the forecast years.
- ✓ Technology Equipment and Curriculum Materials and Adoptions reflect each department's 5-Year Plan forecast based on anticipated needs such as technology infrastructure replacement and/or curriculum needs and adoptions.
- ✓ Capital Expenditures for Operations and Maintenance are budgeted at $2.3M and approximates an $800k decrease from prior year. Large capital projects expected for FY25 primarily include asphalt repair and replacement and carpet replacement at various buildings throughout the district. Please note, that this may change depending upon additional needs identified and/or unknown budget constraints that arise.

The FY25 Tentative Budget reflects an Operating surplus of approximately $1.51M. Please note, additional risks and challenges remain. Please see below.

Budget Summary

Revenues
FY25 Operating Revenues are budgeted to increase approximately $6.3M or 4.91%.

Local Revenues are expected to increase by $5.1M, primarily the result of an increase in levy dollars of $4.6M and $500k of Interest Earnings.

Property Tax Revenues are budgeted to increase $4.6M primarily the result of the 2023 Levy combined with the revenue assumption inputs above for CPI and new construction.

State Revenues are increasing by approximately $2.8M the result of the annual increase in the State's Evidence Based Funding (EBF) formula.

Federal Revenues are expected to decrease by approximately ($1.63M), primarily driven by the reduction of ESSER and ARP dollars of $1.38M. Other Federal revenue, such as Medicaid is budgeted to decline approximately $200k based upon current collections and the revised funding formula for Medicaid.

650 Dr. John Burkey Drive
Algonquin, Illinois 60102
(847) 659-6158 • www.district158.org

Expenses
Operating Expenditures are budgeted to increase approximately $6.5M versus the FY24 Budget, primarily driven by the increase in Salaries & Benefits offset by the decrease in the related ARP and ESSER dollars noted above. Please see below:

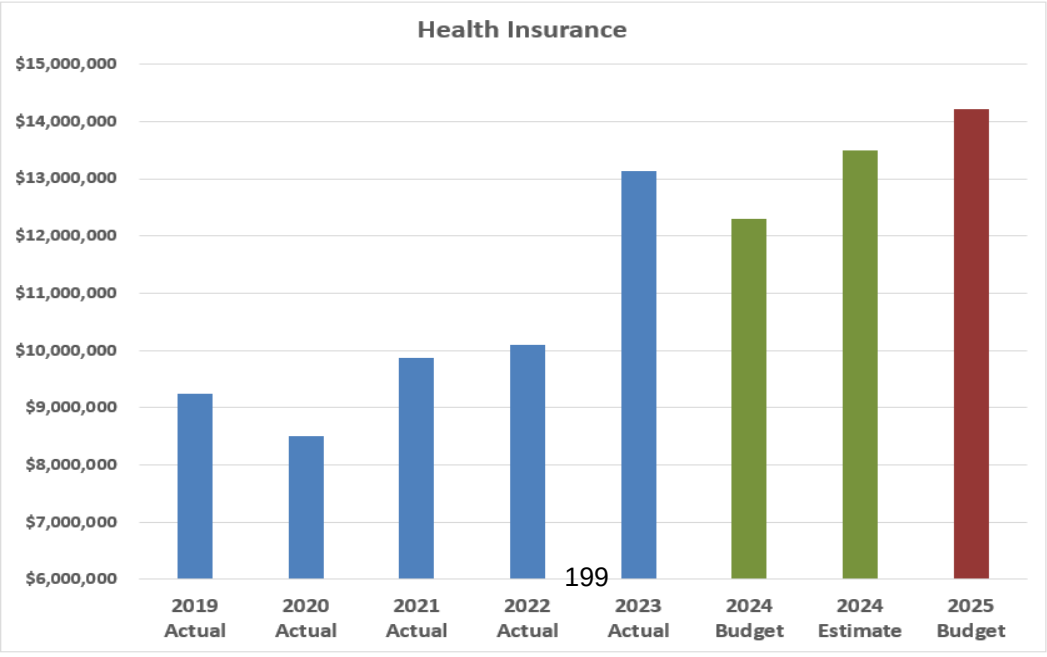
Salaries and Benefits within the FY25 Tentative Budget increased $7.5M due to the following:

- ✓ HEA, HESPA and Non-Union salary increases of approximately $4.6M.
- ✓ Benefits increased $2.5M primarily due to the 15.4% increase in Health Insurance approximating $1.9M as well as the in TRS and IMRF related to salary increase.

Health Insurance
The FY25 Tentative Budget for Health Insurance approximates $14.2M, or 10.6% of the District's budget. A history of Healthcare Expenses dating back to FY2019 follows. Over the last several years, the District has experienced a significant increase in medical claims. The 2025 Budget is based upon our current trended claims for FY24, plus an additional 7% for FY 2025. As we get closer to finalizing the FY25 Budget, this number will be modified as needed.

Below is a chart that outlines Health Insurance Claims from FY19 through the FY25 Budget. FY24 is presented as both the FY24 Budget and the year-end estimate. In addition, please note that with the FY21-24 HEA Contract, the % of Health Insurance covered by the district, for E+1 and Family, increased to 75% from 70% starting January 1, 2023 which did increase the Board paid insurance. Furthermore, in FY23, the District experienced a significant increase in Health Claims, the result of a combination of delays in healthcare as a result of COVID and a significant increase in the number of large claimants (those with claims in excess of $50k). In FY24, the District continues to have a significant number of large claimants resulting in increased costs.

5 Year-History of Health Insurance Expense



650 Dr. John Burkey Drive
Algonquin, Illinois 60102
(847) 659-6158 • www.district158.org

Purchased Services is budgeted to decrease approximately ($560k) over the FY24 Budget primarily due to a ($305k) decrease in ESSER/ARP related expenditures, a decrease in Teacher Contracted Services by ($200k) a decrease in Buildings Small Projects by ($125k), a decrease of ($100k) in Curriculum General Purchased Services, a decrease in Telephone by approximately ($96k), a decrease in Property & Liability Insurance by ($46k) offset by an estimated $141k increase in purchased services within the Technology Department, $60k increase in the needs of Testing & assessment and an approximate $53k increase in Contract Custodial.

Supplies & Materials is budgeted to increase $331k versus the FY24 Budget driven by a decrease in ESSER/ARP related expenditures of approximately ($240k), a decrease in Software technology of ($180k), a decrease in Electricity of $($50k) offset by an increase in Natural Gas of $58k, New Adoptions of $500k for a planned literacy adoption) and an increase in Technology Inventory Equipment of $242k.

Capital Outlay is currently budgeted to decrease ($795k) versus the FY24 Budget at $3.5M. The budgeted amount for FY25 will address $1.1M of additional buses (see above), asphalt repair and replacement and new carpeting at various buildings throughout the district. As more information is received from the State as well as the overall budget position, the Capital Outlay line item will be evaluated and adjusted as appropriate.

Other Objects is currently budgeted to remain flat with the FY24 Budget. Other Objects cover expenses such as Private Facility, Room & Board, and Out of District Tuition and will be adjusted in future budget drafts.

As a result, the FY25 Budget Draft I reflects a current Operating Surplus of $1.51M. Please know that this amount will change as a result of future unknowns and adjustments. Please see below.

Continued Unknowns and Risks with the FY25 Budget:

- State revenues (EBF) have yet to be finalized. There is no guarantee that we will remain Tier I and there is no guarantee that the District will receive a similar allotment as prior year. The State did approve its budget, setting aside the standard annual $350M in additional education funding, but has yet to finalize the Evidence Based Funding Calculation. As more information becomes available, the Budget will be adjusted.
- Special education costs associated with Private Tuition and Room & Board will not be finalized until August when all placements are solidified.
- Health Insurance and the related risks associated with being self-insured are always uncertain.
- The overall health of the economy and the related financial impact (next year's CPI, interest earnings, new construction, etc.)

650 Dr. John Burkey Drive
Algonquin, Illinois 60102
(847) 659-6158 • www.district158.org

Future Adjustments

- ✓ All other State Grants including final State funding
- ✓ Finalizing the Transportation Claim
- ✓ Capital Expenditures such as Buses and other Operational Needs. This will be finalized in the next draft of the Budget
- ✓ The IDEA Grant
- ✓ Other Federal Funding, Title Grants, National School Lunch, etc.
- ✓ Final Special Education estimates
- ✓ Department Allocations – Once the Budget is near final, each Department will have the opportunity to reclass budgeted expenditures between accounts within their budget based on their estimated need; i.e., supplies, travel, dues & fees, etc.

Budget Timeline

The budget timeline for presenting and submitting a final FY25 Budget in September, 2024 follows:

June – Tentative Budget presented
July – Updates as needed
August – Display draft of the FY25 Budget presented
September – Final Budget adopted by the Board

5-Year Plan

The attached budget document includes 5-Year Plan information for the years FY25-FY29. The Forecast years of FY26-29 are presented with input assumptions for material revenues and expenditures. Beyond FY25, material line items from Curriculum, Operations and Maintenance and Technology have been adjusted, reflecting each department's 5-year needs. For example, the Operation's & Maintenance Department has outlined their capital needs over the next 5 years in line with our Deferred Maintenance Plan, which includes such things as asphalt repair and replacement, mechanical needs as well as carpet replacement. Thus, this forecast currently reflects the all needs in of the district.

Please note, this plan does not currently reflect future budget cuts, including headcount reductions related to declining enrollment. Over the next several drafts of the Budget, as amounts are finalized, we will review various scenarios with the Board.

If you have any questions, comments and/or suggestions, please feel free to reach out to me before the upcoming meeting.

HUNTLEY

COMMUNITY SCHOOL DISTRICT 158

FY25 Tentative Budget

Presented: June 20, 2024



Huntley Community School District 158 | Tentative Budget FY25 - 062024

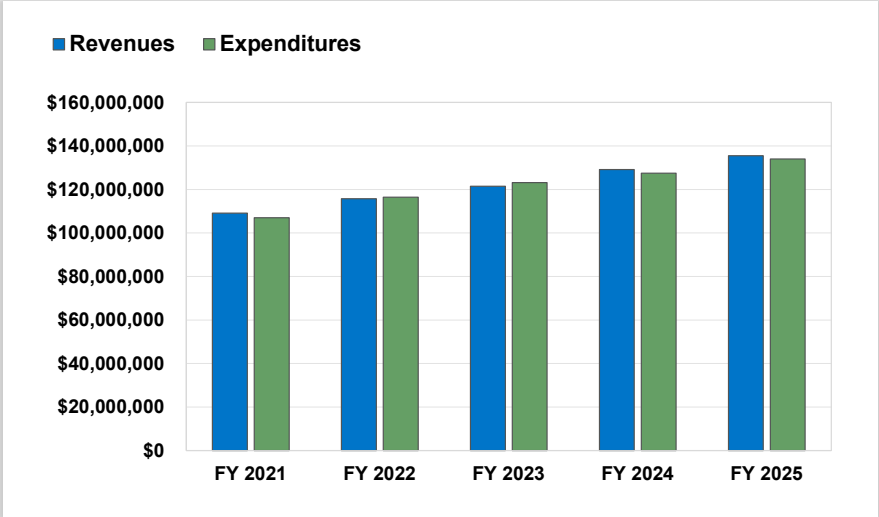
Historical Summary

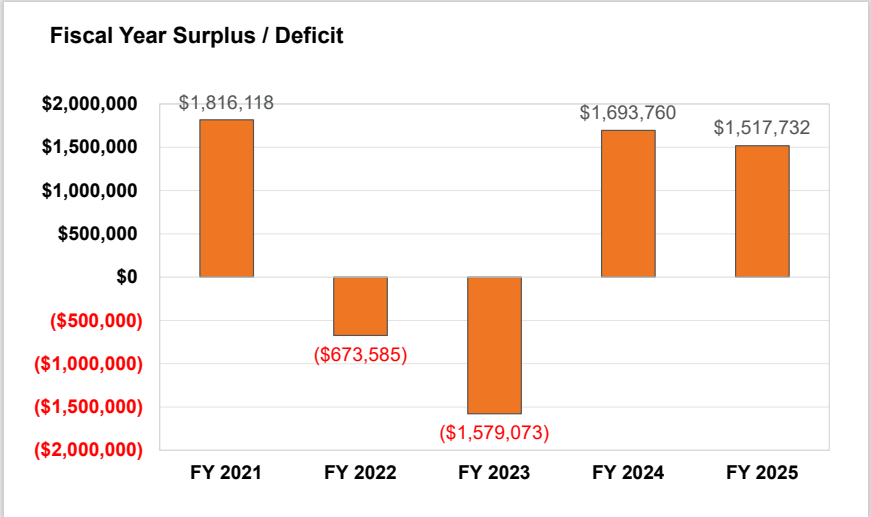
	AFR FY 2021	AFR FY 2022	% Δ	AFR FY 2023	% Δ	BUDGET FY 2024	PROJECTED FY 2025	$ Δ	% Δ
REVENUE									
Local	$71,102,866	$74,547,146	4.84%	$80,573,538	8.08%	$85,876,808	$91,024,906	$5,148,099	5.99%
State	$32,180,026	$33,583,579	4.36%	$34,002,315	1.25%	$37,750,481	$40,583,939	$2,833,458	7.51%
Federal	$5,793,786	$7,618,459	31.49%	$6,925,450	-9.10%	$5,555,369	$3,918,163	($1,637,206)	-29.47%
Other	$0	$0		$0		$0	$0	$0	
TOTAL REVENUE	**$109,076,678**	**$115,749,184**	**6.12%**	**$121,501,303**	**4.97%**	**$129,182,658**	**$135,527,008**	**$6,344,351**	**4.91%**
EXPENDITURES									
Salary and Benefit Costs	$83,921,871	$88,712,354	5.71%	$95,297,992	7.42%	$98,058,705	$105,576,795	$7,518,089	7.67%
Other	$23,117,086	$27,764,955	20.11%	$27,860,934	0.35%	$29,430,192	$28,432,481	($997,711)	-3.39%
TOTAL EXPENDITURES	**$107,038,957**	**$116,477,309**	**8.82%**	**$123,158,926**	**5.74%**	**$127,488,898**	**$134,009,276**	**$6,520,378**	**5.11%**
SURPLUS / DEFICIT	**$2,037,721**	**($728,125)**		**($1,657,623)**		**$1,693,760**	**$1,517,732**	**($176,028)**	
OTHER FINANCING SOURCES / USES									
Other Financing Sources	$6,065	$107,616		$153,602		$0	$0	$0	
Other Financing Uses	($227,668)	($53,076)		($75,052)		$0	$0	$0	
TOTAL OTHER FIN. SOURCES / USES	**($221,603)**	**$54,540**		**$78,550**		**$0**	**$0**	**$0**	
SURPLUS / DEFICIT INCL. OTHER FIN. SOURCES	**$1,816,118**	**($673,585)**		**($1,579,073)**		**$1,693,760**	**$1,517,732**	**($176,028)**	
BEGINNING FUND BALANCE	**$38,145,320**	**$38,980,410**		**$38,306,825**		**$36,727,752**	**$38,421,512**	**$1,693,760**	
AUDIT ADUSTMENTS TO FUND BALANCE	($981,028)	$0		$0		$0	$0		
YEAR END BALANCE	**$38,980,410**	**$38,306,825**		**$36,727,752**		**$38,421,512**	**$39,939,244**	**$1,517,732**	
FUND BALANCE AS % OF EXPENDITURES	**36.42%**	**32.89%**		**29.82%**		**30.14%**	**29.80%**		
FUND BALANCE AS # OF MONTHS OF EXPEND.	**4.37**	**3.95**		**3.58**		**3.62**	**3.58**		

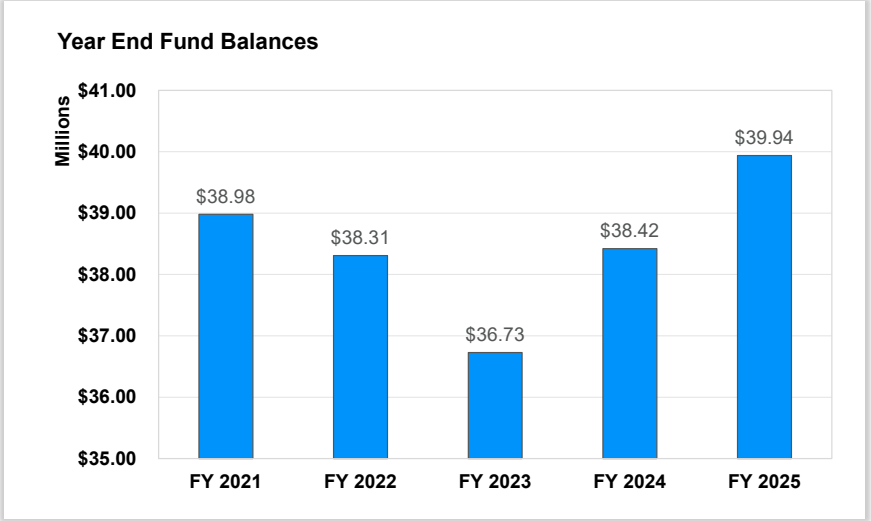
frontline education

Huntley Community School District 158 | Tentative Budget FY25 - 062024

Historical Summary





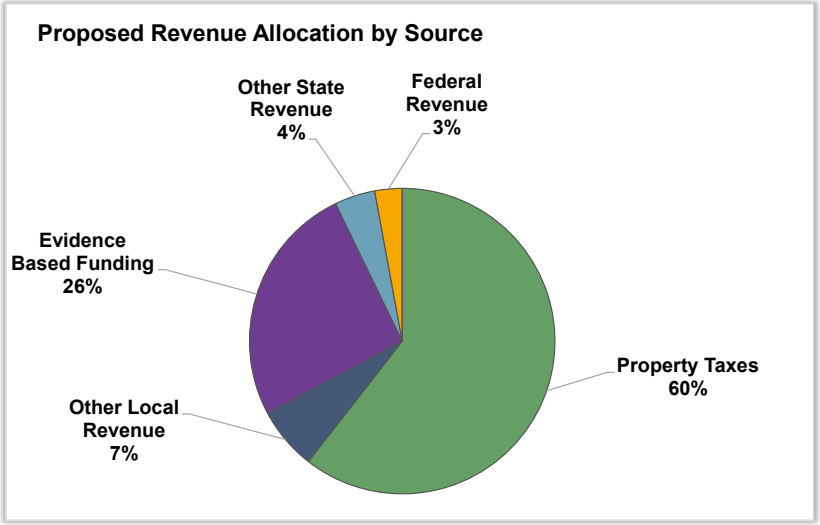


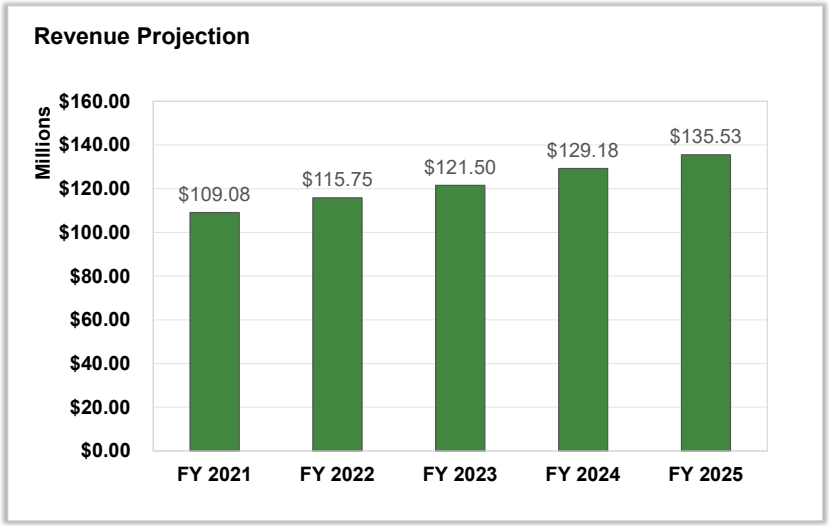
frontline education

Huntley Community School District 158 | Tentative Budget FY25 - 062024

Revenue Analysis

	AFR FY 2021	AFR FY 2022	% Δ	AFR FY 2023	% Δ	BUDGET FY 2024	PROJECTED FY 2025	$ Δ	% Δ
LOCAL									
Property Taxes	$68,324,953	$70,763,266	3.57%	$73,094,718	3.29%	$77,448,228	$82,050,767	$4,602,539	5.94%
Other Local Revenue	$2,777,913	$3,783,880	36.21%	$7,478,820	97.65%	$8,428,580	$8,974,139	$545,560	6.47%
TOTAL LOCAL REVENUE	**$71,102,866**	**$74,547,146**	**4.84%**	**$80,573,538**	**8.08%**	**$85,876,808**	**$91,024,906**	**$5,148,099**	**5.99%**
STATE									
Evidence Based Funding	$27,124,835	$27,885,072	2.80%	$29,136,378	4.49%	$31,938,661	$34,761,677	$2,823,016	8.84%
Other State Revenue	$5,055,191	$5,698,507	12.73%	$4,865,937	-14.61%	$5,811,820	$5,822,262	$10,442	0.18%
TOTAL STATE REVENUE	**$32,180,026**	**$33,583,579**	**4.36%**	**$34,002,315**	**1.25%**	**$37,750,481**	**$40,583,939**	**$2,833,458**	**7.51%**
TOTAL FEDERAL REVENUE	**$5,793,786**	**$7,618,459**	**31.49%**	**$6,925,450**	**-9.10%**	**$5,555,369**	**$3,918,163**	**($1,637,206)**	**-29.47%**
FLOW-THROUGH REVENUE	**$0**	**$0**		**$0**		**$0**	**$0**	**$0**	
TOTAL REVENUE	**$109,076,678**	**$115,749,184**	**6.12%**	**$121,501,303**	**4.97%**	**$129,182,658**	**$135,527,008**	**$6,344,351**	**4.91%**





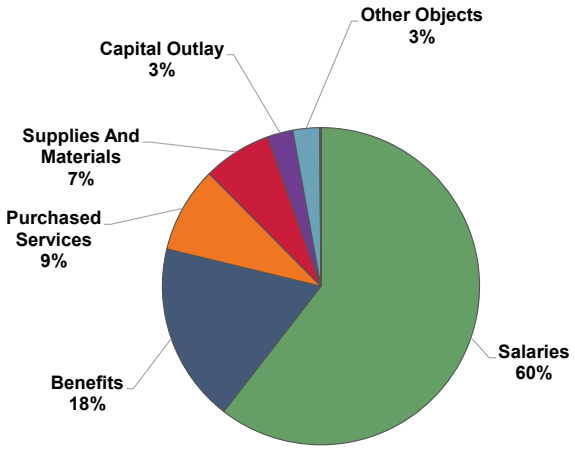
frontline education

Huntley Community School District 158 | Tentative Budget FY25 - 062024

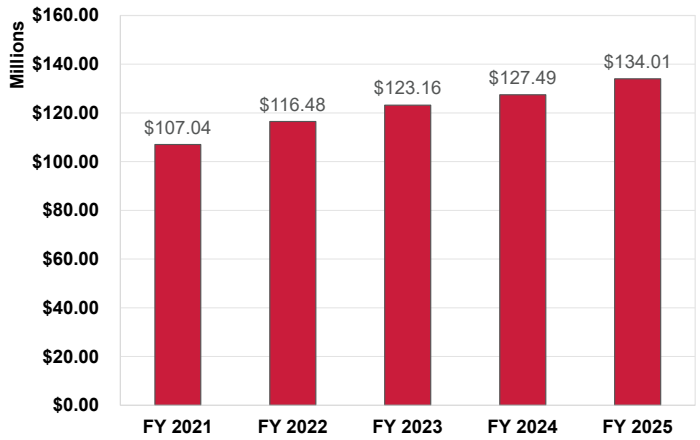
Expenditure Analysis

	AFR FY 2021	AFR FY 2022	% Δ	AFR FY 2023	% Δ	BUDGET FY 2024	PROJECTED FY 2025	$ Δ	% Δ
Salaries	$67,155,964	$69,901,959	4.09%	$73,519,849	5.18%	$76,095,845	$81,071,717	$4,975,872	6.54%
Benefits	$16,765,907	$18,810,395	12.19%	$21,778,143	15.78%	$21,962,860	$24,505,078	$2,542,218	11.58%
TOTAL SALARIES & BENEFITS	**$83,921,871**	**$88,712,354**	5.71%	**$95,297,992**	7.42%	**$98,058,705**	**$105,576,795**	**$7,518,089**	7.67%
Purchased Services	$9,342,790	$10,853,062	16.17%	$13,710,426	26.33%	$12,316,750	$11,756,137	($560,613)	-4.55%
Supplies And Materials	$7,977,904	$9,308,934	16.68%	$7,838,148	-15.80%	$9,043,788	$9,375,057	$331,269	3.66%
Capital Outlay	$3,175,968	$5,341,423	68.18%	$3,600,243	-32.60%	$4,275,972	$3,480,105	($795,867)	-18.61%
Other Objects	$2,442,948	$2,119,571	-13.24%	$2,563,901	20.96%	$3,619,730	$3,647,230	$27,500	0.76%
Non-Capitalized Equipment	$177,476	$141,965	-20.01%	$148,216	4.40%	$173,952	$173,952	$0	0.00%
Termination Benefits	$0	$0		$0		$0	$0	$0	
Provision For Contingencies	$0	$0		$0		$0	$0	$0	
TOTAL ALL OTHER	**$23,117,086**	**$27,764,955**	20.11%	**$27,860,934**	0.35%	**$29,430,192**	**$28,432,481**	**($997,711)**	-3.39%
TOTAL EXPENDITURES	**$107,038,957**	**$116,477,309**	8.82%	**$123,158,926**	5.74%	**$127,488,898**	**$134,009,276**	**$6,520,378**	5.11%

Proposed Expenditure Allocation by Object



Expenditure Projection



frontline education

Educational | O & M | Transportation | IMRF / SS | Working Cash | Tort

Huntley Community School District 158 | Tentative Budget FY25 - 062024

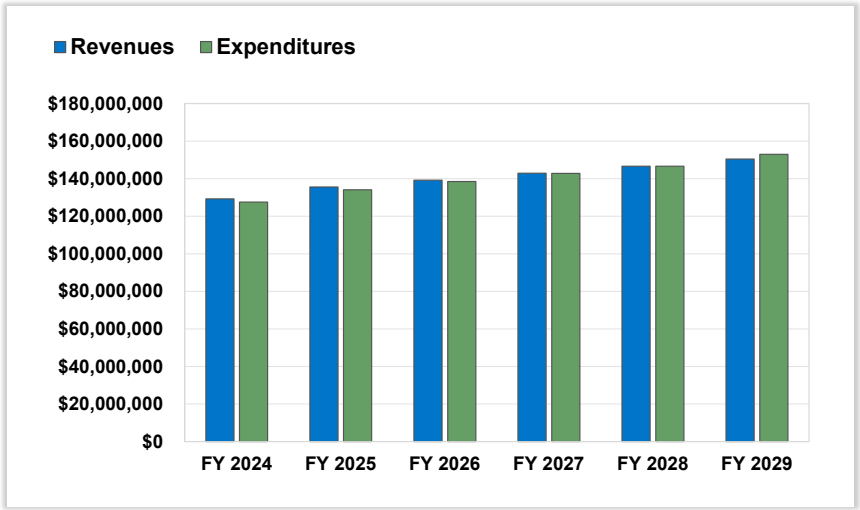
Projection Summary

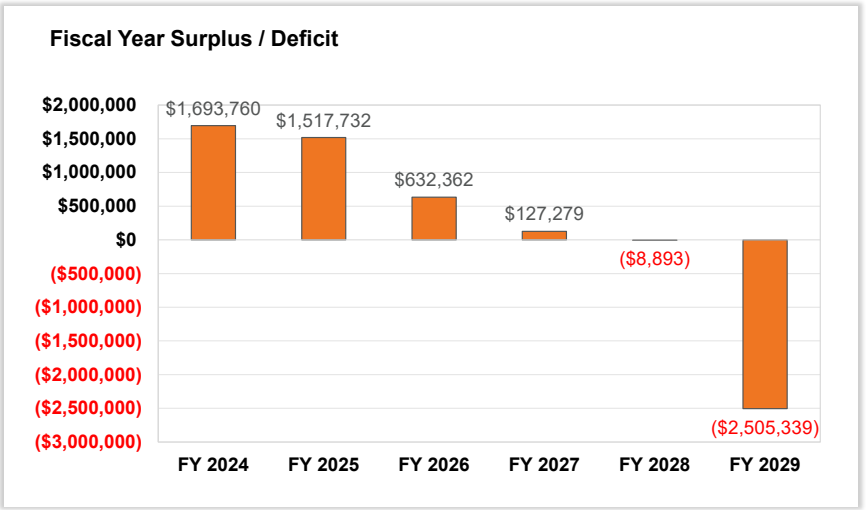
	BUDGET FY 2024	PROJECTED FY 2025	% Δ	PROJECTED FY 2026	% Δ	PROJECTED FY 2027	% Δ	PROJECTED FY 2028	% Δ	PROJECTED FY 2029	% Δ
REVENUE											
Local	$85,876,808	$91,024,906	5.99%	$93,424,655	2.64%	$95,942,313	2.69%	$98,454,536	2.62%	$101,021,144	2.61%
State	$37,750,481	$40,583,939	7.51%	$41,813,939	3.03%	$43,043,939	2.94%	$44,273,939	2.86%	$45,503,939	2.78%
Federal	$5,555,369	$3,918,163	-29.47%	$3,918,163	0.00%	$3,918,163	0.00%	$3,918,163	0.00%	$3,918,163	0.00%
Other	$0	$0		$0		$0		$0		$0	
TOTAL REVENUE	**$129,182,658**	**$135,527,008**	**4.91%**	**$139,156,757**	**2.68%**	**$142,904,415**	**2.69%**	**$146,646,638**	**2.62%**	**$150,443,246**	**2.59%**
EXPENDITURES											
Salary and Benefit Costs	$98,058,705	$105,576,795	7.67%	$111,218,632	5.34%	$115,158,458	3.54%	$119,538,372	3.80%	$124,214,982	3.91%
Other	$29,430,192	$28,432,481	-3.39%	$27,305,762	-3.96%	$27,618,678	1.15%	$27,117,158	-1.82%	$28,733,602	5.96%
TOTAL EXPENDITURES	**$127,488,898**	**$134,009,276**	**5.11%**	**$138,524,394**	**3.37%**	**$142,777,136**	**3.07%**	**$146,655,530**	**2.72%**	**$152,948,585**	**4.29%**
SURPLUS / DEFICIT	**$1,693,760**	**$1,517,732**		**$632,362**		**$127,279**		**($8,893)**		**($2,505,339)**	
OTHER FINANCING SOURCES / USES											
Other Financing Sources	$0	$0		$0		$0		$0		$0	
Other Financing Uses	$0	$0		$0		$0		$0		$0	
TOTAL OTHER FIN. SOURCES / USES	**$0**	**$0**		**$0**		**$0**		**$0**		**$0**	
SURPLUS / DEFICIT INCL. OTHER FIN. SOURCES	**$1,693,760**	**$1,517,732**		**$632,362**		**$127,279**		**($8,893)**		**($2,505,339)**	
BEGINNING FUND BALANCE	**$36,727,752**	**$38,421,512**		**$39,939,244**		**$40,571,607**		**$40,698,885**		**$40,689,992**	
AUDIT ADUSTMENTS TO FUND BALANCE	$0	$0		$0		$0		$0		$0	
PROJECTED YEAR END BALANCE	**$38,421,512**	**$39,939,244**		**$40,571,607**		**$40,698,885**		**$40,689,992**		**$38,184,654**	
FUND BALANCE AS % OF EXPENDITURES	**30.14%**	**29.80%**		**29.29%**		**28.51%**		**27.75%**		**24.97%**	
FUND BALANCE AS # OF MONTHS OF EXPEND.	**3.62**	**3.58**		**3.51**		**3.42**		**3.33**		**3.00**	

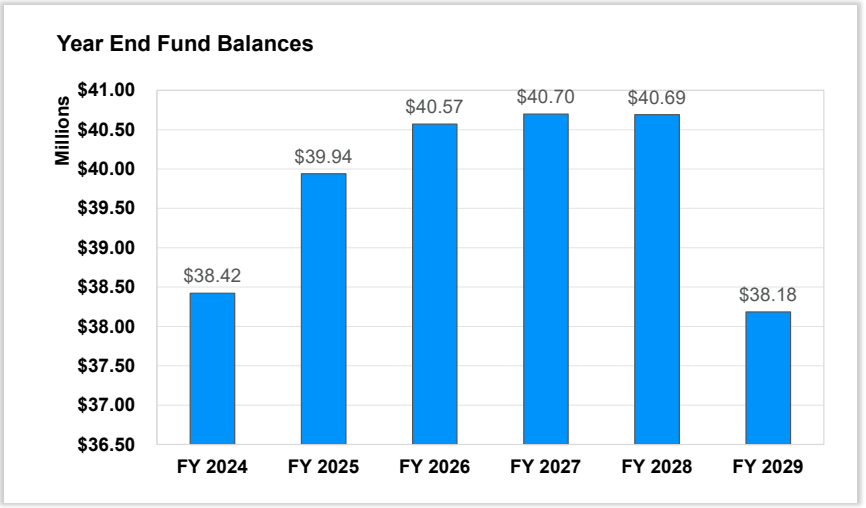
frontline Analytics

Huntley Community School District 158 | Tentative Budget FY25 - 062024

Projection Summary



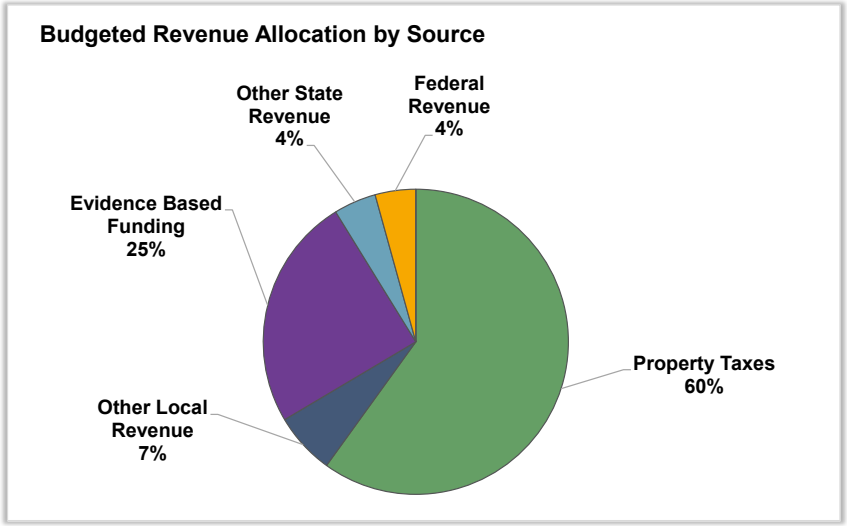


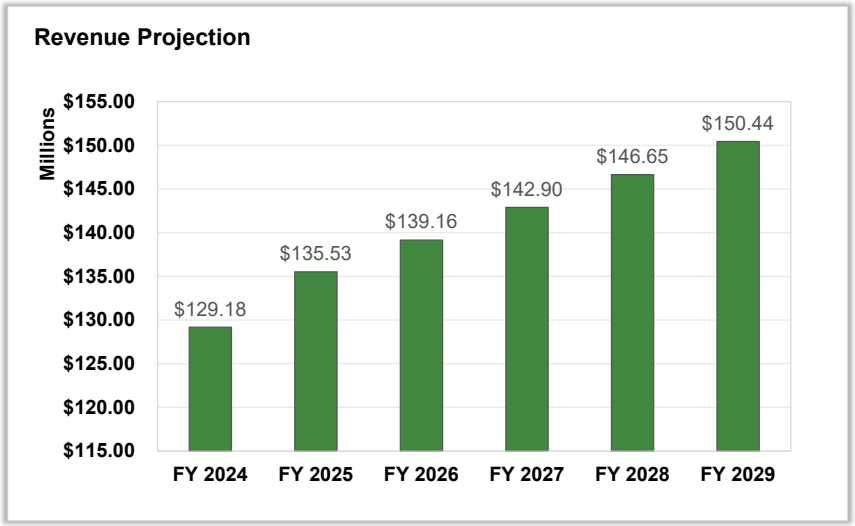


Huntley Community School District 158 | Tentative Budget FY25 - 062024

Revenue Analysis

	BUDGET FY 2024	PROJECTED FY 2025	% Δ	PROJECTED FY 2026	% Δ	PROJECTED FY 2027	% Δ	PROJECTED FY 2028	% Δ	PROJECTED FY 2029	% Δ
LOCAL											
Property Taxes	$77,448,228	$82,050,767	5.94%	$84,996,075	3.59%	$87,513,733	2.96%	$90,025,956	2.87%	$92,592,564	2.85%
Other Local Revenue	$8,428,580	$8,974,139	6.47%	$8,428,580	-6.08%	$8,428,580	0.00%	$8,428,580	0.00%	$8,428,580	0.00%
TOTAL LOCAL REVENUE	**$85,876,808**	**$91,024,906**	**5.99%**	**$93,424,655**	**2.64%**	**$95,942,313**	**2.69%**	**$98,454,536**	**2.62%**	**$101,021,144**	**2.61%**
STATE											
Evidence Based Funding	$31,938,661	$34,761,677	8.84%	$35,991,677	3.54%	$37,221,677	3.42%	$38,451,677	3.30%	$39,681,677	3.20%
Other State Revenue	$5,811,820	$5,822,262	0.18%	$5,822,262	0.00%	$5,822,262	0.00%	$5,822,262	0.00%	$5,822,262	0.00%
TOTAL STATE REVENUE	**$37,750,481**	**$40,583,939**	**7.51%**	**$41,813,939**	**3.03%**	**$43,043,939**	**2.94%**	**$44,273,939**	**2.86%**	**$45,503,939**	**2.78%**
TOTAL FEDERAL REVENUE	**$5,555,369**	**$3,918,163**	**-29.47%**	**$3,918,163**	**0.00%**	**$3,918,163**	**0.00%**	**$3,918,163**	**0.00%**	**$3,918,163**	**0.00%**
FLOW-THROUGH REVENUE	**$0**	**$0**		**$0**		**$0**		**$0**		**$0**	
TOTAL REVENUE	**$129,182,658**	**$135,527,008**	**4.91%**	**$139,156,757**	**2.68%**	**$142,904,415**	**2.69%**	**$146,646,638**	**2.62%**	**$150,443,246**	**2.59%**





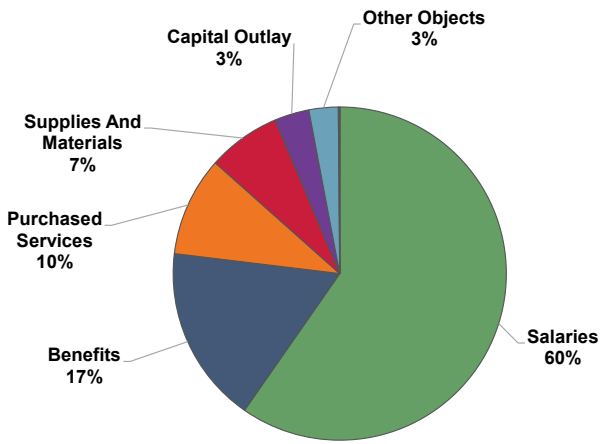
frontline Analytics

Huntley Community School District 158 | Tentative Budget FY25 - 062024

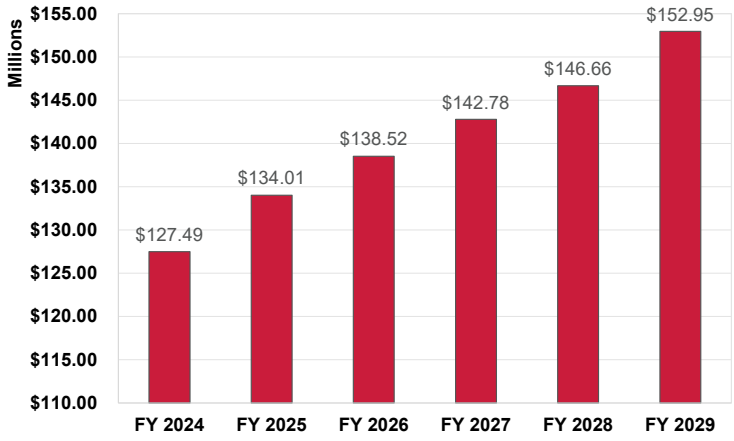
Expenditure Analysis

	BUDGET FY 2024	PROJECTED FY 2025	% Δ	PROJECTED FY 2026	% Δ	PROJECTED FY 2027	% Δ	PROJECTED FY 2028	% Δ	PROJECTED FY 2029	% Δ
Salaries	$76,095,845	$81,071,717	6.54%	$85,247,872	5.15%	$87,800,931	2.99%	$90,658,589	3.25%	$93,719,764	3.38%
Benefits	$21,962,860	$24,505,078	11.58%	$25,970,760	5.98%	$27,357,527	5.34%	$28,879,783	5.56%	$30,495,218	5.59%
TOTAL SALARIES & BENEFITS	**$98,058,705**	**$105,576,795**	7.67%	**$111,218,632**	5.34%	**$115,158,458**	3.54%	**$119,538,372**	3.80%	**$124,214,982**	3.91%
Purchased Services	$12,316,750	$11,756,137	-4.55%	$11,779,398	0.20%	$11,849,491	0.60%	$11,924,098	0.63%	$12,003,413	0.67%
Supplies And Materials	$9,043,788	$9,375,057	3.66%	$9,252,182	-1.31%	$8,480,251	-8.34%	$8,595,251	1.36%	$9,060,251	5.41%
Capital Outlay	$4,275,972	$3,480,105	-18.61%	$2,453,000	-29.51%	$3,467,754	41.37%	$2,776,627	-19.93%	$3,848,756	38.61%
Other Objects	$3,619,730	$3,647,230	0.76%	$3,647,230	0.00%	$3,647,230	0.00%	$3,647,230	0.00%	$3,647,230	0.00%
Non-Capitalized Equipment	$173,952	$173,952	0.00%	$173,952	0.00%	$173,952	0.00%	$173,952	0.00%	$173,952	0.00%
Termination Benefits	$0	$0		$0		$0		$0		$0	
Provision For Contingencies	$0	$0		$0		$0		$0		$0	
TOTAL ALL OTHER	**$29,430,192**	**$28,432,481**	-3.39%	**$27,305,762**	-3.96%	**$27,618,678**	1.15%	**$27,117,158**	-1.82%	**$28,733,602**	5.96%
TOTAL EXPENDITURES	**$127,488,898**	**$134,009,276**	5.11%	**$138,524,394**	3.37%	**$142,777,136**	3.07%	**$146,655,530**	2.72%	**$152,948,585**	4.29%

Budgeted Expenditure Allocation by Object



Expenditure Projection



frontline Analytics

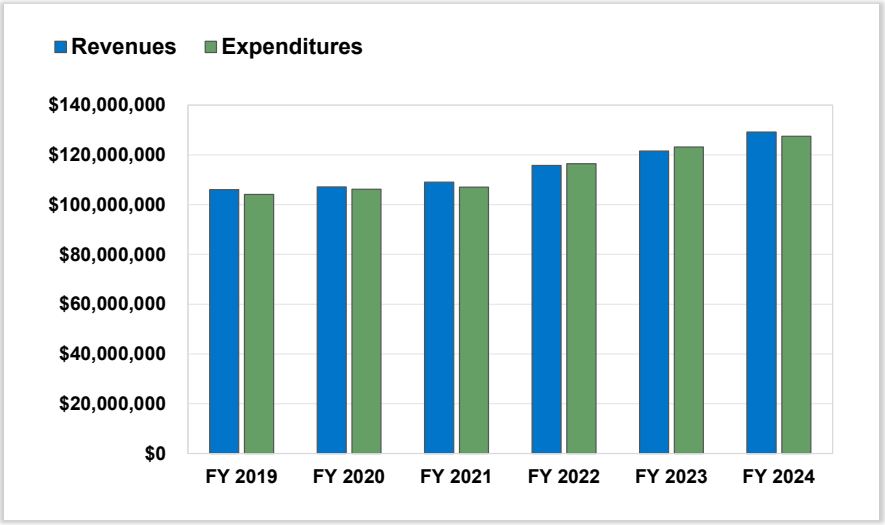
Huntley Community School District 158 | Tentative Budget FY25 - 062024

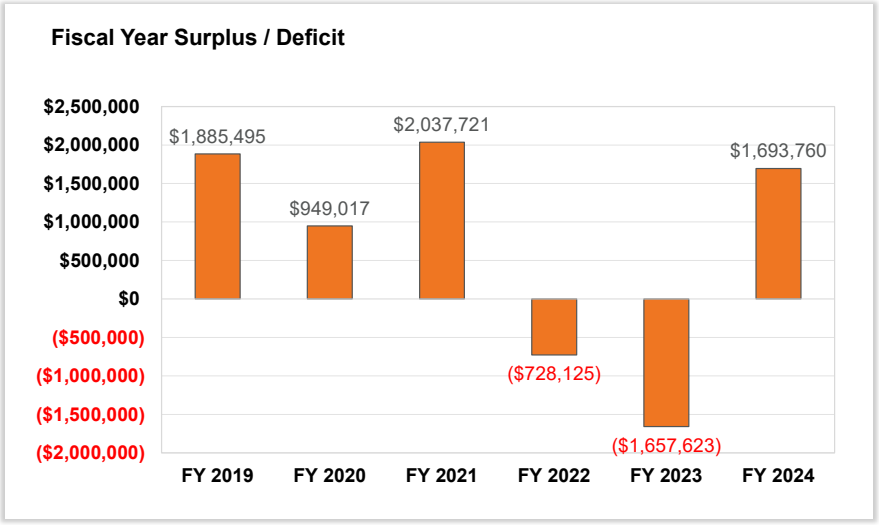
Historical Summary

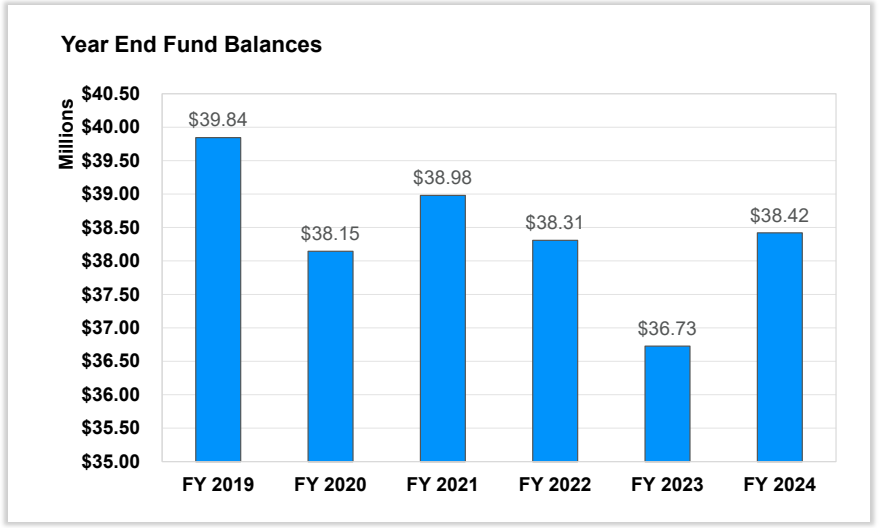
	AFR FY 2019	AFR FY 2020	% Δ	AFR FY 2021	% Δ	AFR FY 2022	% Δ	AFR FY 2023	% Δ	BUDGET FY 2024	% Δ
REVENUE											
Local	$71,124,832	$71,756,935	0.89%	$71,102,866	-0.91%	$74,547,146	4.84%	$80,573,538	8.08%	$85,876,808	6.58%
State	$31,269,522	$32,115,695	2.71%	$32,180,026	0.20%	$33,583,579	4.36%	$34,002,315	1.25%	$37,750,481	11.02%
Federal	$3,608,856	$3,246,551	-10.04%	$5,793,786	78.46%	$7,618,459	31.49%	$6,925,450	-9.10%	$5,555,369	-19.78%
Other	$0	$0		$0		$0		$0		$0	
TOTAL REVENUE	**$106,003,210**	**$107,119,181**	**1.05%**	**$109,076,678**	**1.83%**	**$115,749,184**	**6.12%**	**$121,501,303**	**4.97%**	**$129,182,658**	**6.32%**
EXPENDITURES											
Salary and Benefit Costs	$78,658,817	$80,703,668	2.60%	$83,921,871	3.99%	$88,712,354	5.71%	$95,297,992	7.42%	$98,058,705	2.90%
Other	$25,458,898	$25,466,496	0.03%	$23,117,086	-9.23%	$27,764,955	20.11%	$27,860,934	0.35%	$29,430,192	5.63%
TOTAL EXPENDITURES	**$104,117,715**	**$106,170,164**	**1.97%**	**$107,038,957**	**0.82%**	**$116,477,309**	**8.82%**	**$123,158,926**	**5.74%**	**$127,488,898**	**3.52%**
SURPLUS / DEFICIT	**$1,885,495**	**$949,017**		**$2,037,721**		**($728,125)**		**($1,657,623)**		**$1,693,760**	
OTHER FINANCING SOURCES / USES											
Other Financing Sources	$4,000	$3,420,455		$6,065		$107,616		$153,602		$0	
Other Financing Uses	($226,407)	($7,020,351)		($227,668)		($53,076)		($75,052)		$0	
TOTAL OTHER FIN. SOURCES / USES	**($222,407)**	**($3,599,896)**		**($221,603)**		**$54,540**		**$78,550**		**$0**	
SURPLUS / DEFICIT INCL. OTHER FIN. SOURCES	**$1,663,088**	**($2,650,879)**		**$1,816,118**		**($673,585)**		**($1,579,073)**		**$1,693,760**	
BEGINNING FUND BALANCE	**$38,181,485**	**$39,844,573**		**$38,145,320**		**$38,980,410**		**$38,306,825**		**$36,727,752**	
AUDIT ADUSTMENTS TO FUND BALANCE	$0	$951,626		($981,028)		$0		$0		$0	
YEAR END BALANCE	**$39,844,573**	**$38,145,320**		**$38,980,410**		**$38,306,825**		**$36,727,752**		**$38,421,512**	
FUND BALANCE AS % OF EXPENDITURES	**38.27%**	**35.93%**		**36.42%**		**32.89%**		**29.82%**		**30.14%**	
FUND BALANCE AS # OF MONTHS OF EXPEND.	**4.59**	**4.31**		**4.37**		**3.95**		**3.58**		**3.62**	

Huntley Community School District 158 | Tentative Budget FY25 - 062024

Historical Summary







Educational Fund

Huntley Community School District 158 | Tentative Budget FY25 - 062024

Projections Summary

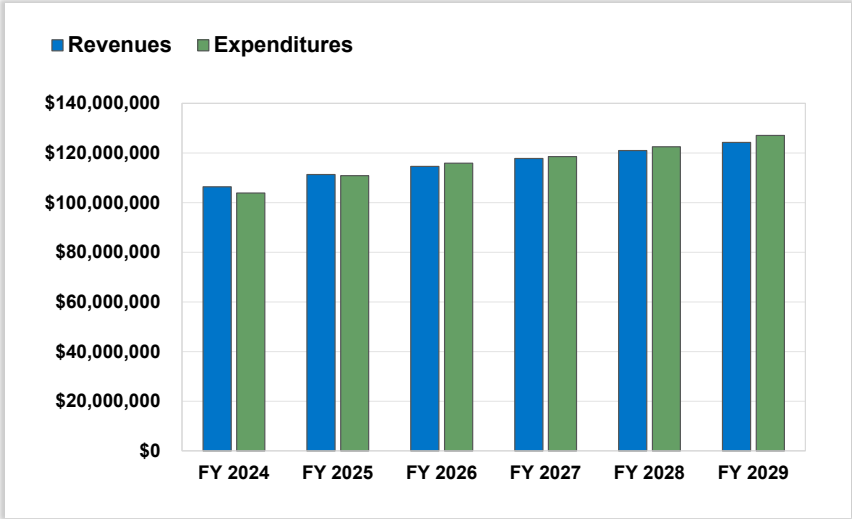
	BUDGET FY 2024	PROJECTED FY 2025	% Δ	PROJECTED FY 2026	% Δ	PROJECTED FY 2027	% Δ	PROJECTED FY 2028	% Δ	PROJECTED FY 2029	% Δ
REVENUE											
Local	$68,813,036	$72,537,527	5.41%	$74,552,775	2.78%	$76,540,598	2.67%	$78,524,130	2.59%	$80,550,602	2.58%
State	$32,025,413	$34,858,871	8.85%	$36,088,871	3.53%	$37,318,871	3.41%	$38,548,871	3.30%	$39,778,871	3.19%
Federal	$5,555,369	$3,918,163	-29.47%	$3,918,163	0.00%	$3,918,163	0.00%	$3,918,163	0.00%	$3,918,163	0.00%
Other	$0	$0		$0		$0		$0		$0	
TOTAL REVENUE	**$106,393,818**	**$111,314,561**	**4.63%**	**$114,559,809**	**2.92%**	**$117,777,632**	**2.81%**	**$120,991,164**	**2.73%**	**$124,247,636**	**2.69%**
EXPENDITURES											
Salary and Benefit Costs	$87,577,848	$94,601,579	8.02%	$99,772,900	5.47%	$103,219,696	3.45%	$107,082,853	3.74%	$111,217,697	3.86%
Other	$16,309,994	$16,249,526	-0.37%	$16,111,217	-0.85%	$15,325,580	-4.88%	$15,428,689	0.67%	$15,883,703	2.95%
TOTAL EXPENDITURES	**$103,887,842**	**$110,851,105**	**6.70%**	**$115,884,117**	**4.54%**	**$118,545,276**	**2.30%**	**$122,511,542**	**3.35%**	**$127,101,400**	**3.75%**
SURPLUS / DEFICIT	**$2,505,976**	**$463,456**		**($1,324,308)**		**($767,644)**		**($1,520,378)**		**($2,853,764)**	
OTHER FINANCING SOURCES / USES											
Other Financing Sources	$0	$0		$0		$0		$0		$0	
Other Financing Uses	$0	$0		$0		$0		$0		$0	
TOTAL OTHER FIN. SOURCES / USES	**$0**	**$0**		**$0**		**$0**		**$0**		**$0**	
SURPLUS / DEFICIT INCL. OTHER FIN. SOURCES	**$2,505,976**	**$463,456**		**($1,324,308)**		**($767,644)**		**($1,520,378)**		**($2,853,764)**	
BEGINNING FUND BALANCE	**$14,548,484**	**$17,054,460**		**$17,517,916**		**$16,193,608**		**$15,425,964**		**$13,905,586**	
AUDIT ADUSTMENTS TO FUND BALANCE	$0	$0		$0		$0		$0		$0	
PROJECTED YEAR END BALANCE	**$17,054,460**	**$17,517,916**		**$16,193,608**		**$15,425,964**		**$13,905,586**		**$11,051,822**	
FUND BALANCE AS % OF EXPENDITURES	**16.42%**	**15.80%**		**13.97%**		**13.01%**		**11.35%**		**8.70%**	
FUND BALANCE AS # OF MONTHS OF EXPEND.	**1.97**	**1.90**		**1.68**		**1.56**		**1.36**		**1.04**	

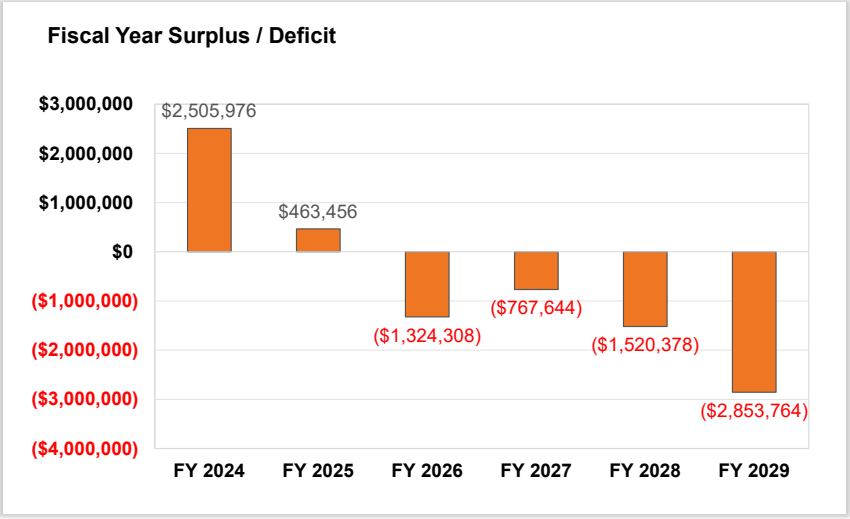
frontline Analytics

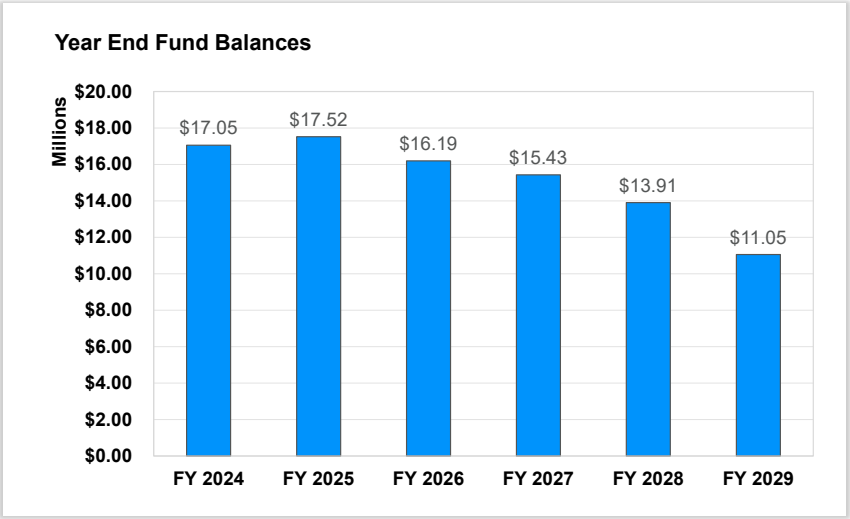
Educational Fund

Huntley Community School District 158 | Tentative Budget FY25 - 062024

Projection Summary







frontline Analytics

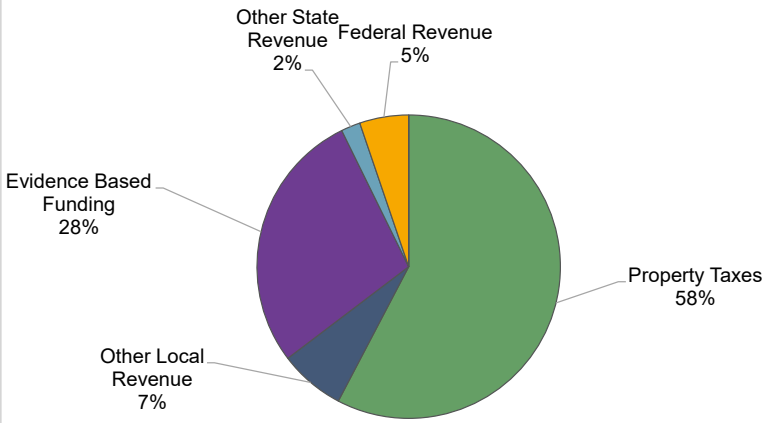
Educational Fund

Huntley Community School District 158 | Tentative Budget FY25 - 062024

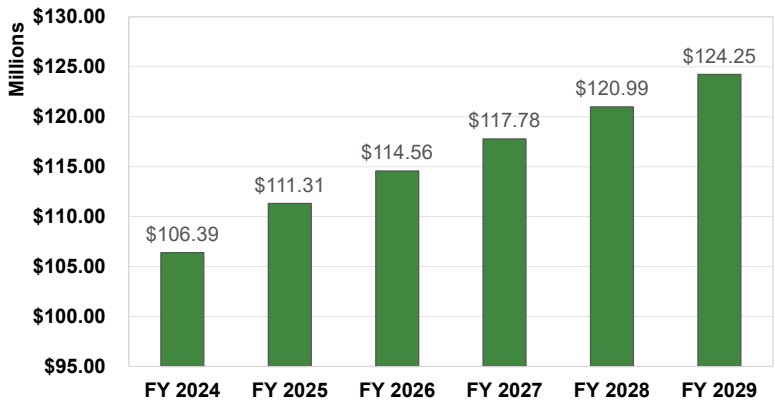
Revenue Analysis

	BUDGET FY 2024	PROJECTED FY 2025	% Δ	PROJECTED FY 2026	% Δ	PROJECTED FY 2027	% Δ	PROJECTED FY 2028	% Δ	PROJECTED FY 2029	% Δ
LOCAL											
Property Taxes	$61,369,125	$64,783,389	5.56%	$67,108,864	3.59%	$69,096,687	2.96%	$71,080,219	2.87%	$73,106,691	2.85%
Other Local Revenue	$7,443,911	$7,754,138	4.17%	$7,443,911	-4.00%	$7,443,911	0.00%	$7,443,911	0.00%	$7,443,911	0.00%
TOTAL LOCAL REVENUE	**$68,813,036**	**$72,537,527**	**5.41%**	**$74,552,775**	**2.78%**	**$76,540,598**	**2.67%**	**$78,524,130**	**2.59%**	**$80,550,602**	**2.58%**
STATE											
Evidence Based Funding	$29,842,418	$32,665,434	9.46%	$33,895,434	3.77%	$35,125,434	3.63%	$36,355,434	3.50%	$37,585,434	3.38%
Other State Revenue	$2,182,995	$2,193,437	0.48%	$2,193,437	0.00%	$2,193,437	0.00%	$2,193,437	0.00%	$2,193,437	0.00%
TOTAL STATE REVENUE	**$32,025,413**	**$34,858,871**	**8.85%**	**$36,088,871**	**3.53%**	**$37,318,871**	**3.41%**	**$38,548,871**	**3.30%**	**$39,778,871**	**3.19%**
TOTAL FEDERAL REVENUE	**$5,555,369**	**$3,918,163**	**-29.47%**	**$3,918,163**	**0.00%**	**$3,918,163**	**0.00%**	**$3,918,163**	**0.00%**	**$3,918,163**	**0.00%**
FLOW-THROUGH REVENUE	**$0**	**$0**		**$0**		**$0**		**$0**		**$0**	
TOTAL REVENUE	**$106,393,818**	**$111,314,561**	**4.63%**	**$114,559,809**	**2.92%**	**$117,777,632**	**2.81%**	**$120,991,164**	**2.73%**	**$124,247,636**	**2.69%**

Budgeted Revenue Allocation by Source



Revenue Projection



frontline Analytics

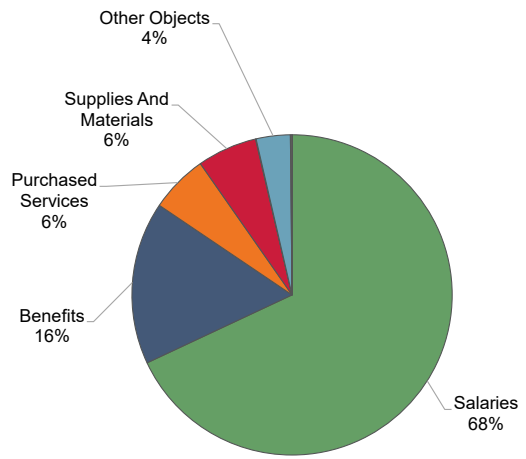
Educational Fund

Huntley Community School District 158 | Tentative Budget FY25 - 062024

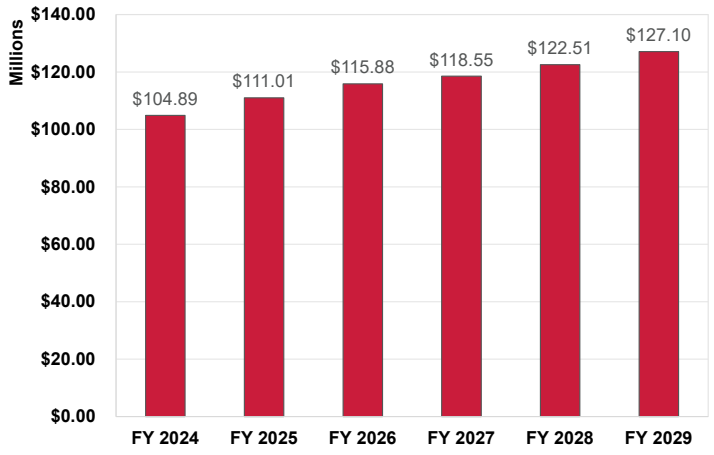
Expenditure Analysis

	BUDGET FY 2024	PROJECTED FY 2025	% Δ	PROJECTED FY 2026	% Δ	PROJECTED FY 2027	% Δ	PROJECTED FY 2028	% Δ	PROJECTED FY 2029	% Δ
Salaries	$71,349,911	$76,284,081	6.92%	$80,127,068	5.04%	$82,500,899	2.96%	$85,173,056	3.24%	$88,042,238	3.37%
Benefits	$17,227,937	$18,477,498	7.25%	$19,645,832	6.32%	$20,718,796	5.46%	$21,909,797	5.75%	$23,175,459	5.78%
TOTAL SALARIES & BENEFITS	**$88,577,848**	**$94,761,579**	6.98%	**$99,772,900**	5.29%	**$103,219,696**	3.45%	**$107,082,853**	3.74%	**$111,217,697**	3.86%
Purchased Services	$6,132,586	$5,721,349	-6.71%	$5,705,915	-0.27%	$5,692,209	-0.24%	$5,680,318	-0.21%	$5,670,332	-0.18%
Supplies And Materials	$6,337,945	$6,661,214	5.10%	$6,538,339	-1.84%	$5,766,408	-11.81%	$5,881,408	1.99%	$6,346,408	7.91%
Capital Outlay	$55,000	$55,000	0.00%	$55,000	0.00%	$55,000	0.00%	$55,000	0.00%	$55,000	0.00%
Other Objects	$3,610,511	$3,638,011	0.76%	$3,638,011	0.00%	$3,638,011	0.00%	$3,638,011	0.00%	$3,638,011	0.00%
Non-Capitalized Equipment	$173,952	$173,952	0.00%	$173,952	0.00%	$173,952	0.00%	$173,952	0.00%	$173,952	0.00%
Termination Benefits	$0	$0		$0		$0		$0		$0	
Provision For Contingencies	$0	$0		$0		$0		$0		$0	
TOTAL ALL OTHER	**$16,309,994**	**$16,249,526**	-0.37%	**$16,111,217**	-0.85%	**$15,325,580**	-4.88%	**$15,428,689**	0.67%	**$15,883,703**	2.95%
TOTAL EXPENDITURES	**$104,887,842**	**$111,011,105**	5.84%	**$115,884,117**	4.39%	**$118,545,276**	2.30%	**$122,511,542**	3.35%	**$127,101,400**	3.75%

Budgeted Expenditure Allocation by Object



Expenditure Projection



frontline Analytics

Educational Fund

Huntley Community School District 158 | Tentative Budget FY25 - 062024

Historical Summary

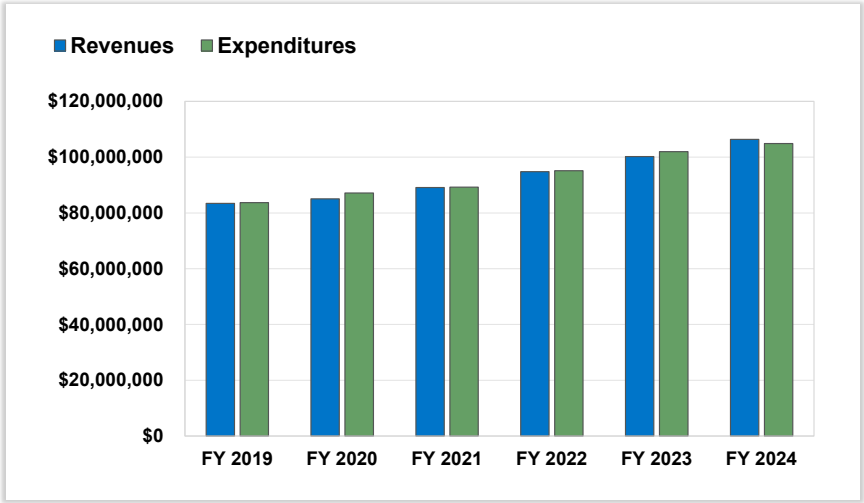
	AFR FY 2019	AFR FY 2020	% Δ	AFR FY 2021	% Δ	AFR FY 2022	% Δ	AFR FY 2023	% Δ	BUDGET FY 2024	% Δ
REVENUE											
Local	$56,496,047	$57,625,739	2.00%	$56,682,395	-1.64%	$59,639,216	5.22%	$64,576,685	8.28%	$68,813,036	6.56%
State	$23,311,513	$24,206,403	3.84%	$26,631,195	10.02%	$27,563,291	3.50%	$28,690,910	4.09%	$32,025,413	11.62%
Federal	$3,608,856	$3,246,551	-10.04%	$5,793,786	78.46%	$7,618,459	31.49%	$6,925,450	-9.10%	$5,555,369	-19.78%
Other	$0	$0		$0		$0		$0		$0	
TOTAL REVENUE	**$83,416,416**	**$85,078,693**	**1.99%**	**$89,107,376**	**4.74%**	**$94,820,966**	**6.41%**	**$100,193,045**	**5.67%**	**$106,393,818**	**6.19%**
EXPENDITURES											
Salary and Benefit Costs	$70,580,858	$72,449,217	2.65%	$76,124,132	5.07%	$80,425,794	5.65%	$85,678,030	6.53%	$88,577,848	3.38%
Other	$13,133,402	$14,675,529	11.74%	$13,099,249	-10.74%	$14,733,424	12.48%	$16,293,426	10.59%	$16,309,994	0.10%
TOTAL EXPENDITURES	**$83,714,260**	**$87,124,746**	**4.07%**	**$89,223,381**	**2.41%**	**$95,159,218**	**6.65%**	**$101,971,456**	**7.16%**	**$104,887,842**	**2.86%**
SURPLUS / DEFICIT	**($297,844)**	**($2,046,053)**		**($116,005)**		**($338,252)**		**($1,778,411)**		**$1,505,976**	
OTHER FINANCING SOURCES / USES											
Other Financing Sources	$4,000	$20,455		$6,065		$107,616		$153,602		$0	
Other Financing Uses	($72,087)	($3,467,111)		($70,883)		($53,076)		($75,052)		$0	
TOTAL OTHER FIN. SOURCES / USES	**($68,087)**	**($3,446,656)**		**($64,818)**		**$54,540**		**$78,550**		**$0**	
SURPLUS / DEFICIT INCL. OTHER FIN. SOURCES	**($365,931)**	**($5,492,709)**		**($180,823)**		**($283,712)**		**($1,699,861)**		**$1,505,976**	
BEGINNING FUND BALANCE	**$22,600,922**	**$22,234,991**		**$17,693,908**		**$16,532,057**		**$16,248,345**		**$14,548,484**	
AUDIT ADUSTMENTS TO FUND BALANCE	$0	$951,626		($981,028)		$0		$0		$0	
YEAR END BALANCE	**$22,234,991**	**$17,693,908**		**$16,532,057**		**$16,248,345**		**$14,548,484**		**$16,054,460**	
FUND BALANCE AS % OF EXPENDITURES	**26.56%**	**20.31%**		**18.53%**		**17.07%**		**14.27%**		**15.31%**	
FUND BALANCE AS # OF MONTHS OF EXPEND.	**3.19**	**2.44**		**2.22**		**2.05**		**1.71**		**1.84**	

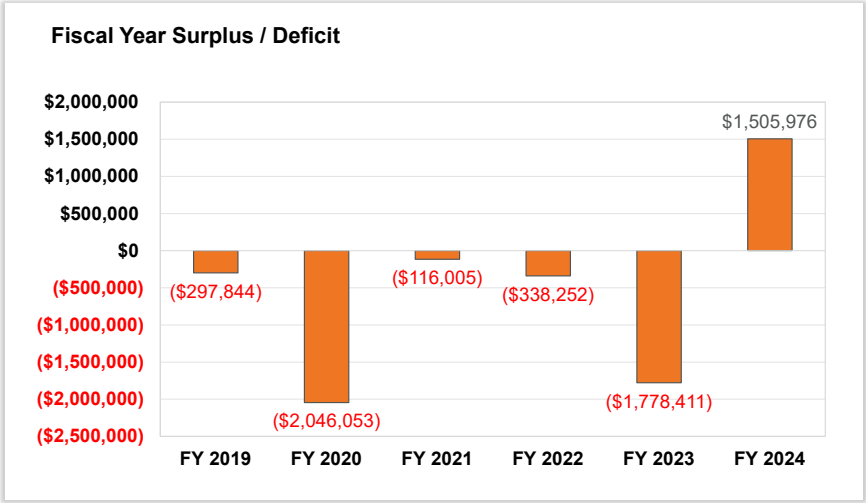
frontline Analytics

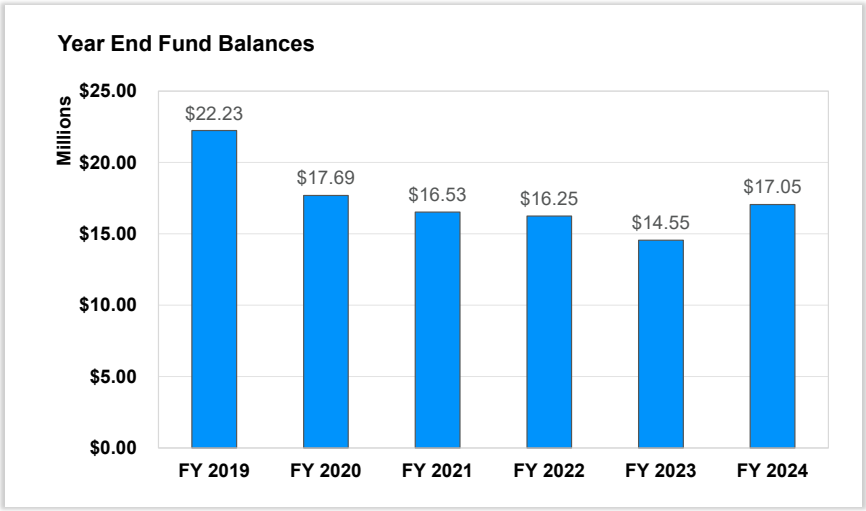
Educational Fund

Huntley Community School District 158 | Tentative Budget FY25 - 062024

Historical Summary







frontline Analytics

Operations and Maintenance Fund

Huntley Community School District 158 | Tentative Budget FY25 - 062024

Projection Summary

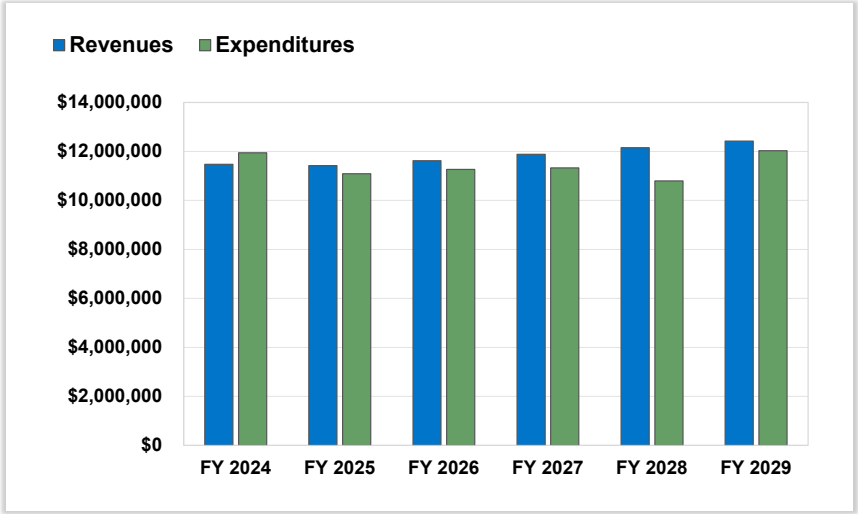
	BUDGET FY 2024	PROJECTED FY 2025	% Δ	PROJECTED FY 2026	% Δ	PROJECTED FY 2027	% Δ	PROJECTED FY 2028	% Δ	PROJECTED FY 2029	% Δ
REVENUE											
Local	$9,382,432	$9,326,704	-0.59%	$9,523,881	2.11%	$9,790,871	2.80%	$10,057,284	2.72%	$10,329,464	2.71%
State	$2,096,243	$2,096,243	0.00%	$2,096,243	0.00%	$2,096,243	0.00%	$2,096,243	0.00%	$2,096,243	0.00%
Federal	$0	$0		$0		$0		$0		$0	
Other	$0	$0		$0		$0		$0		$0	
TOTAL REVENUE	**$11,478,675**	**$11,422,947**	**-0.49%**	**$11,620,124**	**1.73%**	**$11,887,114**	**2.30%**	**$12,153,527**	**2.24%**	**$12,425,707**	**2.24%**
EXPENDITURES											
Salary and Benefit Costs	$1,896,075	$1,984,790	4.68%	$2,065,333	4.06%	$2,149,471	4.07%	$2,237,382	4.09%	$2,329,258	4.11%
Other	$10,048,751	$9,105,316	-9.39%	$9,200,378	1.04%	$9,181,576	-0.20%	$8,558,725	-6.78%	$9,701,021	13.35%
TOTAL EXPENDITURES	**$11,944,826**	**$11,090,107**	**-7.16%**	**$11,265,712**	**1.58%**	**$11,331,046**	**0.58%**	**$10,796,107**	**-4.72%**	**$12,030,279**	**11.43%**
SURPLUS / DEFICIT	**($466,151)**	**$332,840**		**$354,412**		**$556,068**		**$1,357,420**		**$395,428**	
OTHER FINANCING SOURCES / USES											
Other Financing Sources	$0	$0		$0		$0		$0		$0	
Other Financing Uses	$0	$0		$0		$0		$0		$0	
TOTAL OTHER FIN. SOURCES / USES	**$0**	**$0**		**$0**		**$0**		**$0**		**$0**	
SURPLUS / DEFICIT INCL. OTHER FIN. SOURCES	**($466,151)**	**$332,840**		**$354,412**		**$556,068**		**$1,357,420**		**$395,428**	
BEGINNING FUND BALANCE	**$9,643,335**	**$9,177,184**		**$9,510,025**		**$9,864,437**		**$10,420,505**		**$11,777,925**	
AUDIT ADUSTMENTS TO FUND BALANCE	$0	$0		$0		$0		$0		$0	
PROJECTED YEAR END BALANCE	**$9,177,184**	**$9,510,025**		**$9,864,437**		**$10,420,505**		**$11,777,925**		**$12,173,352**	
FUND BALANCE AS % OF EXPENDITURES	**76.83%**	**85.75%**		**87.56%**		**91.96%**		**109.09%**		**101.19%**	
FUND BALANCE AS # OF MONTHS OF EXPEND.	**9.22**	**10.29**		**10.51**		**11.04**		**13.09**		**12.14**	

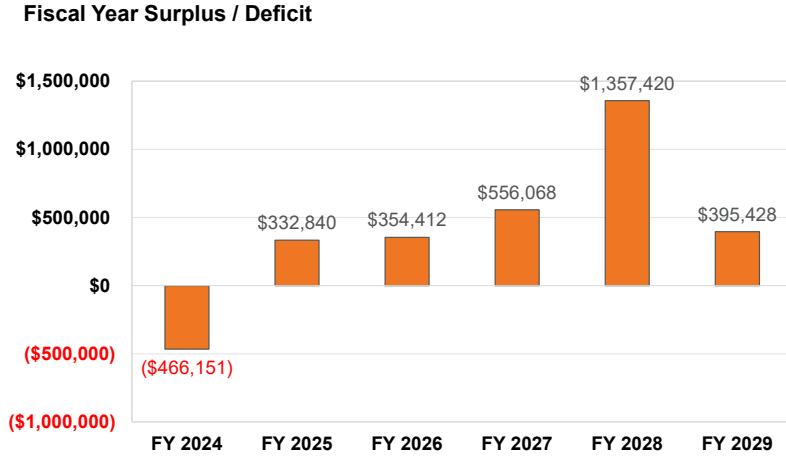
frontline Analytics

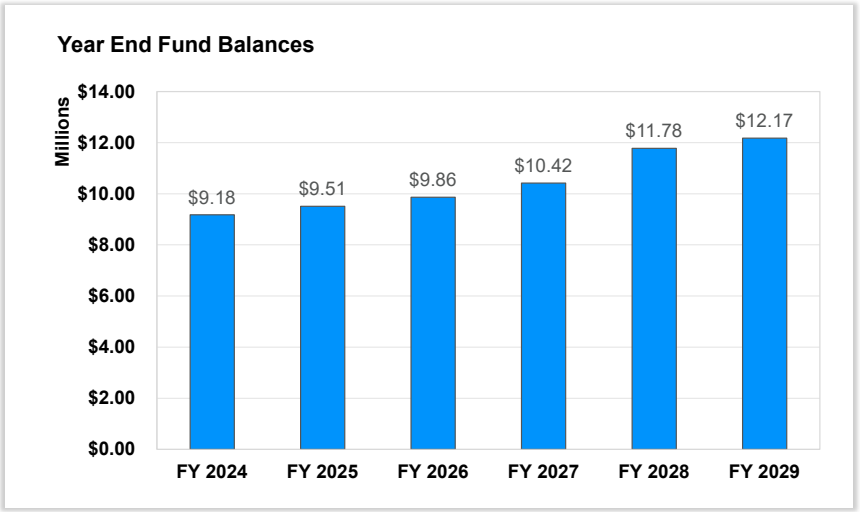
Operations and Maintenance Fund

Huntley Community School District 158 | Tentative Budget FY25 - 062024

Projection Summary







frontline Analytics

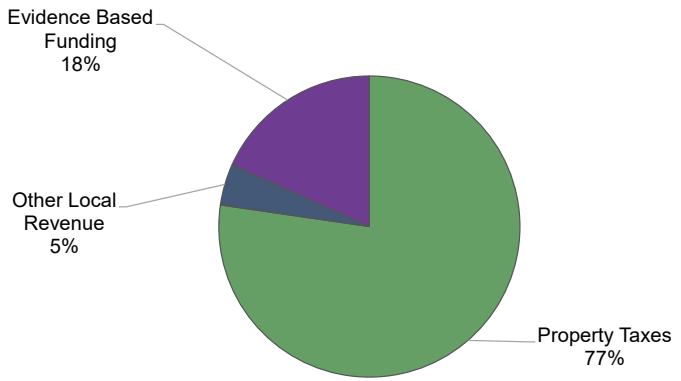
Operations and Maintenance Fund

Huntley Community School District 158 | Tentative Budget FY25 - 062024

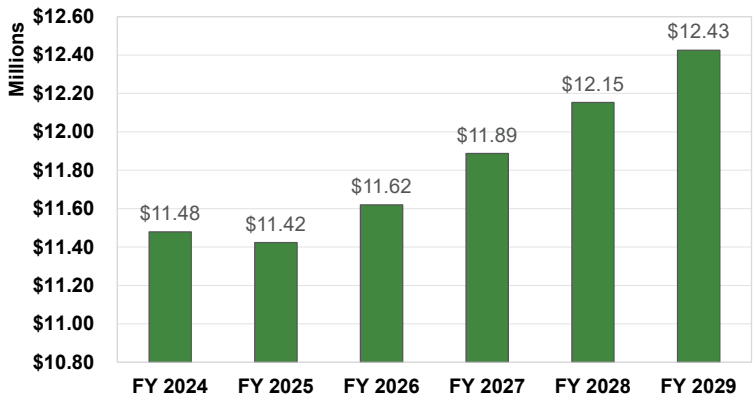
Revenue Analysis

	BUDGET FY 2024	PROJECTED FY 2025	% Δ	PROJECTED FY 2026	% Δ	PROJECTED FY 2027	% Δ	PROJECTED FY 2028	% Δ	PROJECTED FY 2029	% Δ
LOCAL											
Property Taxes	$8,872,106	$8,701,215	-1.93%	$9,013,555	3.59%	$9,280,545	2.96%	$9,546,958	2.87%	$9,819,138	2.85%
Other Local Revenue	$510,326	$625,489	22.57%	$510,326	-18.41%	$510,326	0.00%	$510,326	0.00%	$510,326	0.00%
TOTAL LOCAL REVENUE	**$9,382,432**	**$9,326,704**	**-0.59%**	**$9,523,881**	**2.11%**	**$9,790,871**	**2.80%**	**$10,057,284**	**2.72%**	**$10,329,464**	**2.71%**
STATE											
Evidence Based Funding	$2,096,243	$2,096,243	0.00%	$2,096,243	0.00%	$2,096,243	0.00%	$2,096,243	0.00%	$2,096,243	0.00%
Other State Revenue	$0	$0		$0		$0		$0		$0	
TOTAL STATE REVENUE	**$2,096,243**	**$2,096,243**	**0.00%**	**$2,096,243**	**0.00%**	**$2,096,243**	**0.00%**	**$2,096,243**	**0.00%**	**$2,096,243**	**0.00%**
TOTAL FEDERAL REVENUE	**$0**	**$0**		**$0**		**$0**		**$0**		**$0**	
FLOW-THROUGH REVENUE	**$0**	**$0**		**$0**		**$0**		**$0**		**$0**	
TOTAL REVENUE	**$11,478,675**	**$11,422,947**	**-0.49%**	**$11,620,124**	**1.73%**	**$11,887,114**	**2.30%**	**$12,153,527**	**2.24%**	**$12,425,707**	**2.24%**

Budgeted Revenue Allocation by Source



Revenue Projection



frontline Analytics

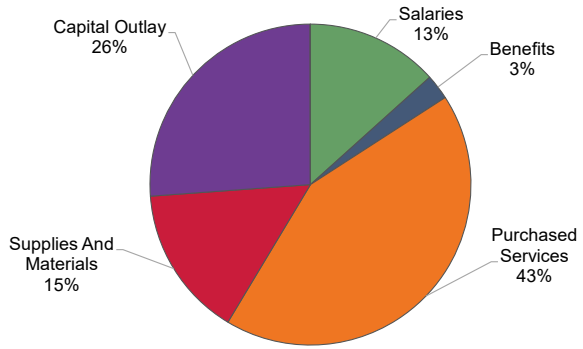
Operations and Maintenance Fund

Huntley Community School District 158 | Tentative Budget FY25 - 062024

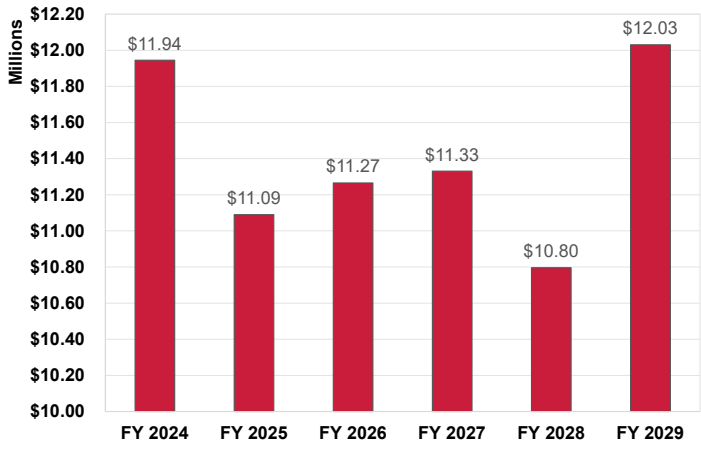
Expenditure Analysis

	BUDGET FY 2024	PROJECTED FY 2025	% Δ	PROJECTED FY 2026	% Δ	PROJECTED FY 2027	% Δ	PROJECTED FY 2028	% Δ	PROJECTED FY 2029	% Δ
Salaries	$1,593,079	$1,660,785	4.25%	$1,718,912	3.50%	$1,779,074	3.50%	$1,841,342	3.50%	$1,905,789	3.50%
Benefits	$302,996	$324,006	6.93%	$346,421	6.92%	$370,397	6.92%	$396,040	6.92%	$423,470	6.93%
TOTAL SALARIES & BENEFITS	**$1,896,075**	**$1,984,790**	4.68%	**$2,065,333**	4.06%	**$2,149,471**	4.07%	**$2,237,382**	4.09%	**$2,329,258**	4.11%
Purchased Services	$5,103,936	$4,948,368	-3.05%	$4,970,535	0.45%	$5,036,979	1.34%	$5,105,255	1.36%	$5,175,422	1.37%
Supplies And Materials	$1,820,843	$1,828,843	0.44%	$1,828,843	0.00%	$1,828,843	0.00%	$1,828,843	0.00%	$1,828,843	0.00%
Capital Outlay	$3,120,972	$2,325,105	-25.50%	$2,398,000	3.14%	$2,312,754	-3.55%	$1,621,627	-29.88%	$2,693,756	66.11%
Other Objects	$3,000	$3,000	0.00%	$3,000	0.00%	$3,000	0.00%	$3,000	0.00%	$3,000	0.00%
Non-Capitalized Equipment	$0	$0		$0		$0		$0		$0	
Termination Benefits	$0	$0		$0		$0		$0		$0	
Provision For Contingencies	$0	$0		$0		$0		$0		$0	
TOTAL ALL OTHER	**$10,048,751**	**$9,105,316**	-9.39%	**$9,200,378**	1.04%	**$9,181,576**	-0.20%	**$8,558,725**	-6.78%	**$9,701,021**	13.35%
TOTAL EXPENDITURES	**$11,944,826**	**$11,090,107**	-7.16%	**$11,265,712**	1.58%	**$11,331,046**	0.58%	**$10,796,107**	-4.72%	**$12,030,279**	11.43%

Budgeted Expenditure Allocation by Object



Expenditure Projection



frontline Analytics

Operations and Maintenance Fund

Huntley Community School District 158 | Tentative Budget FY25 - 062024

Historical Summary

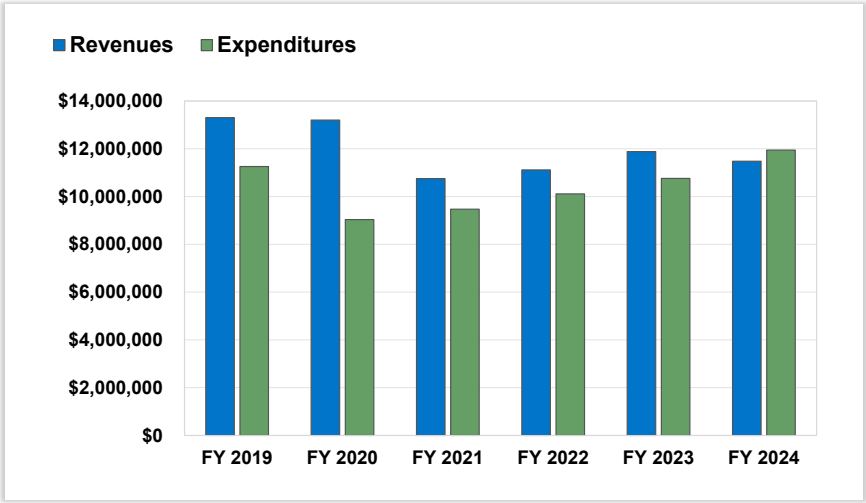
	AFR FY 2019	AFR FY 2020	% Δ	AFR FY 2021	% Δ	AFR FY 2022	% Δ	AFR FY 2023	% Δ	BUDGET FY 2024	% Δ
REVENUE											
Local	$8,701,021	$8,602,927	-1.13%	$8,697,740	1.10%	$9,068,097	4.26%	$9,733,637	7.34%	$9,382,432	-3.61%
State	$4,600,000	$4,600,000	0.00%	$2,050,000	-55.43%	$2,050,000	0.00%	$2,146,243	4.69%	$2,096,243	-2.33%
Federal	$0	$0		$0		$0		$0		$0	
Other	$0	$0		$0		$0		$0		$0	
TOTAL REVENUE	**$13,301,021**	**$13,202,927**	**-0.74%**	**$10,747,740**	**-18.60%**	**$11,118,097**	**3.45%**	**$11,879,880**	**6.85%**	**$11,478,675**	**-3.38%**
EXPENDITURES											
Salary and Benefit Costs	$1,513,116	$1,590,656	5.12%	$1,611,422	1.31%	$1,602,660	-0.54%	$1,746,899	9.00%	$1,896,075	8.54%
Other	$9,747,347	$7,443,320	-23.64%	$7,857,573	5.57%	$8,512,215	8.33%	$9,010,683	5.86%	$10,048,751	11.52%
TOTAL EXPENDITURES	**$11,260,463**	**$9,033,976**	**-19.77%**	**$9,468,995**	**4.82%**	**$10,114,875**	**6.82%**	**$10,757,582**	**6.35%**	**$11,944,826**	**11.04%**
SURPLUS / DEFICIT	**$2,040,558**	**$4,168,951**		**$1,278,745**		**$1,003,222**		**$1,122,298**		**($466,151)**	
OTHER FINANCING SOURCES / USES											
Other Financing Sources	$0	$3,400,000		$0		$0		$0		$0	
Other Financing Uses	($154,320)	($3,553,240)		($156,785)		$0		$0		$0	
TOTAL OTHER FIN. SOURCES / USES	**($154,320)**	**($153,240)**		**($156,785)**		**$0**		**$0**		**$0**	
SURPLUS / DEFICIT INCL. OTHER FIN. SOURCES	**$1,886,238**	**$4,015,711**		**$1,121,960**		**$1,003,222**		**$1,122,298**		**($466,151)**	
BEGINNING FUND BALANCE	**$493,906**	**$2,380,144**		**$6,395,855**		**$7,517,815**		**$8,521,037**		**$9,643,335**	
AUDIT ADUSTMENTS TO FUND BALANCE	$0	$0		$0		$0		$0		$0	
YEAR END BALANCE	**$2,380,144**	**$6,395,855**		**$7,517,815**		**$8,521,037**		**$9,643,335**		**$9,177,184**	
FUND BALANCE AS % OF EXPENDITURES	**21.14%**	**70.80%**		**79.39%**		**84.24%**		**89.64%**		**76.83%**	
FUND BALANCE AS # OF MONTHS OF EXPEND.	**2.54**	**8.50**		**9.53**		**10.11**		**10.76**		**9.22**	

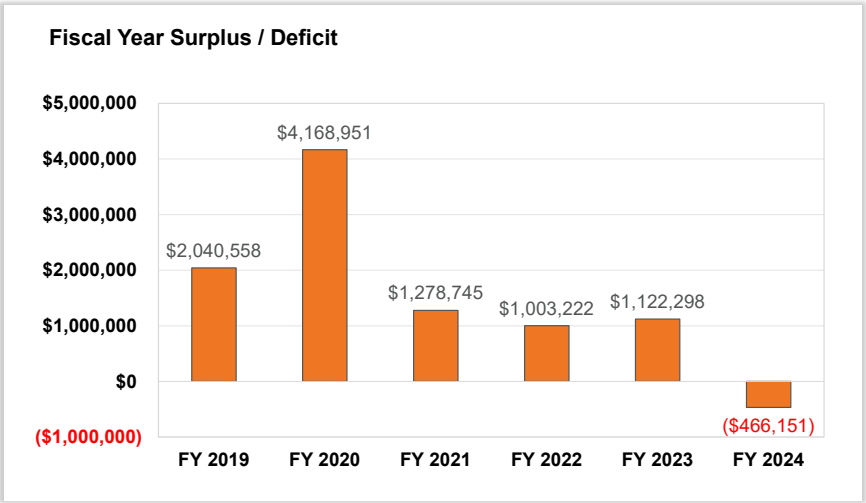
frontline Analytics

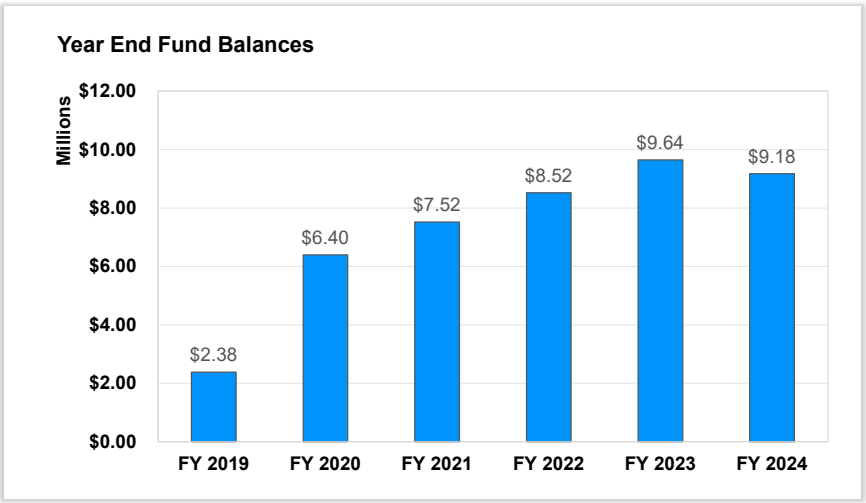
Operations and Maintenance Fund

Huntley Community School District 158 | Tentative Budget FY25 - 062024

Historical Summary







frontline Analytics

Debt Service Fund

Huntley Community School District 158 | Tentative Budget FY25 - 062024

Projection Summary

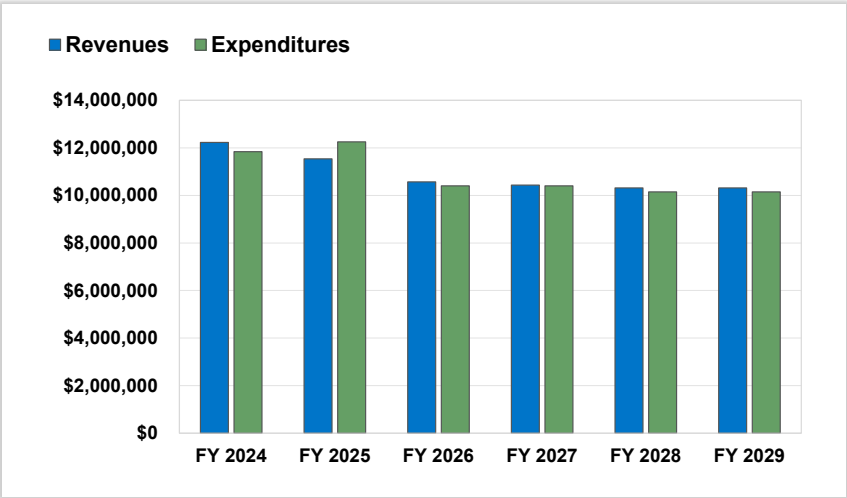
	BUDGET FY 2024	PROJECTED FY 2025	% Δ	PROJECTED FY 2026	% Δ	PROJECTED FY 2027	% Δ	PROJECTED FY 2028	% Δ	PROJECTED FY 2029	% Δ
REVENUE											
Local	$12,226,052	$11,540,247	-5.61%	$10,569,735	-8.41%	$10,436,718	-1.26%	$10,318,087	-1.14%	$10,318,087	0.00%
State	$0	$0		$0		$0		$0		$0	
Federal	$0	$0		$0		$0		$0		$0	
Other	$0	$0		$0		$0		$0		$0	
TOTAL REVENUE	**$12,226,052**	**$11,540,247**	**-5.61%**	**$10,569,735**	**-8.41%**	**$10,436,718**	**-1.26%**	**$10,318,087**	**-1.14%**	**$10,318,087**	**0.00%**
EXPENDITURES											
Salary and Benefit Costs	$0	$0		$0		$0		$0		$0	
Other	$11,842,323	$12,249,890	3.44%	$10,403,863	-15.07%	$10,399,500	-0.04%	$10,151,639	-2.38%	$10,145,859	-0.06%
TOTAL EXPENDITURES	**$11,842,323**	**$12,249,890**	**3.44%**	**$10,403,863**	**-15.07%**	**$10,399,500**	**-0.04%**	**$10,151,639**	**-2.38%**	**$10,145,859**	**-0.06%**
SURPLUS / DEFICIT	**$383,729**	**($709,643)**		**$165,872**		**$37,218**		**$166,448**		**$172,228**	
OTHER FINANCING SOURCES / USES											
Other Financing Sources	$0	$0		$0		$0		$0		$0	
Other Financing Uses	$0	$0		$0		$0		$0		$0	
TOTAL OTHER FIN. SOURCES / USES	**$0**	**$0**		**$0**		**$0**		**$0**		**$0**	
SURPLUS / DEFICIT INCL. OTHER FIN. SOURCES	**$383,729**	**($709,643)**		**$165,872**		**$37,218**		**$166,448**		**$172,228**	
BEGINNING FUND BALANCE	**$7,515,748**	**$7,899,477**		**$7,189,834**		**$7,355,706**		**$7,392,924**		**$7,559,372**	
AUDIT ADUSTMENTS TO FUND BALANCE	$0	$0		$0		$0		$0		$0	
PROJECTED YEAR END BALANCE	**$7,899,477**	**$7,189,834**		**$7,355,706**		**$7,392,924**		**$7,559,372**		**$7,731,600**	
FUND BALANCE AS % OF EXPENDITURES	**66.71%**	**58.69%**		**70.70%**		**71.09%**		**74.46%**		**76.20%**	
FUND BALANCE AS # OF MONTHS OF EXPEND.	**8.00**	**7.04**		**8.48**		**8.53**		**8.94**		**9.14**	

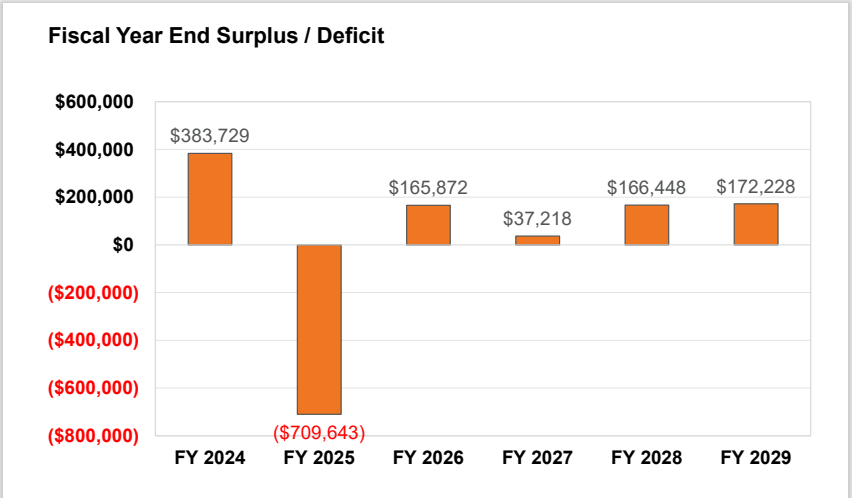
frontline Analytics

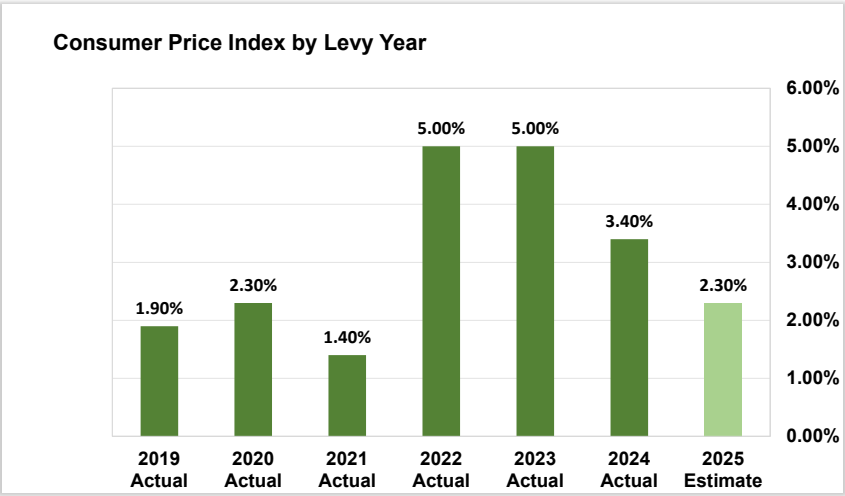
Debt Service Fund

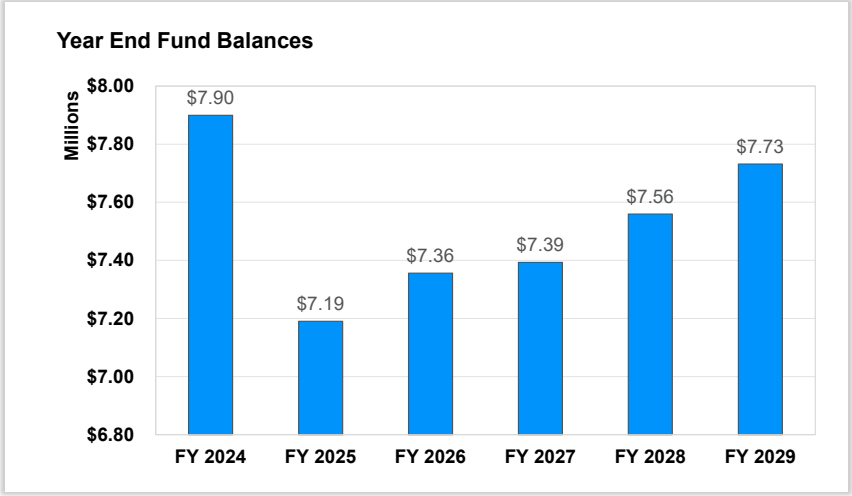
Huntley Community School District 158 | Tentative Budget FY25 - 062024

Projection Summary









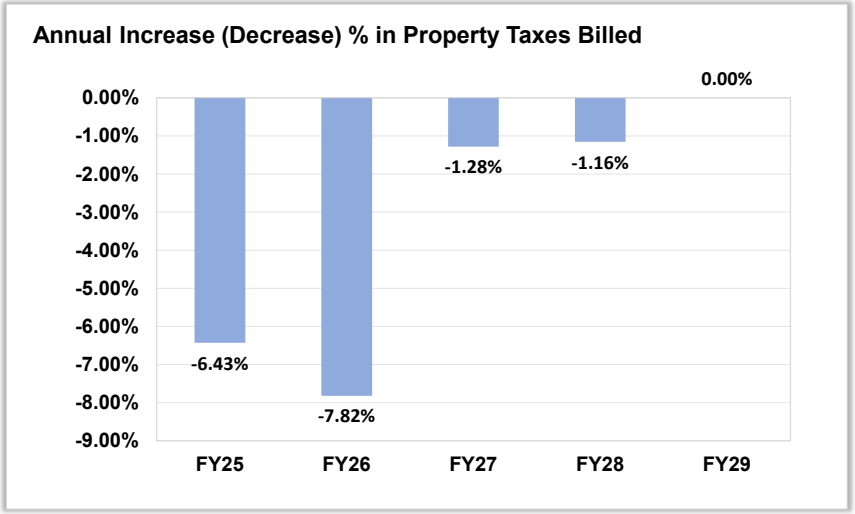
frontline Analytics

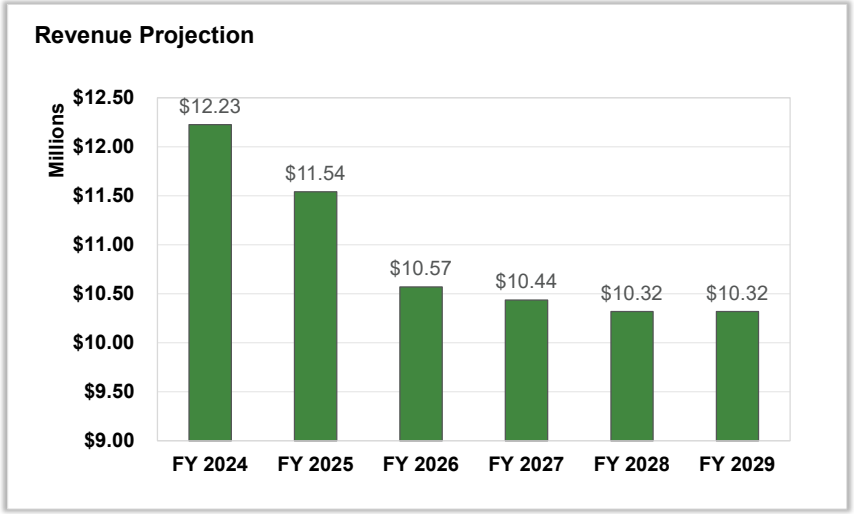
Debt Service Fund

Huntley Community School District 158 | Tentative Budget FY25 - 062024

Revenue Analysis

	BUDGET FY 2024	PROJECTED FY 2025	% Δ	PROJECTED FY 2026	% Δ	PROJECTED FY 2027	% Δ	PROJECTED FY 2028	% Δ	PROJECTED FY 2029	% Δ
LOCAL											
Property Taxes	$12,047,815	$11,272,891	-6.43%	$10,391,498	-7.82%	$10,258,481	-1.28%	$10,139,850	-1.16%	$10,139,850	0.00%
Other Local Revenue	$178,237	$267,356	50.00%	$178,237	-33.33%	$178,237	0.00%	$178,237	0.00%	$178,237	0.00%
TOTAL LOCAL REVENUE	**$12,226,052**	**$11,540,247**	**-5.61%**	**$10,569,735**	**-8.41%**	**$10,436,718**	**-1.26%**	**$10,318,087**	**-1.14%**	**$10,318,087**	**0.00%**
STATE											
Evidence Based Funding	$0	$0		$0		$0		$0		$0	
Other State Revenue	$0	$0		$0		$0		$0		$0	
TOTAL STATE REVENUE	**$0**	**$0**		**$0**		**$0**		**$0**		**$0**	
TOTAL FEDERAL REVENUE	**$0**	**$0**		**$0**		**$0**		**$0**		**$0**	
FLOW-THROUGH REVENUE	**$0**	**$0**		**$0**		**$0**		**$0**		**$0**	
TOTAL REVENUE	**$12,226,052**	**$11,540,247**	**-5.61%**	**$10,569,735**	**-8.41%**	**$10,436,718**	**-1.26%**	**$10,318,087**	**-1.14%**	**$10,318,087**	**0.00%**





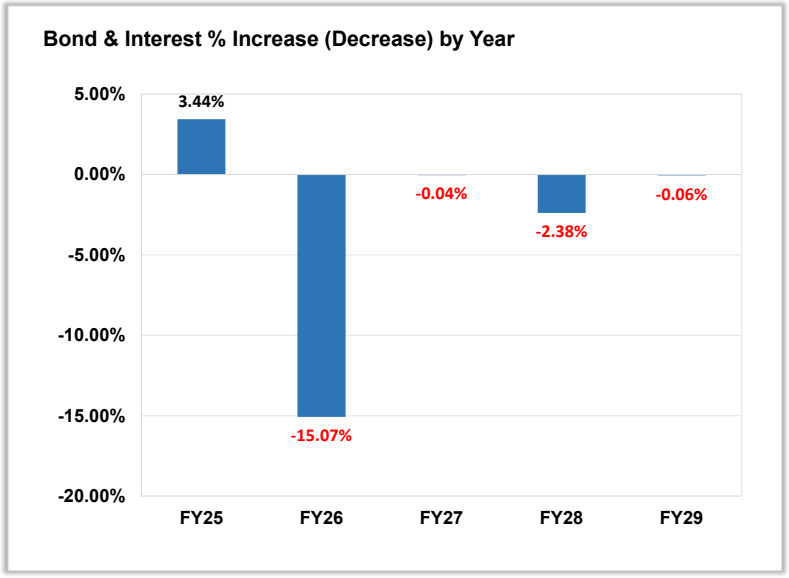
frontline Analytics

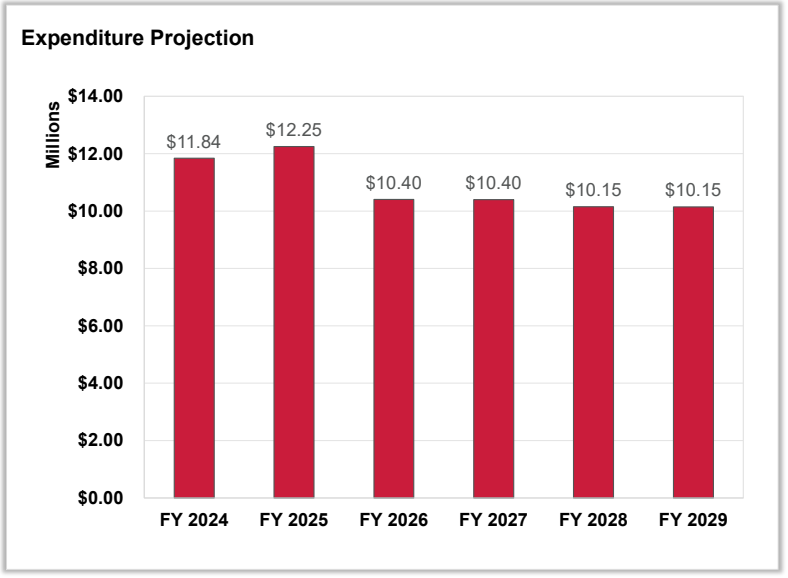
Debt Service Fund

Huntley Community School District 158 | Tentative Budget FY25 - 062024

Expenditure Analysis

	BUDGET FY 2024	PROJECTED FY 2025	% Δ	PROJECTED FY 2026	% Δ	PROJECTED FY 2027	% Δ	PROJECTED FY 2028	% Δ	PROJECTED FY 2029	% Δ
Salaries	$0	$0		$0		$0		$0		$0	
Benefits	$0	$0		$0		$0		$0		$0	
TOTAL SALARIES & BENEFITS	**$0**	**$0**		**$0**		**$0**		**$0**		**$0**	
Purchased Services	$0	$0		$0		$0		$0		$0	
Supplies And Materials	$0	$0		$0		$0		$0		$0	
Capital Outlay	$0	$0		$0		$0		$0		$0	
Other Objects	$11,842,323	$12,249,890	3.44%	$10,403,863	-15.07%	$10,399,500	-0.04%	$10,151,639	-2.38%	$10,145,859	-0.06%
Non-Capitalized Equipment	$0	$0		$0		$0		$0		$0	
Termination Benefits	$0	$0		$0		$0		$0		$0	
Provision For Contingencies	$0	$0		$0		$0		$0		$0	
TOTAL ALL OTHER	**$11,842,323**	**$12,249,890**	3.44%	**$10,403,863**	-15.07%	**$10,399,500**	-0.04%	**$10,151,639**	-2.38%	**$10,145,859**	-0.06%
TOTAL EXPENDITURES	**$11,842,323**	**$12,249,890**	3.44%	**$10,403,863**	-15.07%	**$10,399,500**	-0.04%	**$10,151,639**	-2.38%	**$10,145,859**	-0.06%





frontline Analytics

Debt Service Fund

Huntley Community School District 158 | Tentative Budget FY25 - 062024

Historical Summary

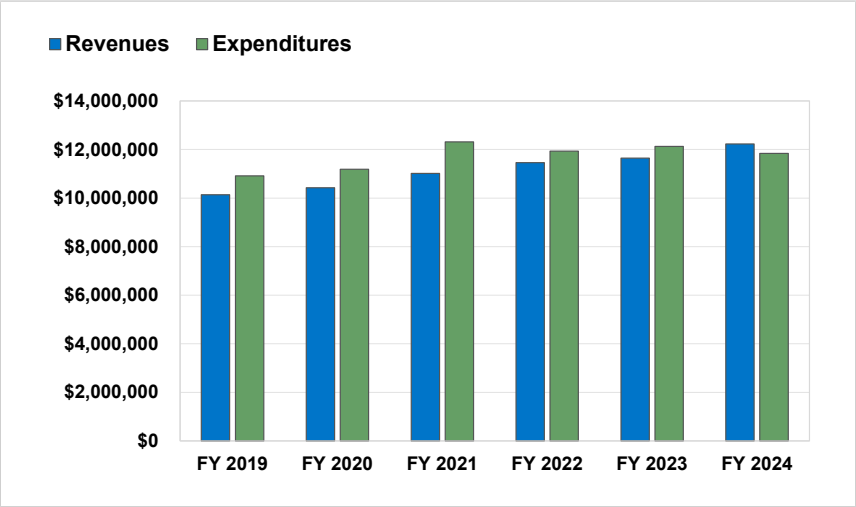
	AFR FY 2019	AFR FY 2020	% Δ	AFR FY 2021	% Δ	AFR FY 2022	% Δ	AFR FY 2023	% Δ	BUDGET FY 2024	% Δ
REVENUE											
Local	$10,132,863	$10,423,412	2.87%	$11,013,077	5.66%	$11,459,401	4.05%	$11,647,598	1.64%	$12,226,052	4.97%
State	$0	$0		$0		$0		$0		$0	
Federal	$0	$0		$0		$0		$0		$0	
Other	$0	$0		$0		$0		$0		$0	
TOTAL REVENUE	**$10,132,863**	**$10,423,412**	**2.87%**	**$11,013,077**	**5.66%**	**$11,459,401**	**4.05%**	**$11,647,598**	**1.64%**	**$12,226,052**	**4.97%**
EXPENDITURES											
Salary and Benefit Costs	$0	$0		$0		$0		$0		$0	
Other	$10,912,366	$11,189,442	2.54%	$12,316,991	10.08%	$11,931,301	-3.13%	$12,129,395	1.66%	$11,842,323	-2.37%
TOTAL EXPENDITURES	**$10,912,366**	**$11,189,442**	**2.54%**	**$12,316,991**	**10.08%**	**$11,931,301**	**-3.13%**	**$12,129,395**	**1.66%**	**$11,842,323**	**-2.37%**
SURPLUS / DEFICIT	**($779,503)**	**($766,030)**		**($1,303,914)**		**($471,900)**		**($481,797)**		**$383,729**	
OTHER FINANCING SOURCES / USES											
Other Financing Sources	$7,658,916	$935,002		$51,945,381		$11,219,939		$12,347,322		$0	
Other Financing Uses	($6,206,546)	$0		($50,456,059)		($10,350,000)		($11,665,000)		$0	
TOTAL OTHER FIN. SOURCES / USES	**$1,452,370**	**$935,002**		**$1,489,322**		**$869,939**		**$682,322**		**$0**	
SURPLUS / DEFICIT INCL. OTHER FIN. SOURCES	**$672,867**	**$168,972**		**$185,408**		**$398,039**		**$200,525**		**$383,729**	
BEGINNING FUND BALANCE	**$5,889,937**	**$6,562,804**		**$6,731,776**		**$6,917,184**		**$7,315,223**		**$7,515,748**	
AUDIT ADUSTMENTS TO FUND BALANCE	$0	$0		$0		$0		$0		$0	
YEAR END BALANCE	**$6,562,804**	**$6,731,776**		**$6,917,184**		**$7,315,223**		**$7,515,748**		**$7,899,477**	
FUND BALANCE AS % OF EXPENDITURES	**60.14%**	**60.16%**		**56.16%**		**61.31%**		**61.96%**		**66.71%**	
FUND BALANCE AS # OF MONTHS OF EXPEND.	**7.22**	**7.22**		**6.74**		**7.36**		**7.44**		**8.00**	

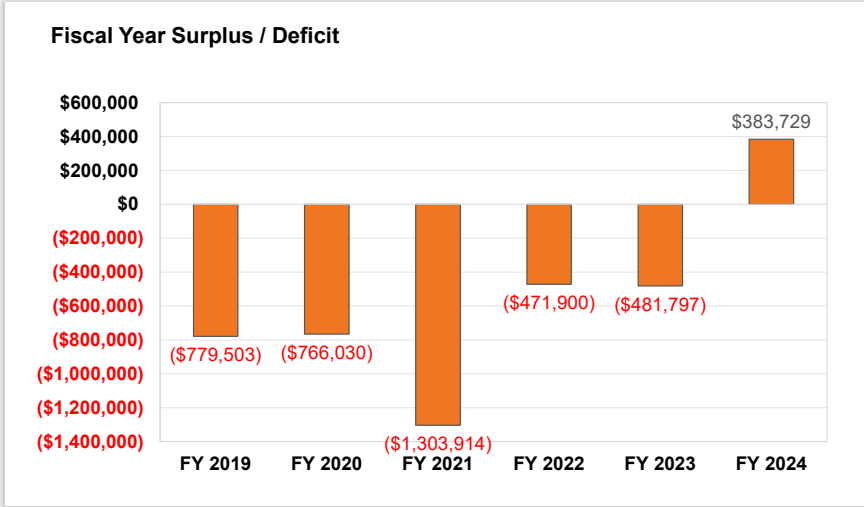
frontline Analytics

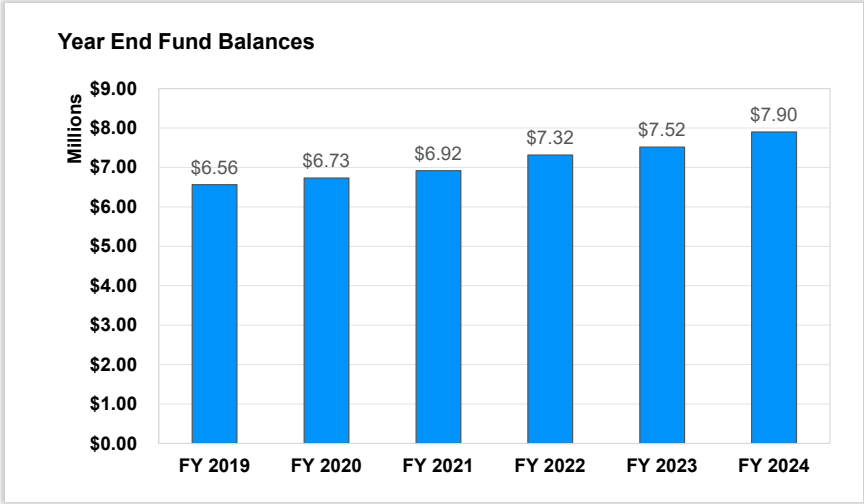
Debt Service Fund

Huntley Community School District 158 | Tentative Budget FY25 - 062024

Historical Summary







Transportation Fund

Huntley Community School District 158 | Tentative Budget FY25 - 062024

Projection Summary

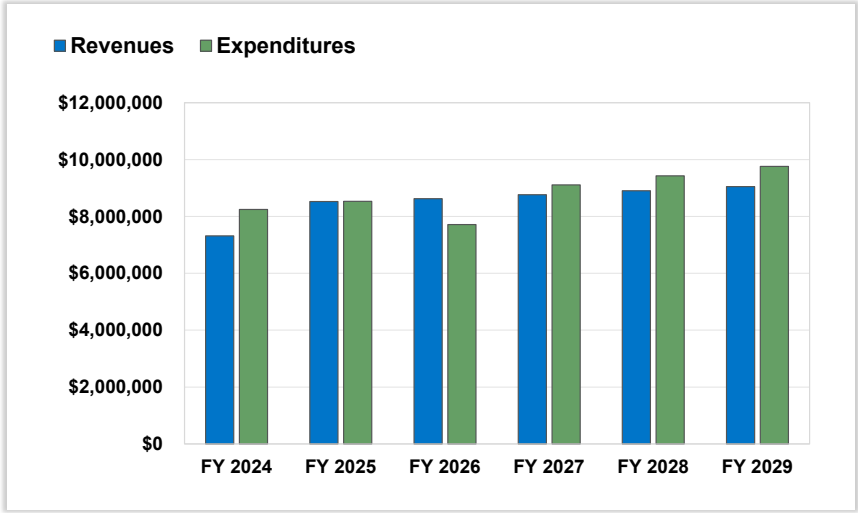
	BUDGET FY 2024	PROJECTED FY 2025	% Δ	PROJECTED FY 2026	% Δ	PROJECTED FY 2027	% Δ	PROJECTED FY 2028	% Δ	PROJECTED FY 2029	% Δ
REVENUE											
Local	$3,689,655	$4,892,983	32.61%	$4,994,019	2.06%	$5,136,025	2.84%	$5,277,725	2.76%	$5,422,492	2.74%
State	$3,628,825	$3,628,825	0.00%	$3,628,825	0.00%	$3,628,825	0.00%	$3,628,825	0.00%	$3,628,825	0.00%
Federal	$0	$0		$0		$0		$0		$0	
Other	$0	$0		$0		$0		$0		$0	
TOTAL REVENUE	**$7,318,480**	**$8,521,808**	**16.44%**	**$8,622,844**	**1.19%**	**$8,764,850**	**1.65%**	**$8,906,550**	**1.62%**	**$9,051,317**	**1.63%**
EXPENDITURES											
Salary and Benefit Costs	$5,177,217	$5,452,549	5.32%	$5,718,696	4.88%	$5,999,430	4.91%	$6,295,630	4.94%	$6,608,232	4.97%
Other	$3,071,447	$3,077,639	0.20%	$1,994,167	-35.20%	$3,111,522	56.03%	$3,129,744	0.59%	$3,148,878	0.61%
TOTAL EXPENDITURES	**$8,248,665**	**$8,530,188**	**3.41%**	**$7,712,863**	**-9.58%**	**$9,110,952**	**18.13%**	**$9,425,374**	**3.45%**	**$9,757,110**	**3.52%**
SURPLUS / DEFICIT	**($930,184)**	**($8,379)**		**$909,981**		**($346,101)**		**($518,824)**		**($705,793)**	
OTHER FINANCING SOURCES / USES											
Other Financing Sources	$0	$0		$0		$0		$0		$0	
Other Financing Uses	$0	$0		$0		$0		$0		$0	
TOTAL OTHER FIN. SOURCES / USES	**$0**	**$0**		**$0**		**$0**		**$0**		**$0**	
SURPLUS / DEFICIT INCL. OTHER FIN. SOURCES	**($930,184)**	**($8,379)**		**$909,981**		**($346,101)**		**($518,824)**		**($705,793)**	
BEGINNING FUND BALANCE	**$5,067,093**	**$4,136,909**		**$4,128,529**		**$5,038,510**		**$4,692,409**		**$4,173,585**	
AUDIT ADUSTMENTS TO FUND BALANCE	$0	$0		$0		$0		$0		$0	
PROJECTED YEAR END BALANCE	**$4,136,909**	**$4,128,529**		**$5,038,510**		**$4,692,409**		**$4,173,585**		**$3,467,792**	
FUND BALANCE AS % OF EXPENDITURES	**50.15%**	**48.40%**		**65.33%**		**51.50%**		**44.28%**		**35.54%**	
FUND BALANCE AS # OF MONTHS OF EXPEND.	**6.02**	**5.81**		**7.84**		**6.18**		**5.31**		**4.26**	

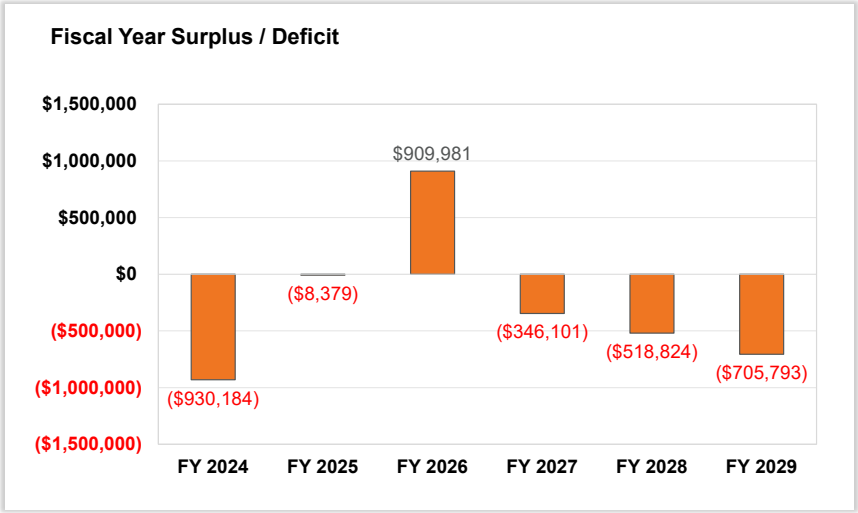
frontline Analytics

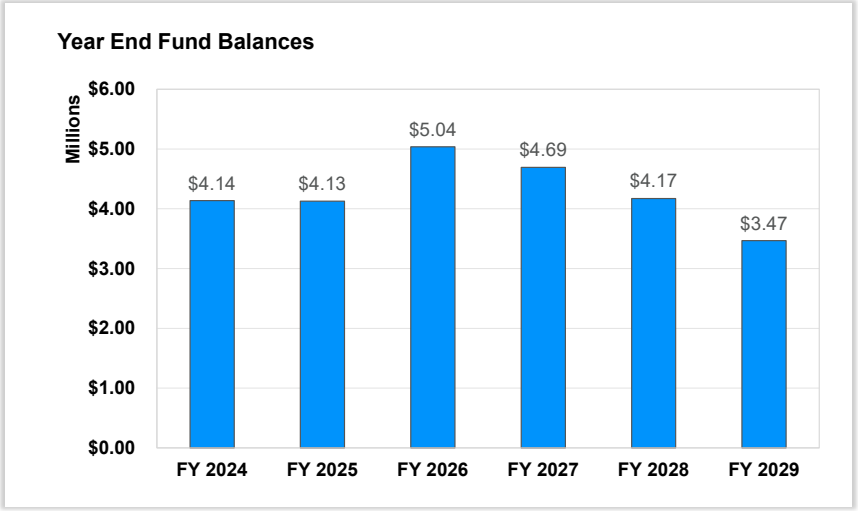
Transportation Fund

Huntley Community School District 158 | Tentative Budget FY25 - 062024

Projection Summary







frontline Analytics

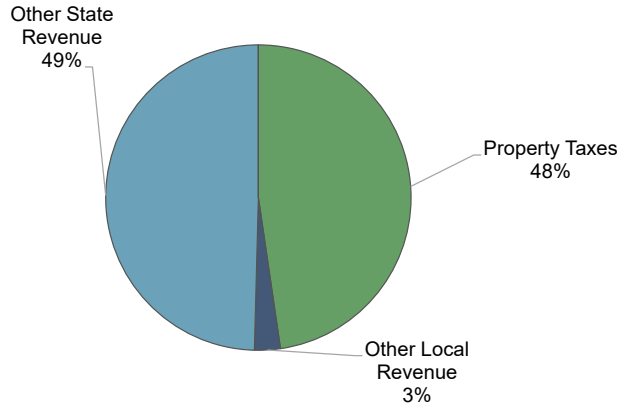
Transportation Fund

Huntley Community School District 158 | Tentative Budget FY25 - 062024

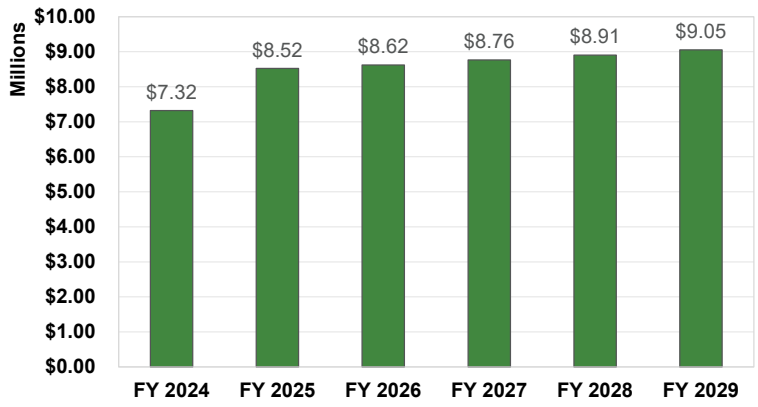
Revenue Analysis

	BUDGET FY 2024	PROJECTED FY 2025	% Δ	PROJECTED FY 2026	% Δ	PROJECTED FY 2027	% Δ	PROJECTED FY 2028	% Δ	PROJECTED FY 2029	% Δ
LOCAL											
Property Taxes	$3,489,771	$4,628,007	32.62%	$4,794,135	3.59%	$4,936,141	2.96%	$5,077,841	2.87%	$5,222,608	2.85%
Other Local Revenue	$199,884	$264,976	32.56%	$199,884	-24.57%	$199,884	0.00%	$199,884	0.00%	$199,884	0.00%
TOTAL LOCAL REVENUE	**$3,689,655**	**$4,892,983**	**32.61%**	**$4,994,019**	**2.06%**	**$5,136,025**	**2.84%**	**$5,277,725**	**2.76%**	**$5,422,492**	**2.74%**
STATE											
Evidence Based Funding	$0	$0		$0		$0		$0		$0	
Other State Revenue	$3,628,825	$3,628,825	0.00%	$3,628,825	0.00%	$3,628,825	0.00%	$3,628,825	0.00%	$3,628,825	0.00%
TOTAL STATE REVENUE	**$3,628,825**	**$3,628,825**	**0.00%**	**$3,628,825**	**0.00%**	**$3,628,825**	**0.00%**	**$3,628,825**	**0.00%**	**$3,628,825**	**0.00%**
TOTAL FEDERAL REVENUE	**$0**	**$0**		**$0**		**$0**		**$0**		**$0**	
FLOW-THROUGH REVENUE	**$0**	**$0**		**$0**		**$0**		**$0**		**$0**	
TOTAL REVENUE	**$7,318,480**	**$8,521,808**	**16.44%**	**$8,622,844**	**1.19%**	**$8,764,850**	**1.65%**	**$8,906,550**	**1.62%**	**$9,051,317**	**1.63%**

Budgeted Revenue Allocation by Source



Revenue Projection



frontline Analytics

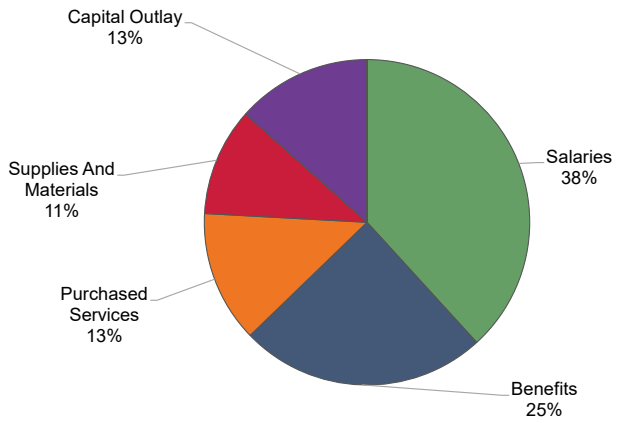
Transportation Fund

Huntley Community School District 158 | Tentative Budget FY25 - 062024

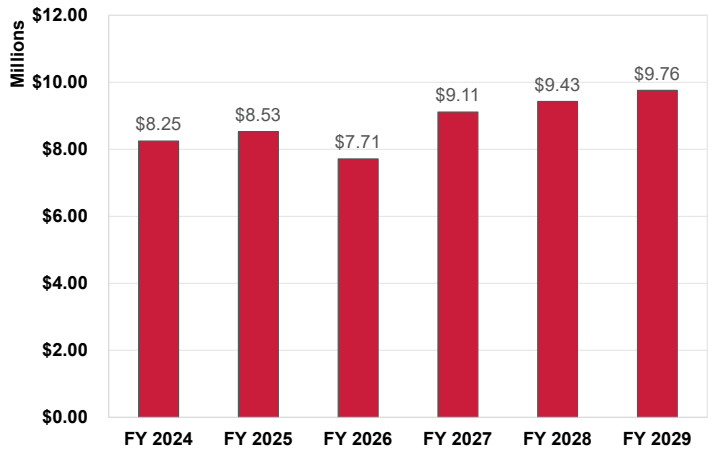
Expenditure Analysis

	BUDGET FY 2024	PROJECTED FY 2025	% Δ	PROJECTED FY 2026	% Δ	PROJECTED FY 2027	% Δ	PROJECTED FY 2028	% Δ	PROJECTED FY 2029	% Δ
Salaries	$3,152,855	$3,286,852	4.25%	$3,401,891	3.50%	$3,520,958	3.50%	$3,644,191	3.50%	$3,771,738	3.50%
Benefits	$2,024,362	$2,165,697	6.98%	$2,316,805	6.98%	$2,478,472	6.98%	$2,651,439	6.98%	$2,836,495	6.98%
TOTAL SALARIES & BENEFITS	**$5,177,217**	**$5,452,549**	5.32%	**$5,718,696**	4.88%	**$5,999,430**	4.91%	**$6,295,630**	4.94%	**$6,608,232**	4.97%
Purchased Services	$1,080,228	$1,086,420	0.57%	$1,102,948	1.52%	$1,120,303	1.57%	$1,138,525	1.63%	$1,157,659	1.68%
Supplies And Materials	$885,000	$885,000	0.00%	$885,000	0.00%	$885,000	0.00%	$885,000	0.00%	$885,000	0.00%
Capital Outlay	$1,100,000	$1,100,000	0.00%	$0	-100.00%	$1,100,000		$1,100,000	0.00%	$1,100,000	0.00%
Other Objects	$6,219	$6,219	0.00%	$6,219	0.00%	$6,219	0.00%	$6,219	0.00%	$6,219	0.00%
Non-Capitalized Equipment	$0	$0		$0		$0		$0		$0	
Termination Benefits	$0	$0		$0		$0		$0		$0	
Provision For Contingencies	$0	$0		$0		$0		$0		$0	
TOTAL ALL OTHER	**$3,071,447**	**$3,077,639**	0.20%	**$1,994,167**	-35.20%	**$3,111,522**	56.03%	**$3,129,744**	0.59%	**$3,148,878**	0.61%
TOTAL EXPENDITURES	**$8,248,665**	**$8,530,188**	3.41%	**$7,712,863**	-9.58%	**$9,110,952**	18.13%	**$9,425,374**	3.45%	**$9,757,110**	3.52%

Budgeted Expenditure Allocation by Object



Expenditure Projection



frontline Analytics

Transportation Fund

Huntley Community School District 158 | Tentative Budget FY25 - 062024

Historical Summary

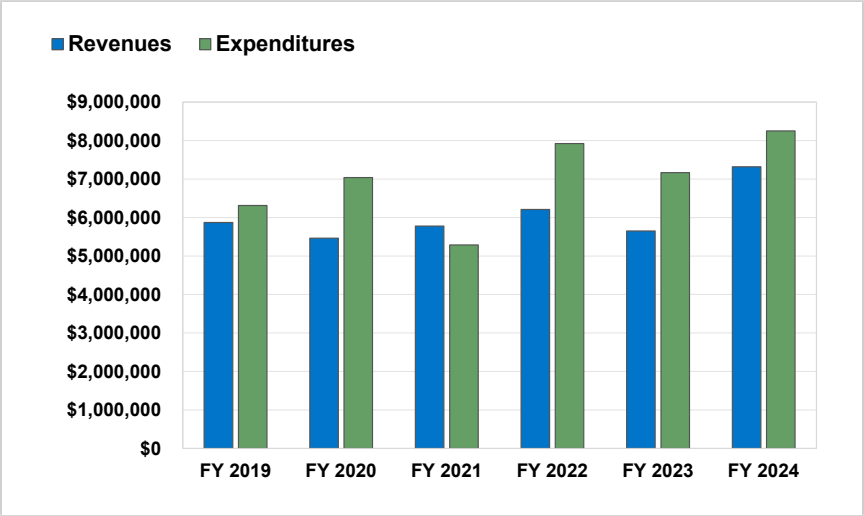
	AFR FY 2019	AFR FY 2020	% Δ	AFR FY 2021	% Δ	AFR FY 2022	% Δ	AFR FY 2023	% Δ	BUDGET FY 2024	% Δ
REVENUE											
Local	$2,511,197	$2,154,207	-14.22%	$2,278,253	5.76%	$2,239,474	-1.70%	$2,483,644	10.90%	$3,689,655	48.56%
State	$3,358,009	$3,309,292	-1.45%	$3,498,831	5.73%	$3,970,288	13.47%	$3,165,162	-20.28%	$3,628,825	14.65%
Federal	$0	$0		$0		$0		$0		$0	
Other	$0	$0		$0		$0		$0		$0	
TOTAL REVENUE	**$5,869,206**	**$5,463,499**	**-6.91%**	**$5,777,084**	**5.74%**	**$6,209,762**	**7.49%**	**$5,648,806**	**-9.03%**	**$7,318,480**	**29.56%**
EXPENDITURES											
Salary and Benefit Costs	$3,734,187	$3,692,430	-1.12%	$3,127,467	-15.30%	$3,401,598	8.77%	$4,609,506	35.51%	$5,177,217	12.32%
Other	$2,578,149	$3,347,647	29.85%	$2,160,264	-35.47%	$4,519,316	109.20%	$2,556,825	-43.42%	$3,071,447	20.13%
TOTAL EXPENDITURES	**$6,312,336**	**$7,040,077**	**11.53%**	**$5,287,731**	**-24.89%**	**$7,920,914**	**49.80%**	**$7,166,331**	**-9.53%**	**$8,248,665**	**15.10%**
SURPLUS / DEFICIT	**($443,130)**	**($1,576,578)**		**$489,353**		**($1,711,152)**		**($1,517,525)**		**($930,184)**	
OTHER FINANCING SOURCES / USES											
Other Financing Sources	$0	$0		$0		$0		$0		$0	
Other Financing Uses	$0	$0		$0		$0		$0		$0	
TOTAL OTHER FIN. SOURCES / USES	**$0**	**$0**		**$0**		**$0**		**$0**		**$0**	
SURPLUS / DEFICIT INCL. OTHER FIN. SOURCES	**($443,130)**	**($1,576,578)**		**$489,353**		**($1,711,152)**		**($1,517,525)**		**($930,184)**	
BEGINNING FUND BALANCE	**$9,826,125**	**$9,382,995**		**$7,806,417**		**$8,295,770**		**$6,584,618**		**$5,067,093**	
AUDIT ADUSTMENTS TO FUND BALANCE	$0	$0		$0		$0		$0		$0	
YEAR END BALANCE	**$9,382,995**	**$7,806,417**		**$8,295,770**		**$6,584,618**		**$5,067,093**		**$4,136,909**	
FUND BALANCE AS % OF EXPENDITURES	**148.65%**	**110.89%**		**156.89%**		**83.13%**		**70.71%**		**50.15%**	
FUND BALANCE AS # OF MONTHS OF EXPEND.	**17.84**	**13.31**		**18.83**		**9.98**		**8.48**		**6.02**	

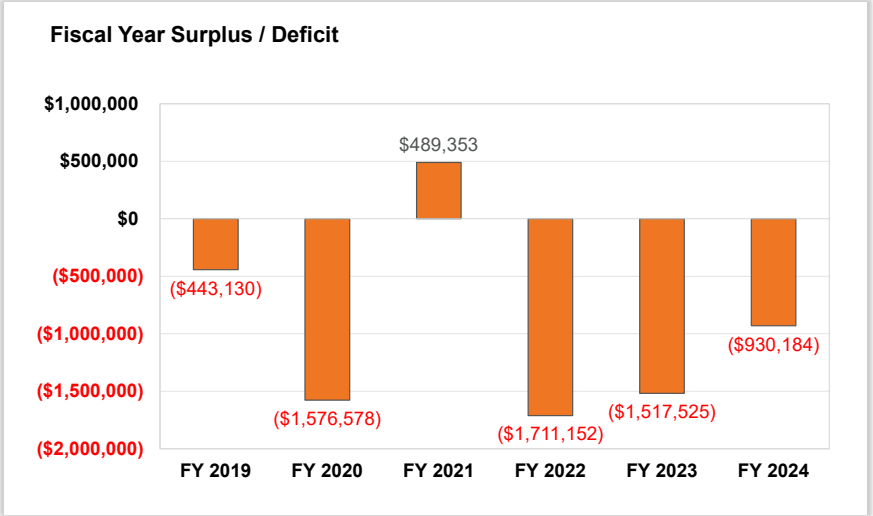
frontline Analytics

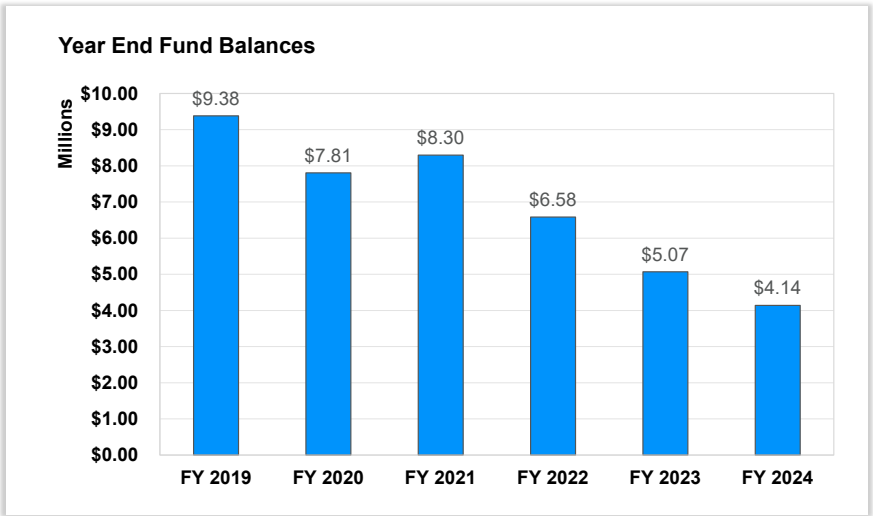
Transportation Fund

Huntley Community School District 158 | Tentative Budget FY25 - 062024

Historical Summary







frontline Analytics

Municipal Retirement / Social Security Fund

Huntley Community School District 158 | Tentative Budget FY25 - 062024

Projection Summary

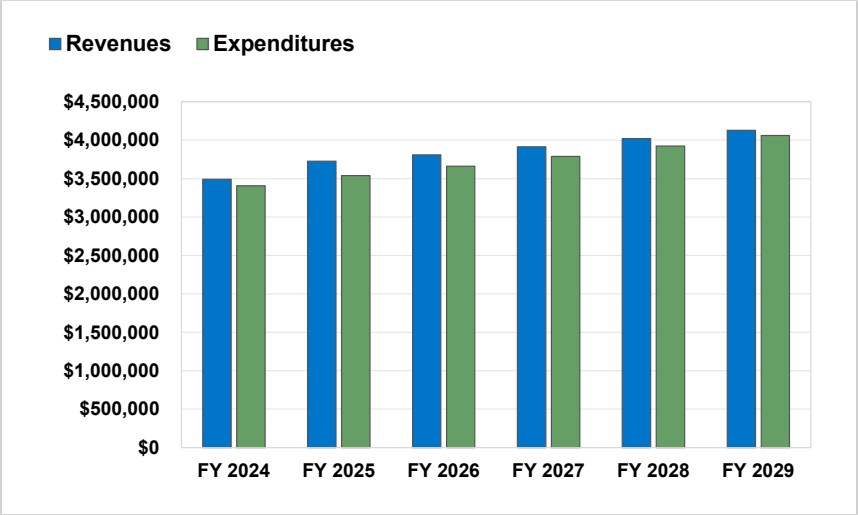
	BUDGET FY 2024	PROJECTED FY 2025	% Δ	PROJECTED FY 2026	% Δ	PROJECTED FY 2027	% Δ	PROJECTED FY 2028	% Δ	PROJECTED FY 2029	% Δ
REVENUE											
Local	$3,492,382	$3,725,478	6.67%	$3,808,940	2.24%	$3,914,524	2.77%	$4,019,880	2.69%	$4,127,518	2.68%
State	$0	$0		$0		$0		$0		$0	
Federal	$0	$0		$0		$0		$0		$0	
Other	$0	$0		$0		$0		$0		$0	
TOTAL REVENUE	**$3,492,382**	**$3,725,478**	**6.67%**	**$3,808,940**	**2.24%**	**$3,914,524**	**2.77%**	**$4,019,880**	**2.69%**	**$4,127,518**	**2.68%**
EXPENDITURES											
Salary and Benefit Costs	$3,407,565	$3,537,877	3.82%	$3,661,702	3.50%	$3,789,862	3.50%	$3,922,507	3.50%	$4,059,795	3.50%
Other	$0	$0		$0		$0		$0		$0	
TOTAL EXPENDITURES	**$3,407,565**	**$3,537,877**	**3.82%**	**$3,661,702**	**3.50%**	**$3,789,862**	**3.50%**	**$3,922,507**	**3.50%**	**$4,059,795**	**3.50%**
SURPLUS / DEFICIT	**$84,816**	**$187,601**		**$147,237**		**$124,662**		**$97,373**		**$67,723**	
OTHER FINANCING SOURCES / USES											
Other Financing Sources	$0	$0		$0		$0		$0		$0	
Other Financing Uses	$0	$0		$0		$0		$0		$0	
TOTAL OTHER FIN. SOURCES / USES	**$0**	**$0**		**$0**		**$0**		**$0**		**$0**	
SURPLUS / DEFICIT INCL. OTHER FIN. SOURCES	**$84,816**	**$187,601**		**$147,237**		**$124,662**		**$97,373**		**$67,723**	
BEGINNING FUND BALANCE	**$1,502,812**	**$1,587,628**		**$1,775,229**		**$1,922,467**		**$2,047,128**		**$2,144,501**	
AUDIT ADUSTMENTS TO FUND BALANCE	$0	$0		$0		$0		$0		$0	
PROJECTED YEAR END BALANCE	**$1,587,628**	**$1,775,229**		**$1,922,467**		**$2,047,128**		**$2,144,501**		**$2,212,224**	
FUND BALANCE AS % OF EXPENDITURES	**46.59%**	**50.18%**		**52.50%**		**54.02%**		**54.67%**		**54.49%**	
FUND BALANCE AS # OF MONTHS OF EXPEND.	**5.59**	**6.02**		**6.30**		**6.48**		**6.56**		**6.54**	

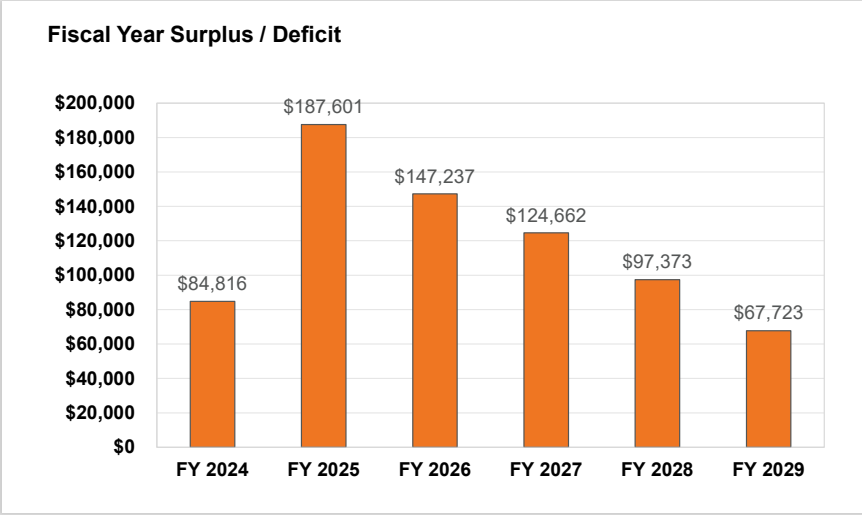
Frontline Analytics

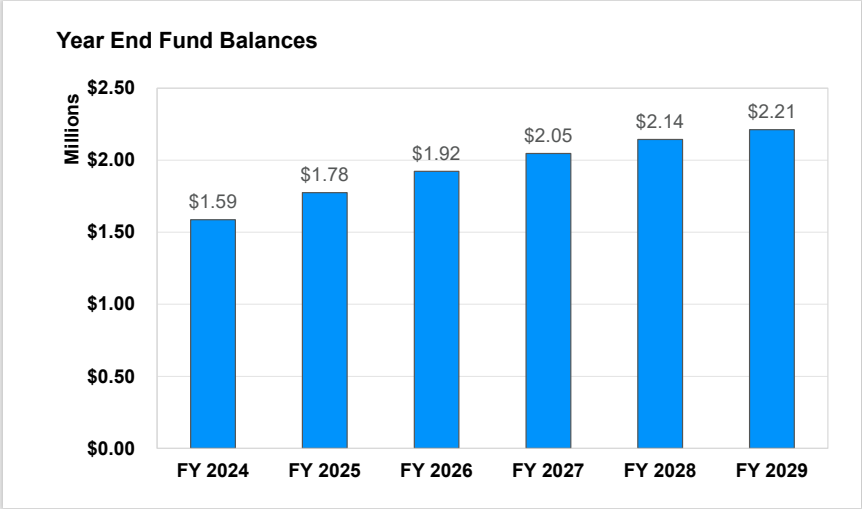
Municipal Retirement / Social Security Fund

Huntley Community School District 158 | Tentative Budget FY25 - 062024

Projection Summary







frontline Analytics

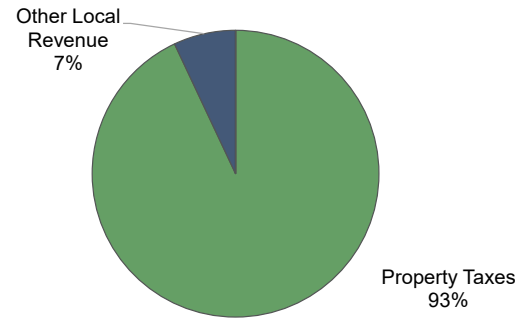
Municipal Retirement / Social Security Fund

Huntley Community School District 158 | Tentative Budget FY25 - 062024

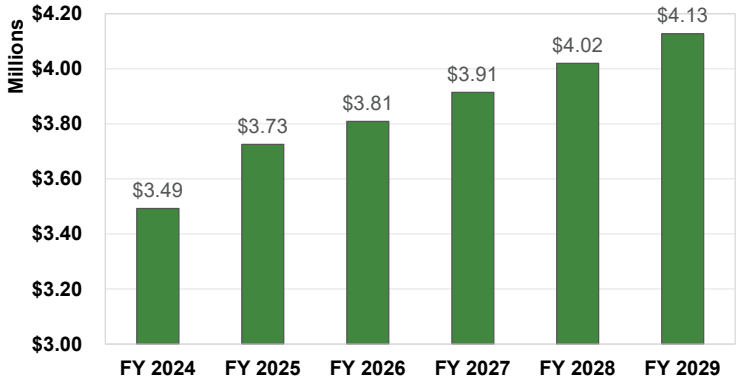
Revenue Analysis

	BUDGET FY 2024	PROJECTED FY 2025	% Δ	PROJECTED FY 2026	% Δ	PROJECTED FY 2027	% Δ	PROJECTED FY 2028	% Δ	PROJECTED FY 2029	% Δ
LOCAL											
Property Taxes	$3,247,966	$3,441,005	5.94%	$3,564,524	3.59%	$3,670,108	2.96%	$3,775,464	2.87%	$3,883,102	2.85%
Other Local Revenue	$244,416	$284,473	16.39%	$244,416	-14.08%	$244,416	0.00%	$244,416	0.00%	$244,416	0.00%
TOTAL LOCAL REVENUE	**$3,492,382**	**$3,725,478**	**6.67%**	**$3,808,940**	**2.24%**	**$3,914,524**	**2.77%**	**$4,019,880**	**2.69%**	**$4,127,518**	**2.68%**
STATE											
Evidence Based Funding	$0	$0		$0		$0		$0		$0	
Other State Revenue	$0	$0		$0		$0		$0		$0	
TOTAL STATE REVENUE	**$0**	**$0**		**$0**		**$0**		**$0**		**$0**	
TOTAL FEDERAL REVENUE	**$0**	**$0**		**$0**		**$0**		**$0**		**$0**	
FLOW-THROUGH REVENUE	**$0**	**$0**		**$0**		**$0**		**$0**		**$0**	
TOTAL REVENUE	**$3,492,382**	**$3,725,478**	**6.67%**	**$3,808,940**	**2.24%**	**$3,914,524**	**2.77%**	**$4,019,880**	**2.69%**	**$4,127,518**	**2.68%**

Budgeted Revenue Allocation by Source



Revenue Projection



frontline Analytics

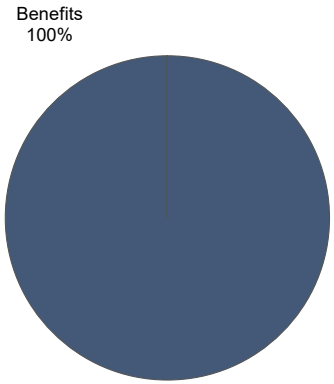
Municipal Retirement / Social Security Fund

Huntley Community School District 158 | Tentative Budget FY25 - 062024

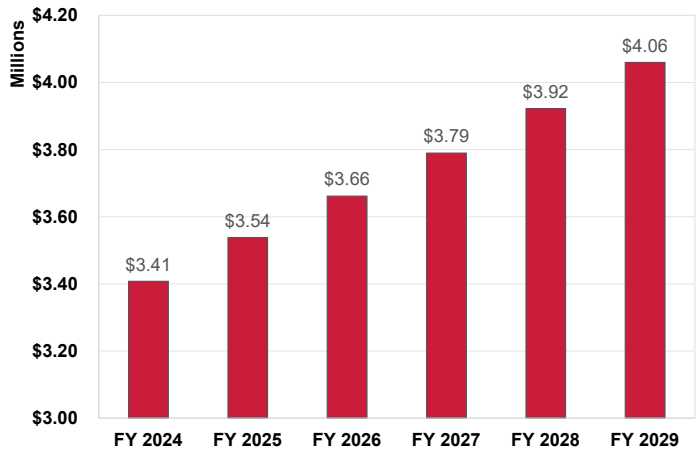
Expenditure Analysis

	BUDGET FY 2024	PROJECTED FY 2025	% Δ	PROJECTED FY 2026	% Δ	PROJECTED FY 2027	% Δ	PROJECTED FY 2028	% Δ	PROJECTED FY 2029	% Δ
Salaries	$0	$0		$0		$0		$0		$0	
Benefits	$3,407,565	$3,537,877	3.82%	$3,661,702	3.50%	$3,789,862	3.50%	$3,922,507	3.50%	$4,059,795	3.50%
TOTAL SALARIES & BENEFITS	**$3,407,565**	**$3,537,877**	3.82%	**$3,661,702**	3.50%	**$3,789,862**	3.50%	**$3,922,507**	3.50%	**$4,059,795**	3.50%
Purchased Services	$0	$0		$0		$0		$0		$0	
Supplies And Materials	$0	$0		$0		$0		$0		$0	
Capital Outlay	$0	$0		$0		$0		$0		$0	
Other Objects	$0	$0		$0		$0		$0		$0	
Non-Capitalized Equipment	$0	$0		$0		$0		$0		$0	
Termination Benefits	$0	$0		$0		$0		$0		$0	
Provision For Contingencies	$0	$0		$0		$0		$0		$0	
TOTAL ALL OTHER	**$0**	**$0**		**$0**		**$0**		**$0**		**$0**	
TOTAL EXPENDITURES	**$3,407,565**	**$3,537,877**	3.82%	**$3,661,702**	3.50%	**$3,789,862**	3.50%	**$3,922,507**	3.50%	**$4,059,795**	3.50%

Budgeted Expenditure Allocation by Object



Expenditure Projection



frontline Analytics

Municipal Retirement / Social Security Fund

Huntley Community School District 158 | Tentative Budget FY25 - 062024

Historical Summary

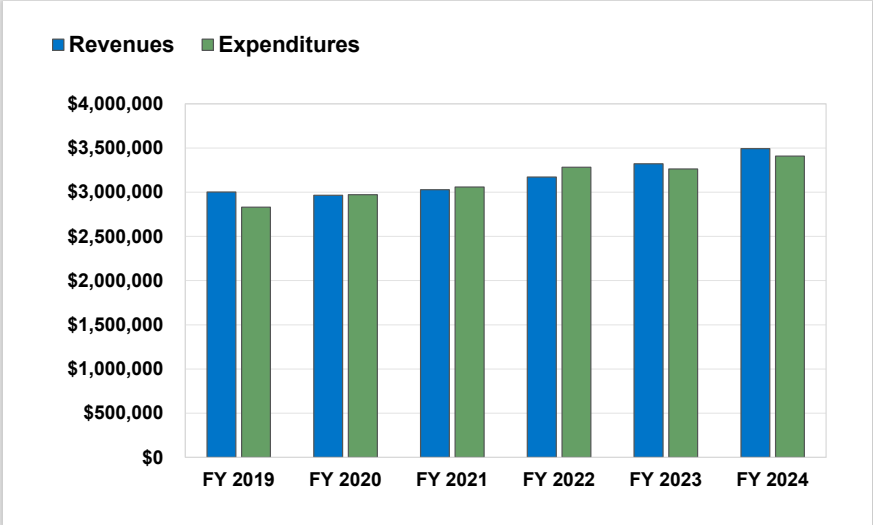
	AFR FY 2019	AFR FY 2020	% Δ	AFR FY 2021	% Δ	AFR FY 2022	% Δ	AFR FY 2023	% Δ	BUDGET FY 2024	% Δ
REVENUE											
Local	$3,001,857	$2,965,777	-1.20%	$3,029,155	2.14%	$3,171,255	4.69%	$3,321,985	4.75%	$3,492,382	5.13%
State	$0	$0		$0		$0		$0		$0	
Federal	$0	$0		$0		$0		$0		$0	
Other	$0	$0		$0		$0		$0		$0	
TOTAL REVENUE	**$3,001,857**	**$2,965,777**	**-1.20%**	**$3,029,155**	**2.14%**	**$3,171,255**	**4.69%**	**$3,321,985**	**4.75%**	**$3,492,382**	**5.13%**
EXPENDITURES											
Salary and Benefit Costs	$2,830,656	$2,971,365	4.97%	$3,058,850	2.94%	$3,282,302	7.31%	$3,263,557	-0.57%	$3,407,565	4.41%
Other	$0	$0		$0		$0		$0		$0	
TOTAL EXPENDITURES	**$2,830,656**	**$2,971,365**	**4.97%**	**$3,058,850**	**2.94%**	**$3,282,302**	**7.31%**	**$3,263,557**	**-0.57%**	**$3,407,565**	**4.41%**
SURPLUS / DEFICIT	**$171,201**	**($5,588)**		**($29,695)**		**($111,047)**		**$58,428**		**$84,816**	
OTHER FINANCING SOURCES / USES											
Other Financing Sources	$0	$0		$0		$0		$0		$0	
Other Financing Uses	$0	$0		$0		$0		$0		$0	
TOTAL OTHER FIN. SOURCES / USES	**$0**	**$0**		**$0**		**$0**		**$0**		**$0**	
SURPLUS / DEFICIT INCL. OTHER FIN. SOURCES	**$171,201**	**($5,588)**		**($29,695)**		**($111,047)**		**$58,428**		**$84,816**	
BEGINNING FUND BALANCE	**$1,419,513**	**$1,590,714**		**$1,585,126**		**$1,555,431**		**$1,444,384**		**$1,502,812**	
AUDIT ADUSTMENTS TO FUND BALANCE	$0	$0		$0		$0		$0		$0	
YEAR END BALANCE	**$1,590,714**	**$1,585,126**		**$1,555,431**		**$1,444,384**		**$1,502,812**		**$1,587,628**	
FUND BALANCE AS % OF EXPENDITURES	**56.20%**	**53.35%**		**50.85%**		**44.01%**		**46.05%**		**46.59%**	
FUND BALANCE AS # OF MONTHS OF EXPEND.	**6.74**	**6.40**		**6.10**		**5.28**		**5.53**		**5.59**	

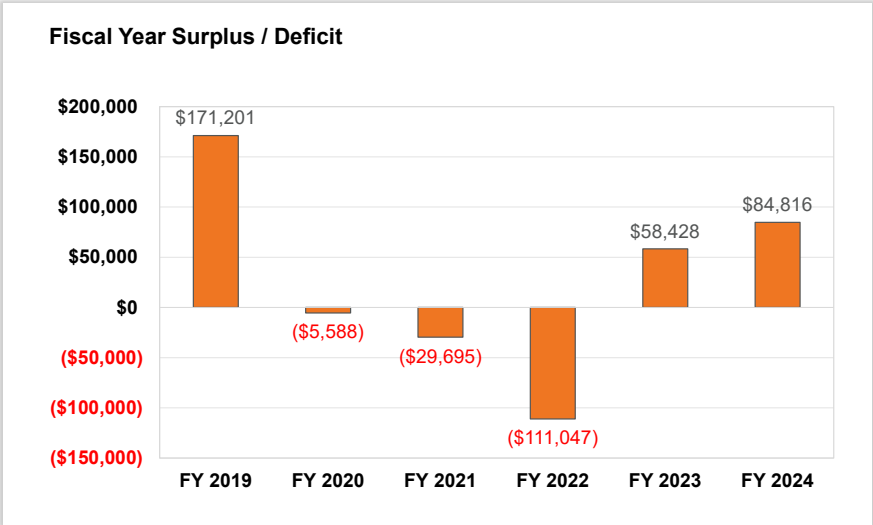
frontline Analytics

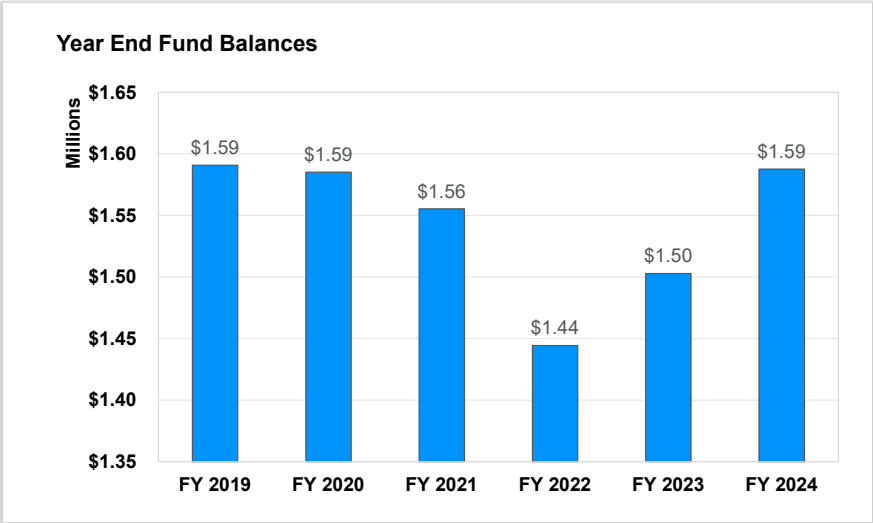
Municipal Retirement / Social Security Fund

Huntley Community School District 158 | Tentative Budget FY25 - 062024

Historical Summary







frontline Analytics

Capital Project Fund

Huntley Community School District 158 | Tentative Budget FY25 - 062024

Projection Summary

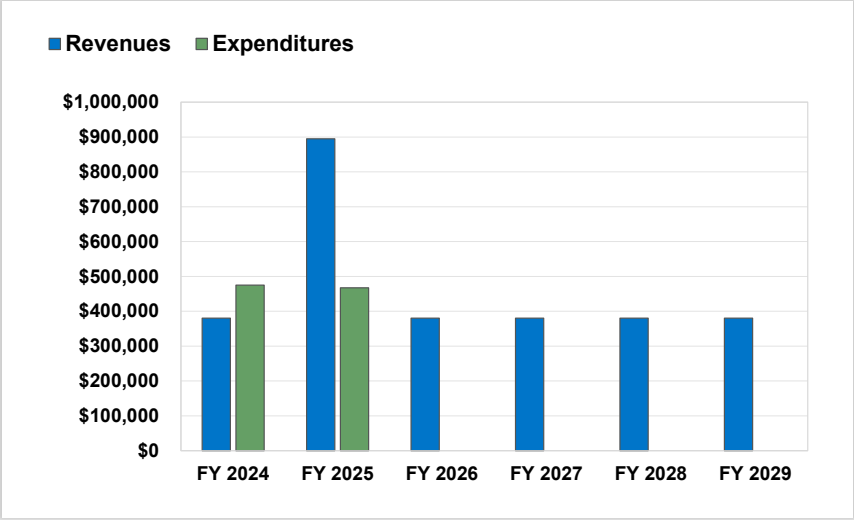
	BUDGET FY 2024	PROJECTED FY 2025	% Δ	PROJECTED FY 2026	% Δ	PROJECTED FY 2027	% Δ	PROJECTED FY 2028	% Δ	PROJECTED FY 2029	% Δ
REVENUE											
Local	$380,043	$895,064	135.52%	$380,043	-57.54%	$380,043	0.00%	$380,043	0.00%	$380,043	0.00%
State	$0	$0		$0		$0		$0		$0	
Federal	$0	$0		$0		$0		$0		$0	
Other	$0	$0		$0		$0		$0		$0	
TOTAL REVENUE	**$380,043**	**$895,064**	**135.52%**	**$380,043**	**-57.54%**	**$380,043**	**0.00%**	**$380,043**	**0.00%**	**$380,043**	**0.00%**
EXPENDITURES											
Salary and Benefit Costs	$0	$0		$0		$0		$0		$0	
Other	$474,996	$467,498	-1.58%	$0	-100.00%	$0		$0		$0	
TOTAL EXPENDITURES	**$474,996**	**$467,498**	**-1.58%**	**$0**	**-100.00%**	**$0**		**$0**		**$0**	
SURPLUS / DEFICIT	**($94,954)**	**$427,566**		**$380,043**		**$380,043**		**$380,043**		**$380,043**	
OTHER FINANCING SOURCES / USES											
Other Financing Sources	$0	$0		$0		$0		$0		$0	
Other Financing Uses	$0	$0		$0		$0		$0		$0	
TOTAL OTHER FIN. SOURCES / USES	**$0**	**$0**		**$0**		**$0**		**$0**		**$0**	
SURPLUS / DEFICIT INCL. OTHER FIN. SOURCES	**($94,954)**	**$427,566**		**$380,043**		**$380,043**		**$380,043**		**$380,043**	
BEGINNING FUND BALANCE	**$644,024**	**$549,071**		**$976,636**		**$1,356,679**		**$1,736,721**		**$2,116,764**	
AUDIT ADUSTMENTS TO FUND BALANCE	$0	$0		$0		$0		$0		$0	
PROJECTED YEAR END BALANCE	**$549,071**	**$976,636**		**$1,356,679**		**$1,736,721**		**$2,116,764**		**$2,496,806**	
FUND BALANCE AS % OF EXPENDITURES	**115.59%**	**208.91%**		**#DIV/0!**		**#DIV/0!**		**#DIV/0!**		**#DIV/0!**	
FUND BALANCE AS # OF MONTHS OF EXPEND.	**13.87**	**25.07**		**#DIV/0!**		**#DIV/0!**		**#DIV/0!**		**#DIV/0!**	

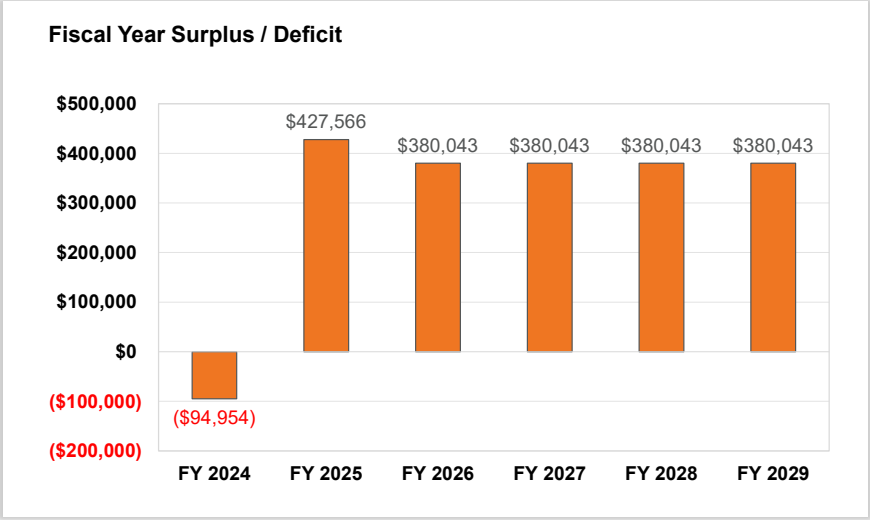
frontline Analytics

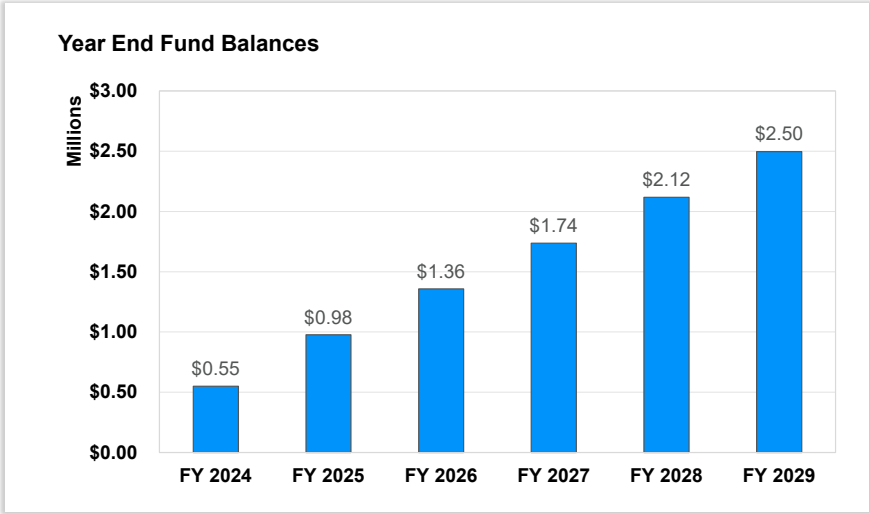
Capital Project Fund

Huntley Community School District 158 | Tentative Budget FY25 - 062024

Projection Summary







frontline education

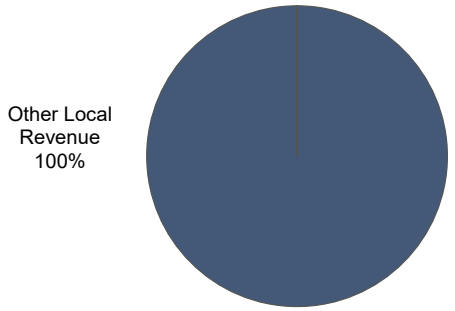
Capital Projects Fund

Huntley Community School District 158 | Tentative Budget FY25 - 062024

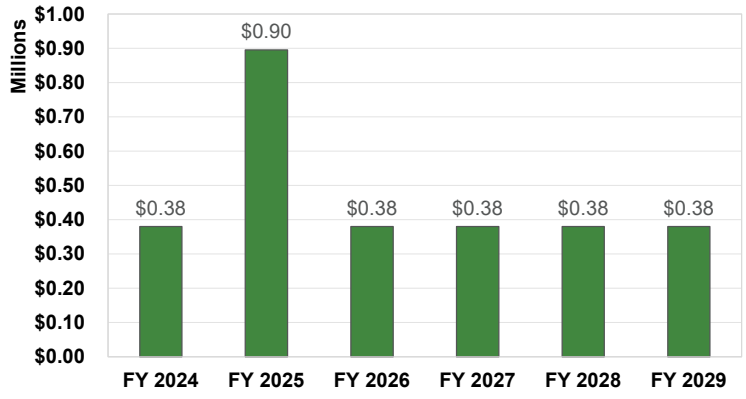
Revenue Analysis

	BUDGET FY 2024	PROJECTED FY 2025	% Δ	PROJECTED FY 2026	% Δ	PROJECTED FY 2027	% Δ	PROJECTED FY 2028	% Δ	PROJECTED FY 2029	% Δ
LOCAL											
Property Taxes	$0	$0		$0		$0		$0		$0	
Other Local Revenue	$380,043	$895,064	135.52%	$380,043	-57.54%	$380,043	0.00%	$380,043	0.00%	$380,043	0.00%
TOTAL LOCAL REVENUE	**$380,043**	**$895,064**	**135.52%**	**$380,043**	**-57.54%**	**$380,043**	**0.00%**	**$380,043**	**0.00%**	**$380,043**	**0.00%**
STATE											
Evidence Based Funding	$0	$0		$0		$0		$0		$0	
Other State Revenue	$0	$0		$0		$0		$0		$0	
TOTAL STATE REVENUE	**$0**	**$0**		**$0**		**$0**		**$0**		**$0**	
TOTAL FEDERAL REVENUE	**$0**	**$0**		**$0**		**$0**		**$0**		**$0**	
FLOW-THROUGH REVENUE	**$0**	**$0**		**$0**		**$0**		**$0**		**$0**	
TOTAL REVENUE	**$380,043**	**$895,064**	**135.52%**	**$380,043**	**-57.54%**	**$380,043**	**0.00%**	**$380,043**	**0.00%**	**$380,043**	**0.00%**

Budgeted Revenue Allocation by Source



Revenue Projection



frontline Analytics

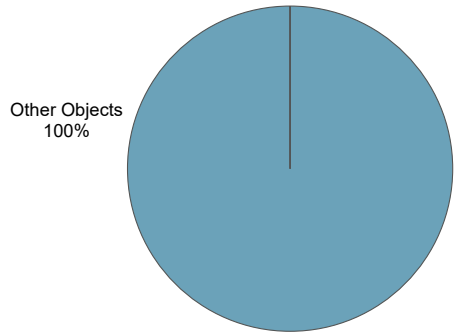
Capital Funds Fund

Huntley Community School District 158 | Tentative Budget FY25 - 062024

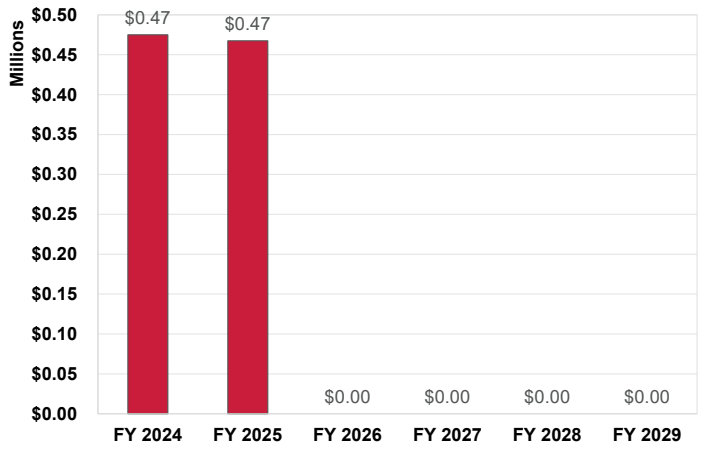
Expenditure Analysis

	BUDGET FY 2024	PROJECTED FY 2025	% Δ	PROJECTED FY 2026	% Δ	PROJECTED FY 2027	% Δ	PROJECTED FY 2028	% Δ	PROJECTED FY 2029	% Δ
Salaries	$0	$0		$0		$0		$0		$0	
Benefits	$0	$0		$0		$0		$0		$0	
TOTAL SALARIES & BENEFITS	**$0**	**$0**		**$0**		**$0**		**$0**		**$0**	
Purchased Services	$0	$0		$0		$0		$0		$0	
Supplies And Materials	$0	$0		$0		$0		$0		$0	
Capital Outlay	$0	$0		$0		$0		$0		$0	
Other Objects	$474,996	$467,498	-1.58%	$0	-100.00%	$0		$0		$0	
Non-Capitalized Equipment	$0	$0		$0		$0		$0		$0	
Termination Benefits	$0	$0		$0		$0		$0		$0	
Provision For Contingencies	$0	$0		$0		$0		$0		$0	
TOTAL ALL OTHER	**$474,996**	**$467,498**	-1.58%	**$0**	-100.00%	**$0**		**$0**		**$0**	
TOTAL EXPENDITURES	**$474,996**	**$467,498**	-1.58%	**$0**	-100.00%	**$0**		**$0**		**$0**	

Budgeted Expenditure Allocation by Object



Expenditure Projection



frontline Analytics

Capital Project Fund

Huntley Community School District 158 | Tentative Budget FY25 - 062024

Historical Summary

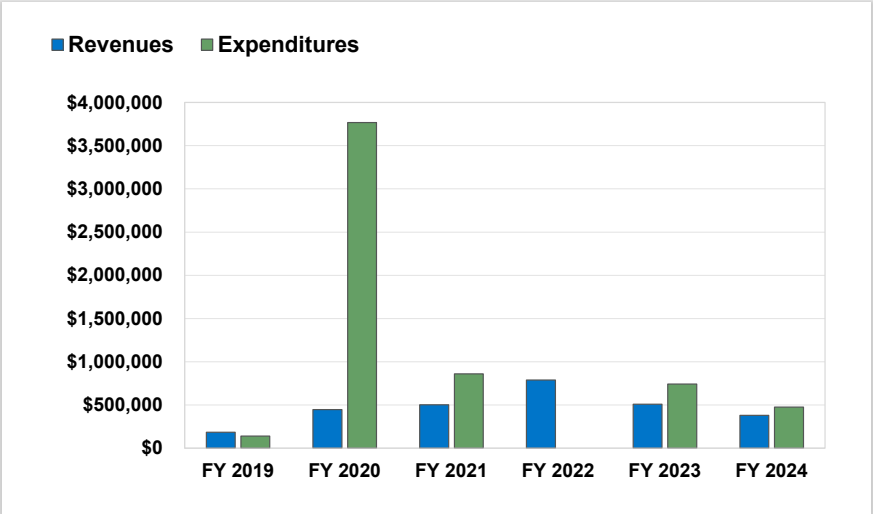
	AFR FY 2019	AFR FY 2020	% Δ	AFR FY 2021	% Δ	AFR FY 2022	% Δ	AFR FY 2023	% Δ	BUDGET FY 2024	% Δ
REVENUE											
Local	$184,996	$445,905	141.03%	$502,117	12.61%	$788,753	57.09%	$508,328	-35.55%	$380,043	-25.24%
State	$0	$0		$0		$0		$0		$0	
Federal	$0	$0		$0		$0		$0		$0	
Other	$0	$0		$0		$0		$0		$0	
TOTAL REVENUE	**$184,996**	**$445,905**	**141.03%**	**$502,117**	**12.61%**	**$788,753**	**57.09%**	**$508,328**	**-35.55%**	**$380,043**	**-25.24%**
EXPENDITURES											
Salary and Benefit Costs	$0	$0		$0		$0		$0		$0	
Other	$139,093	$3,766,713	2608.05%	$859,951	-77.17%	$0	-100.00%	$742,531		$474,996	-36.03%
TOTAL EXPENDITURES	**$139,093**	**$3,766,713**	**2608.05%**	**$859,951**	**-77.17%**	**$0**	**-100.00%**	**$742,531**		**$474,996**	**-36.03%**
SURPLUS / DEFICIT	**$45,903**	**($3,320,808)**		**($357,834)**		**$788,753**		**($234,203)**		**($94,954)**	
OTHER FINANCING SOURCES / USES											
Other Financing Sources	$0	$3,400,000		$0		$0		$0		$0	
Other Financing Uses	($1,112,831)	($714,651)		($697,713)		($711,863)		($472,270)		$0	
TOTAL OTHER FIN. SOURCES / USES	**($1,112,831)**	**$2,685,349**		**($697,713)**		**($711,863)**		**($472,270)**		**$0**	
SURPLUS / DEFICIT INCL. OTHER FIN. SOURCES	**($1,066,928)**	**($635,459)**		**($1,055,547)**		**$76,890**		**($706,473)**		**($94,954)**	
BEGINNING FUND BALANCE	**$4,031,541**	**$2,964,613**		**$2,329,154**		**$1,273,607**		**$1,350,497**		**$644,024**	
AUDIT ADUSTMENTS TO FUND BALANCE	$0	$0		$0		$0		$0		$0	
YEAR END BALANCE	**$2,964,613**	**$2,329,154**		**$1,273,607**		**$1,350,497**		**$644,024**		**$549,071**	
FUND BALANCE AS % OF EXPENDITURES	**2131.39%**	**61.84%**		**148.10%**		**#DIV/0!**		**86.73%**		**115.59%**	
FUND BALANCE AS # OF MONTHS OF EXPEND.	**255.77**	**7.42**		**17.77**		**#DIV/0!**		**10.41**		**13.87**	

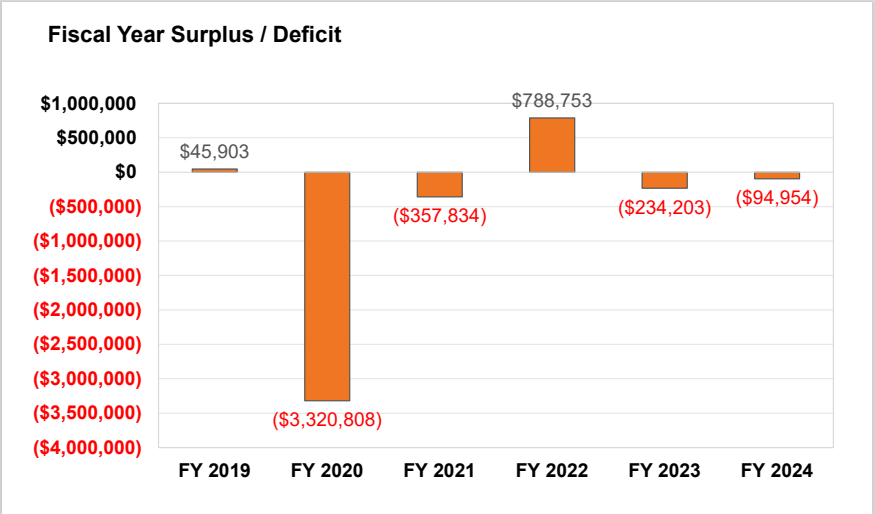
frontline Analytics

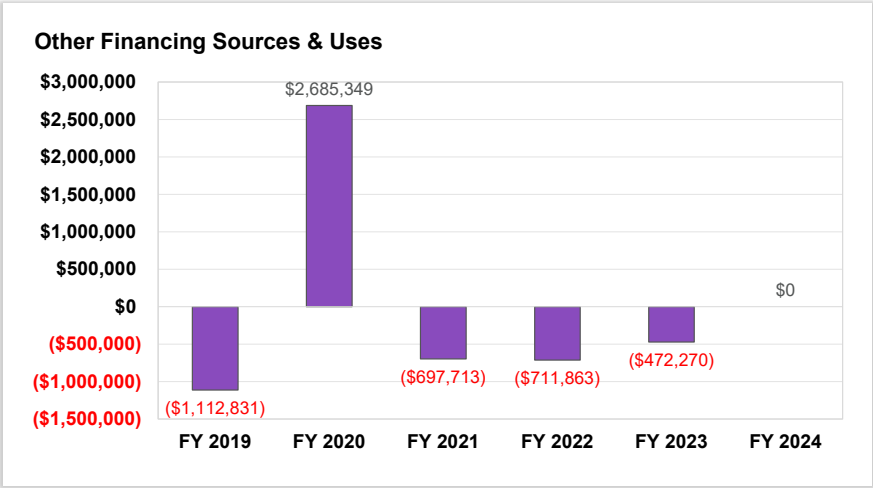
Capital Project Fund

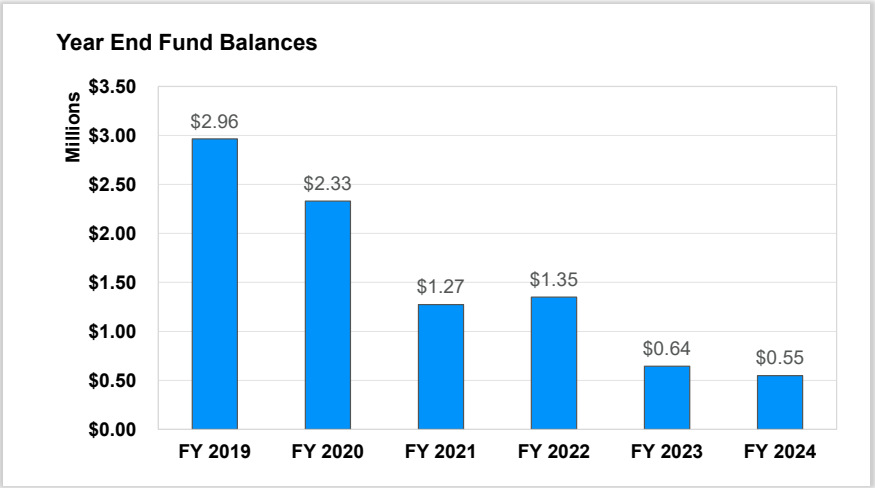
Huntley Community School District 158 | Tentative Budget FY25 - 062024

Historical Summary









frontline education

Working Cash Fund

Huntley Community School District 158 | Tentative Budget FY25 - 062024

Projection Summary

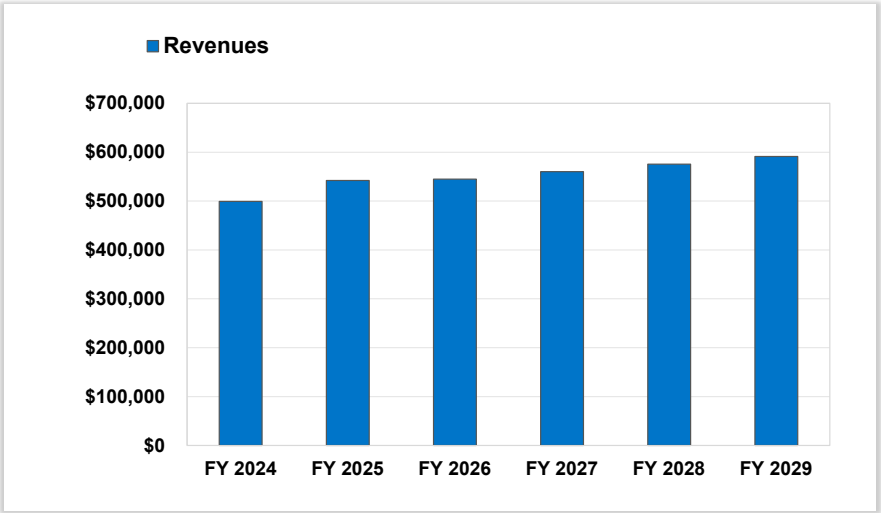
	BUDGET FY 2024	PROJECTED FY 2025	% Δ	PROJECTED FY 2026	% Δ	PROJECTED FY 2027	% Δ	PROJECTED FY 2028	% Δ	PROJECTED FY 2029	% Δ
REVENUE											
Local	$499,303	$542,215	8.59%	$545,040	0.52%	$560,295	2.80%	$575,517	2.72%	$591,068	2.70%
State	$0	$0		$0		$0		$0		$0	
Federal	$0	$0		$0		$0		$0		$0	
Other	$0	$0		$0		$0		$0		$0	
TOTAL REVENUE	**$499,303**	**$542,215**	**8.59%**	**$545,040**	**0.52%**	**$560,295**	**2.80%**	**$575,517**	**2.72%**	**$591,068**	**2.70%**
OTHER FINANCING SOURCES / USES											
Other Financing Sources	$0	$0		$0		$0		$0		$0	
Other Financing Uses	$0	$0		$0		$0		$0		$0	
TOTAL OTHER FIN. SOURCES / USES	**$0**	**$0**		**$0**		**$0**		**$0**		**$0**	
SURPLUS / DEFICIT INCL. OTHER FIN. SOURCES	**$499,303**	**$542,215**		**$545,040**		**$560,295**		**$575,517**		**$591,068**	
BEGINNING FUND BALANCE	**$5,966,028**	**$6,465,331**		**$7,007,545**		**$7,552,585**		**$8,112,879**		**$8,688,396**	
AUDIT ADUSTMENTS TO FUND BALANCE											
PROJECTED YEAR END BALANCE	**$6,465,331**	**$7,007,545**		**$7,552,585**		**$8,112,879**		**$8,688,396**		**$9,279,463**	

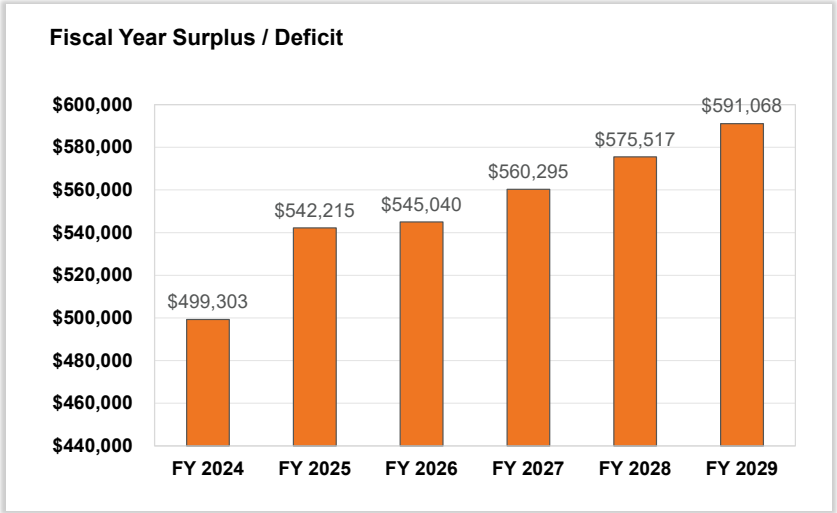
frontline Analytics

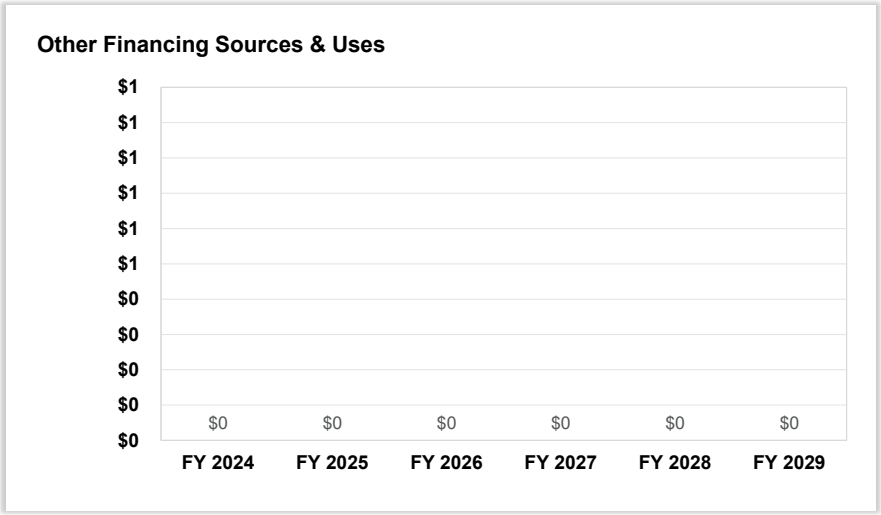
Working Cash Fund

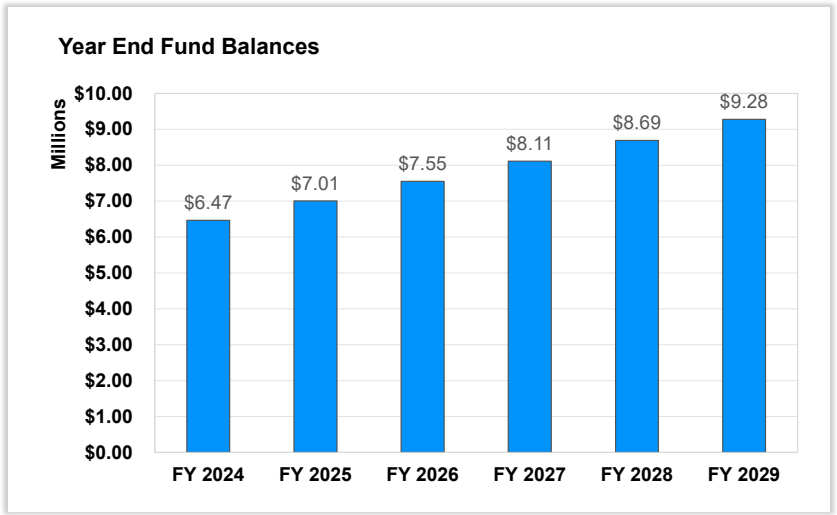
Huntley Community School District 158 | Tentative Budget FY25 - 062024

Projection Summary









frontline Analytics

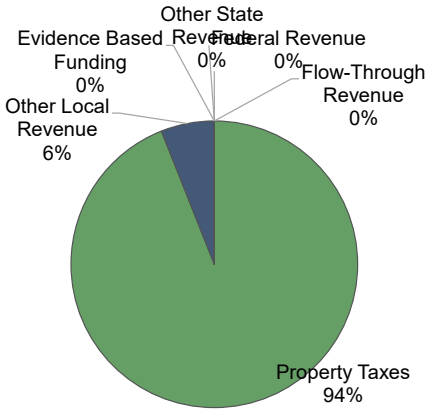
Working Cash Fund

Huntley Community School District 158 | Tentative Budget FY25 - 062024

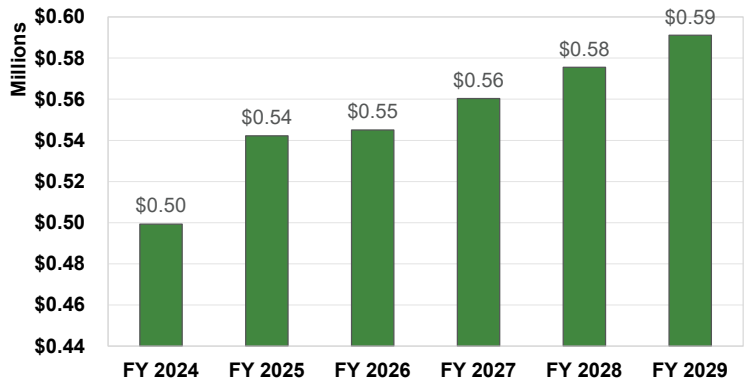
Revenue Analysis

	BUDGET FY 2024	PROJECTED FY 2025	% Δ	PROJECTED FY 2026	% Δ	PROJECTED FY 2027	% Δ	PROJECTED FY 2028	% Δ	PROJECTED FY 2029	% Δ
LOCAL											
Property Taxes	$469,260	$497,151	5.94%	$514,997	3.59%	$530,252	2.96%	$545,474	2.87%	$561,025	2.85%
Other Local Revenue	$30,043	$45,064	50.00%	$30,043	-33.33%	$30,043	0.00%	$30,043	0.00%	$30,043	0.00%
TOTAL LOCAL REVENUE	**$499,303**	**$542,215**	**8.59%**	**$545,040**	**0.52%**	**$560,295**	**2.80%**	**$575,517**	**2.72%**	**$591,068**	**2.70%**
STATE											
Evidence Based Funding	$0	$0		$0		$0		$0		$0	
Other State Revenue	$0	$0		$0		$0		$0		$0	
TOTAL STATE REVENUE	**$0**	**$0**		**$0**		**$0**		**$0**		**$0**	
TOTAL FEDERAL REVENUE	**$0**	**$0**		**$0**		**$0**		**$0**		**$0**	
FLOW-THROUGH REVENUE	**$0**	**$0**		**$0**		**$0**		**$0**		**$0**	
TOTAL REVENUE	**$499,303**	**$542,215**	**8.59%**	**$545,040**	**0.52%**	**$560,295**	**2.80%**	**$575,517**	**2.72%**	**$591,068**	**2.70%**

Budgeted Revenue Allocation by Source



Revenue Projection



frontline Analytics

Working Cash Fund

Huntley Community School District 158 | Tentative Budget FY25 - 062024

Historical Summary

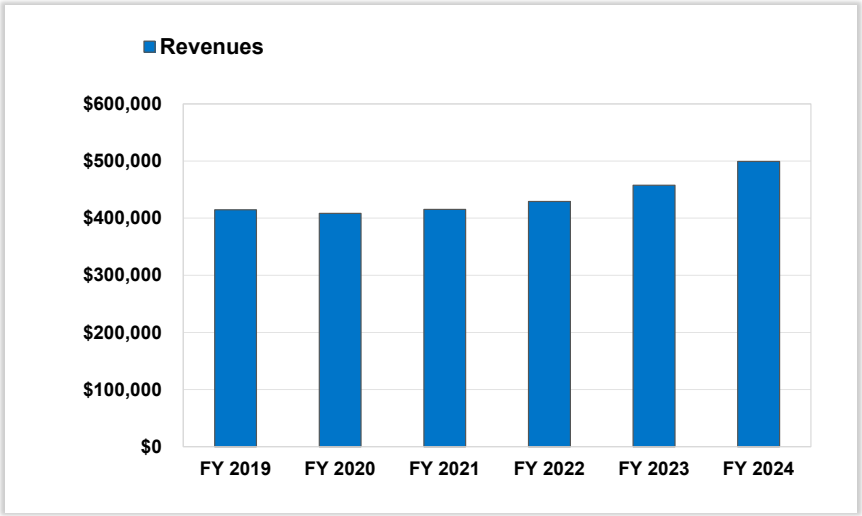
	AFR FY 2019	AFR FY 2020	% Δ	AFR FY 2021	% Δ	AFR FY 2022	% Δ	AFR FY 2023	% Δ	BUDGET FY 2024	% Δ
REVENUE											
Local	$414,710	$408,285	-1.55%	$415,323	1.72%	$429,104	3.32%	$457,587	6.64%	$499,303	9.12%
State	$0	$0		$0		$0		$0		$0	
Federal	$0	$0		$0		$0		$0		$0	
Other	$0	$0		$0		$0		$0		$0	
TOTAL REVENUE	**$414,710**	**$408,285**	**-1.55%**	**$415,323**	**1.72%**	**$429,104**	**3.32%**	**$457,587**	**6.64%**	**$499,303**	**9.12%**
OTHER FINANCING SOURCES / USES											
Other Financing Sources	$0	$0		$0		$0		$0		$0	
Other Financing Uses	$0	$0		$0		$0		$0		$0	
TOTAL OTHER FIN. SOURCES / USES	**$0**	**$0**		**$0**		**$0**		**$0**		**$0**	
SURPLUS / DEFICIT INCL. OTHER FIN. SOURCES	**$414,710**	**$408,285**		**$415,323**		**$429,104**		**$457,587**		**$499,303**	
BEGINNING FUND BALANCE	**$3,841,019**	**$4,255,729**		**$4,664,014**		**$5,079,337**		**$5,508,441**		**$5,966,028**	
AUDIT ADUSTMENTS TO FUND BALANCE	$0	$0		$0		$0		$0		$0	
YEAR END BALANCE	**$4,255,729**	**$4,664,014**		**$5,079,337**		**$5,508,441**		**$5,966,028**		**$6,465,331**	

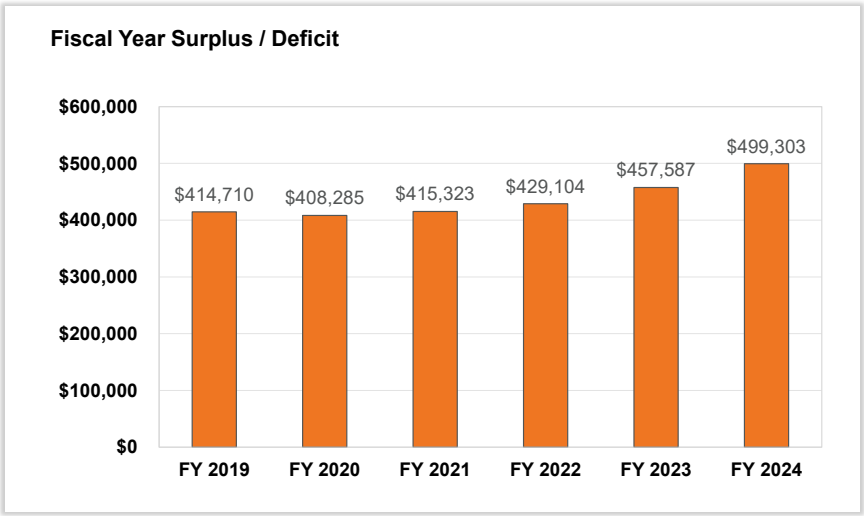
frontline Analytics

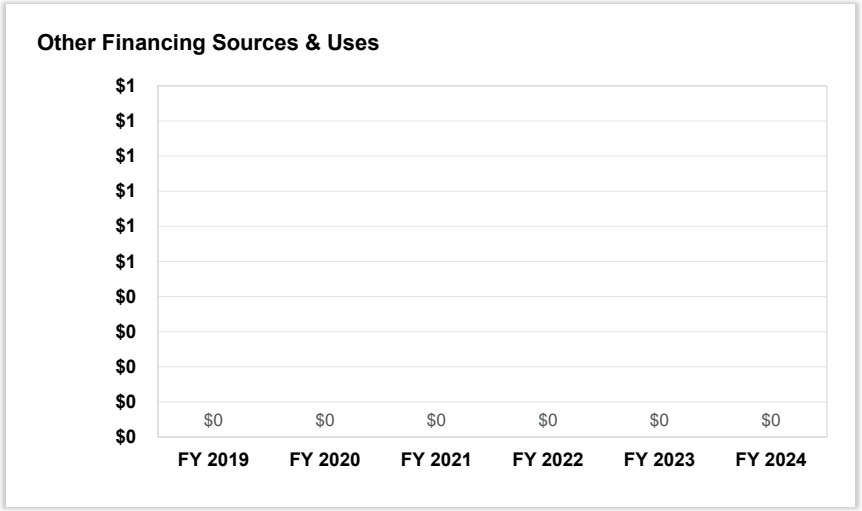
Working Cash Fund

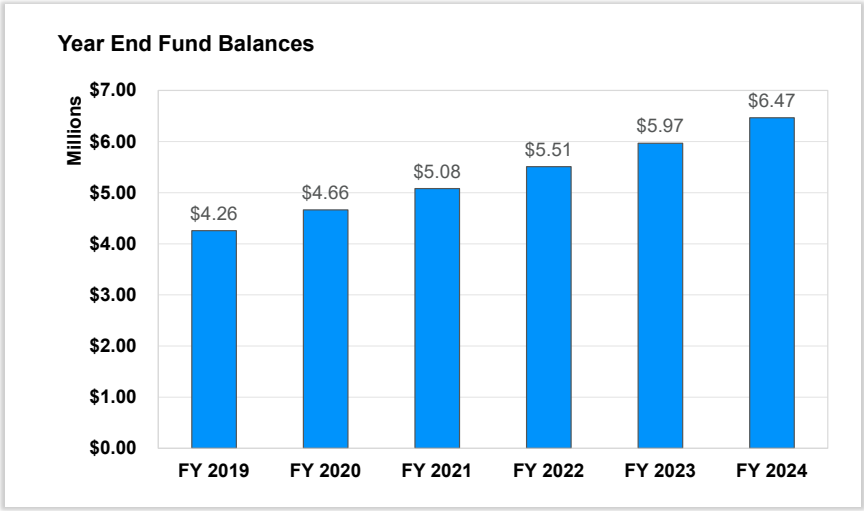
Huntley Community School District 158 | Tentative Budget FY25 - 062024

Historical Summary









frontline Analytics

HUNTLEY
COMMUNITY SCHOOL DISTRICT 158

Huntley Community School District 158

650 Dr. John Burkey Drive
Algonquin, Illinois 60102
(847) 659-6158 • www.district158.org

To: Board of Education and Administration

From: Mark Altmayer, Chief Financial Officer

Date: June 20, 2024

Subject: **Supplemental Accounts Payable Report**
Board of Education Meeting, June 20, 2024
Action Items

The following is an updated executive summary of the attached report titled "Accounts Payable" which is a listing of open accounts payable for which the Board has not approved purchase orders (i.e. employee reimbursements, refunds for fees, etc.) and therefore Administration is requesting Board Approval to issue payment:

Education Fund	$	20,554.08
Operations & Maintenance Fund		183.62
Debt Service Fund		0.00
Transporation Fund		20.58
Municipal Retirement and Social Security Fund		0.00
Capital Projects Fund		0.00
Working Cash Fund		0.00
Fire Prevention and Safety Fund		0.00
Total	$	20,758.28

RECOMMENDATION
Administration recommends the Board of Education approve the Supplemental Accounts Payable Report at the June 20, 2024 Regular Board meeting.

Huntley Community School District 158

Accounts Payable Report

Vendor Name / Account Number	Description	Check_Date	Amount	State Account Number
Allen, James - 1233395811				
10-1130-332-00-71-300-13	Teacher Travel HS-2024 Graduation HS to NIU 68 mi		45.56	10-1130-332-00-71-300-13
			$45.56	
Aney, Bradley - 123336330				
10-1130-332-00-71-300-13	Teacher Travel HS-2024 Graduation HS to NIU 68 mi		45.56	10-1130-332-00-71-300-13
			$45.56	
Bachour, Caroline - 1233398230				
10-2210-220-98-79-600-14	Improvement of Instr Serv Ins-Art/Architecture Gra		855.00	10-2210-220-98-79-600-14
10-2210-220-98-79-600-14	Improvement of Instr Serv Ins-Francaphone World Gr		825.00	10-2210-220-98-79-600-14
			$1,680.00	
Barnes, Theresa - 123338806				
10-2210-640-92-79-605-14	AOTA Membership Renewal 24/25		229.00	10-2210-640-92-79-605-14
			$229.00	
Barr, Denise - 1233400710				
10-2630-332-00-74-500-14	Communications Travel-April 2024 Mileage		58.09	10-2630-332-00-74-500-14
10-2630-332-00-74-500-14	Communications Travel-May 2024 Mileage		126.83	10-2630-332-00-74-500-14
			$184.92	
Basargin, Beth - 1233398634				
10-1200-332-00-79-600-14	Travel Sp Ed-Vision Itinerant Mileage for May/24		252.99	10-1200-332-00-79-600-14
			$252.99	
Baughman, Karrie A. - 32568				
10-2310-230-00-74-500-14	Mileage returning audiometers to school health/bac		30.82	10-2310-230-00-74-500-14
			$30.82	
Belin, Marcus - 1233397847				
10-2213-415-00-71-300-13	Costco - Cake for staff on last meeting 5/22/24		49.98	10-2213-415-00-71-300-13
			$49.98	
Bertelsman, Benjamin - 123335283				
10-1130-332-00-71-300-13	Teacher Travel HS-2024 Graduation HS to NIU 68 mi		45.56	10-1130-332-00-71-300-13
			$45.56	
Brown, Dennis - 32687				

255

Vendor Name / Account Number	Description	Check_Date	Amount	State Account Number
10-1130-332-00-71-300-13	Teacher Travel HS-2024 Graduation HS to NIU 68 mi		45.56	10-1130-332-00-71-300-13
			$45.56	
Casas, Elizabeth - 1233400665				
10-2213-410-00-79-600-14	Special Svcs Supplies		253.11	10-2213-410-00-79-600-14
			$253.11	
Chamberlain, Melinda - 1233397683				
10-1130-332-00-71-300-13	Teacher Travel HS-2024 Graduation HS to NIU 68 mi		45.56	10-1130-332-00-71-300-13
			$45.56	
Chambers, Maureen - 1233400783				
10-1130-332-00-71-300-13	Teacher Travel HS-2024 Graduation HS to NIU 68 mi		45.56	10-1130-332-00-71-300-13
			$45.56	
Corcoran, Michelle - 123338645				
10-1130-332-00-71-300-13	Teacher Travel HS-2024 Graduation HS to NIU 68 mi		45.56	10-1130-332-00-71-300-13
			$45.56	
Cornett, Brenda - 1233400062				
10-1200-332-00-79-600-14	Travel Sp Ed-May 2024 Mileage		174.70	10-1200-332-00-79-600-14
			$174.70	
Cruz, Carmen - 1233400318				
10-2210-332-82-79-605-14	Bilingual PD Travel -April & May 2024 Mileage		36.85	10-2210-332-82-79-605-14
			$36.85	
Dabe, Aimee - 1233400268				
10-1200-332-00-79-600-14	Travel Sp Ed-May 2024 Mileage		128.37	10-1200-332-00-79-600-14
			$128.37	
Danekas, Gibson - 1233400359				
10-1130-332-00-71-300-13	Teacher Travel HS-2024 Graduation HS to NIU 68 mi		45.56	10-1130-332-00-71-300-13
			$45.56	
Dean, Adam - 1233395830				
10-2546-332-00-79-600-14	Security Officer Travel-April 2024 Mileage		255.72	10-2546-332-00-79-600-14
10-2546-332-00-79-600-14	Security Officer Travel-March 2024 Mileage		344.65	10-2546-332-00-79-600-14
10-2546-332-00-79-600-14	Security Officer Travel-May 2024 Mileage		168.84	10-2546-332-00-79-600-14

Vendor Name / Account Number	Description	Check_Date	Amount	State Account Number
			$769.21	
DeFrancesco, Christine - 1233396012				
10-1130-332-00-71-300-13	Teacher Travel HS-2024 Graduation HS to NIU 68 mi		45.56	10-1130-332-00-71-300-13
			$45.56	
Delahanty, Eileen - 26307				
10-2630-332-00-74-500-14	Communications Travel-April & May 2024 Mileage		42.21	10-2630-332-00-74-500-14
			$42.21	
Deuerling, William - 1233400360				
10-1130-332-00-71-300-13	Teacher Travel HS-2024 Graduation HS to NIU 68 mi		45.56	10-1130-332-00-71-300-13
			$45.56	
Devlin, Laura - 32610				
10-1130-332-00-71-300-13	Teacher Travel HS-2024 Graduation HS to NIU 68 mi		45.56	10-1130-332-00-71-300-13
			$45.56	
Dingbaum, Vicki - 28092				
10-1130-332-00-71-300-13	Teacher Travel HS-2024 Graduation HS to NIU 68 mi		45.56	10-1130-332-00-71-300-13
			$45.56	
Disabato, Amy - 123338973				
10-1200-332-00-79-600-14	Travel Sp Ed-Travel to Trans Fair @ HHS 4/10/24 @		4.02	10-1200-332-00-79-600-14
			$4.02	
Doubek, Robin - 123338275				
10-1110-332-00-71-100-13	Teacher Travel Leggee-April 2024 Mileage		18.76	10-1110-332-00-71-100-13
			$18.76	
Dowell, Sophie - 1233400784				
10-1130-332-00-71-300-13	Teacher Travel HS-2024 Graduation HS to NIU 68 mi		45.56	10-1130-332-00-71-300-13
			$45.56	
Escudero, Michelle - 1233399849				
10-2561-332-00-79-605-14	Dir Food Service Travel-May 2024 Mileage		36.18	10-2561-332-00-79-605-14
			$36.18	
Feinstein, Kate - 33567				
10-1130-332-00-71-300-13	Teacher Travel HS-2024 Graduation HS to NIU 68 mi		45.56	10-1130-332-00-71-300-13

Vendor Name / Account Number	Description	Check_Date	Amount	State Account Number
			$45.56	
Frasor, Carolyn - 1233398184				
10-1130-332-00-71-300-13	Teacher Travel HS-2024 Graduation HS to NIU 68 mi		45.56	10-1130-332-00-71-300-13
			$45.56	
Fuentes, Mario - 1233400603				
20-2540-332-00-79	Travel-May 2024 Mileage		17.96	20-2540-332-00-79
			$17.96	
Fulton, Courtney - 1233396883				
10-1130-332-00-71-300-13	Teacher Travel HS-2024 Graduation HS to NIU 68 mi		45.56	10-1130-332-00-71-300-13
			$45.56	
Gamez, Elena - 123336618				
40-2552-332-00-79	Transportation Travel		20.58	40-2552-332-00-79
			$20.58	
Garvalia, James - 123338339				
10-1200-332-00-79-600-14	Travel Sp Ed-April 2024 Mileage		17.80	10-1200-332-00-79-600-14
			$17.80	
Gaudio, Jenna - 1233397682				
10-1130-332-00-71-300-13	Teacher Travel HS-2024 Graduation HS to NIU 68 mi		45.56	10-1130-332-00-71-300-13
10-1130-332-00-71-300-13	Teacher Travel HS-AP Conference at Westmont HS		66.40	10-1130-332-00-71-300-13
			$111.96	
Gibbs, Andrew - 1233400683				
10-2410-332-00-74-210-13	Principal Travel Heineman-New AP Lunch		33.56	10-2410-332-00-74-210-13
			$33.56	
Gill, Dede - 1233400425				
10-2210-314-92-79-605-14	IDEA Impr of Instr-Staff Dev-May 2024 Mileag		44.49	10-2210-314-92-79-605-14
10-2210-314-92-79-605-14	IDEA Impr of Instr-Staff Dev-LRP Conference GA		144.23	10-2210-314-92-79-605-14
			$188.72	
Golovin, Jennifer - 123338187				
10-1200-332-00-79-600-14	Travel Sp Ed-April 2024 Mileage		31.62	10-1200-332-00-79-600-14
10-1200-332-00-79-600-14	Travel Sp Ed-May 2024 Mileage		54.07	10-1200-332-00-79-600-14
10-1200-332-00-79-600-14	Travel Sp Ed-February 2024 Mileage		103.18	10-1200-332-00-79-600-14

Vendor Name / Account Number	Description	Check_Date	Amount	State Account Number
10-1200-332-00-79-600-14	Travel Sp Ed-March 2024 Mileage		71.15	10-1200-332-00-79-600-14
			$260.02	
Goss, Katharine - 123334658				
10-1130-332-00-71-300-13	Teacher Travel HS-2024 Graduation HS to NIU 68 mi		45.56	10-1130-332-00-71-300-13
			$45.56	
Greene, Noelle - 1233398588				
10-1130-332-00-71-300-13	Teacher Travel HS-2024 Graduation HS to NIU 68 mi		45.56	10-1130-332-00-71-300-13
			$45.56	
Gullifor, Kateri - 123339409				
10-1200-332-00-79-600-14	Travel Sp Ed-May 2024 Mileage		89.58	10-1200-332-00-79-600-14
			$89.58	
Hacker, Amanda - 1233399899				
10-1130-332-00-71-300-13	Teacher Travel HS-2024 Graduation HS to NIU 68 mi		45.56	10-1130-332-00-71-300-13
			$45.56	
Hansen, Christopher - 1233400786				
10-2210-314-92-79-605-14	Reimb ISPA Fall Conf Reg		150.00	10-2210-314-92-79-605-14
10-2210-640-92-79-605-14	Reimb ISPA Membership Dues		125.00	10-2210-640-92-79-605-14
			$275.00	
Higgin, Karen - 1233399007				
10-1130-332-00-71-300-13	Teacher Travel HS-2024 Graduation HS to NIU 68 mi		45.56	10-1130-332-00-71-300-13
			$45.56	
Hoffmann, Kimberlee - 26357				
10-1130-332-00-71-300-13	Teacher Travel HS-2024 Graduation HS to NIU 68 mi		45.56	10-1130-332-00-71-300-13
			$45.56	
Isaacson, Katherine - 1233396460				
10-1130-332-00-71-300-13	Teacher Travel HS		108.14	10-1130-332-00-71-300-13
			$108.14	
Jacobson, Jessica - 1233400126				
10-2210-332-82-79-605-14	Bilingual PD Travel Mar-May Mileage		353.76	10-2210-332-82-79-605-14
			$353.76	

Huntley Community School District 158

Accounts Payable Report

Vendor Name / Account Number	Description	Check_Date	Amount	State Account Number	
Kallas, Dana - 1233397102					
10-1130-332-00-71-300-13	Teacher Travel HS-2024 Graduation HS to NIU 68 mi		45.56	10-1130-332-00-71-300-13	
			$45.56		
Kapachinski, Jessica - 32558					
10-1130-332-00-71-300-13	Teacher Travel HS-2024 Graduation HS to NIU 68 mi		45.56	10-1130-332-00-71-300-13	
			$45.56		
Kehler, Jessica - 1233397792					
10-2640-410-98-79-600-14	Reimb Teacher Vacancy Supplies		176.27	10-2640-410-98-79-600-14	
			$176.27		
Kelly, Jill - 123338719					
10-1200-332-00-79-600-14	Travel Sp Ed-Hearing Itinerant Travel May 2024		116.58	10-1200-332-00-79-600-14	260
			$116.58		
Kennedy, Myka - 1233400130					
10-2212-332-00-74-500-14	Travel & Conference - Apr/May/June 2024		68.78	10-2212-332-00-74-500-14	
			$68.78		
Kent, Laura - 1233399241					
10-1200-332-00-79-600-14	Travel Sp Ed-ALCA for PT visits Jan-May 24		154.77	10-1200-332-00-79-600-14	
			$154.77		
Knotts, Heath - 27234					
10-2520-332-00-74-500-14	Travel Fiscal-May 2024 Mileage		37.52	10-2520-332-00-74-500-14	
			$37.52		
Korn, Jennifer - 123333747					
10-1200-332-00-79-600-14	Travel Sp Ed - Apr Mileage		55.34	10-1200-332-00-79-600-14	
10-1200-332-00-79-600-14	Travel Sp Ed - Mar Mileage		55.34	10-1200-332-00-79-600-14	
			$110.68		
Kowalski, Kimberly - 32646					
10-1130-332-00-71-300-13	Teacher Travel HS-2024 Graduation HS to NIU 68 mi		45.56	10-1130-332-00-71-300-13	
			$45.56		
Lachel, Erik - 123338890					
10-1130-332-00-71-300-13	Teacher Travel HS-2024 Graduation HS to NIU 68 mi		45.56	10-1130-332-00-71-300-13	

Vendor Name / Account Number	Description	Check_Date	Amount	State Account Number
			$45.56	
Landvick, Matthew - 1233396232				
10-1500-410-00-71-300-13	Reimb Teacher Eval Training		400.00	10-1500-410-00-71-300-13
10-1500-335-00-71-300-13	Asst Ath Director Travel May 2024		40.60	10-1500-335-00-71-300-13
			$440.60	
Larsen, Sophia - 1233400467				
10-2210-332-82-79-605-14	Bilingual PD Travel & Conference-Aug-Dec/23 Mileag		75.33	10-2210-332-82-79-605-14
10-2210-332-82-79-605-14	Bilingual PD Travel & Conference-Jan-May/24 Mileag		77.05	10-2210-332-82-79-605-14
			$152.38	
Lee, Xavier - 1233400785				
10-1130-332-00-71-300-13	Teacher Travel HS-2024 Graduation HS to NIU 68 mi		45.56	10-1130-332-00-71-300-13
			$45.56	
Lipes, Colleen - 1233400160				
10-1200-332-00-79-600-14	Travel Sp Ed - Apr/May Mileage		89.11	10-1200-332-00-79-600-14
			$89.11	
Lombard, Jessica - 32232				
10-2321-332-00-74-500-14	Travel Supt-Apr/May 2024 Mileage		322.74	10-2321-332-00-74-500-14
			$322.74	
Loveless, Michael - 1233400787				
20-2542-410-00-79	Workshoe Allowance/Reimb		100.00	20-2542-410-00-79
			$100.00	
Mangan, Michelle - 1233400262				
10-2640-410-98-79-600-14	Textbook Rental		58.50	10-2640-410-98-79-600-14
10-1130-332-00-71-300-13	Teacher Travel HS-2024 Graduation HS to NIU 68 mi		45.56	10-1130-332-00-71-300-13
10-2210-310-98-79-600-14	EIU Tution Reimb for CMN 5710		2,677.30	10-2210-310-98-79-600-14
			$2,781.36	
Marchand, Gerard - 123333512				
10-1130-332-00-71-300-13	Teacher Travel HS-2024 Graduation HS to NIU 68 mi		45.56	10-1130-332-00-71-300-13
			$45.56	
Martinez, Martha - 32164				
10-2560-410-00-72-110-13	Reimb ServSafe Mgr Online Class Fee		179.00	10-2560-410-00-72-110-13

Vendor Name / Account Number	Description	Check_Date	Amount	State Account Number
			$179.00	
Martinez, Patricia - 1233400133				
10-2560-410-00-72-110-13	Reimb ServSafe Mgr Online Class Fee		179.00	10-2560-410-00-72-110-13
			$179.00	
Mennenoh, Kathleen - 1233400362				
10-1130-332-00-71-300-13	Teacher Travel HS-2024 Graduation HS to NIU 68 mi		45.56	10-1130-332-00-71-300-13
			$45.56	
Messina, Megan - 1233400645				
10-1130-332-00-71-300-13	Teacher Travel HS-2024 Graduation HS to NIU 68 mi		45.56	10-1130-332-00-71-300-13
			$45.56	
Miller, Karen - 32545				
10-1130-332-00-71-300-13	Teacher Travel HS-2024 Graduation HS to NIU 68 mi		45.56	10-1130-332-00-71-300-13
			$45.56	
Monson, Jason - 32689				
10-1500-335-00-71-300-13	Reimb IHSA State Track Tickets (2)		22.00	10-1500-335-00-71-300-13
			$22.00	
Moore, Kimberly - 1233399902				
10-2630-410-00-74-500-14	Reimb Communications Supplies / QR Code Sub		211.87	10-2630-410-00-74-500-14
			$211.87	
Norton, Gina - 1233399615				
10-1200-332-00-79-600-14	Travel Sp Ed-May 2024 Mileage		149.88	10-1200-332-00-79-600-14
			$149.88	
Palmer, Jessica - 1233399901				
10-1200-332-00-79-600-14	Travel Sp Ed-May 2024 Mileage		45.85	10-1200-332-00-79-600-14
			$45.85	
Peterson, Kristin - 123338962				
10-1200-332-00-79-600-14	Travel Sp Ed-April 2024 Mileage		112.29	10-1200-332-00-79-600-14
10-1200-332-00-79-600-14	Travel Sp Ed-May 2024 Mileage		34.84	10-1200-332-00-79-600-14
			$147.13	
Pocztowski, Shaina - 1233396502				

Vendor Name / Account Number	Description	Check_Date	Amount	State Account Number
10-1130-332-00-71-300-13	Teacher Travel HS-April 2024 Mileage		235.84	10-1130-332-00-71-300-13
10-1130-332-00-71-300-13	Teacher Travel HS-May 2024 Mileage		42.61	10-1130-332-00-71-300-13
			$278.45	
Pratt, Basak - 1233399498				
10-1130-332-00-71-300-13	Teacher Travel HS-2024 Graduation HS to NIU 68 mi		45.56	10-1130-332-00-71-300-13
			$45.56	
Price, Anne - 32658				
10-1130-332-00-71-300-13	Teacher Travel HS-2024 Graduation HS to NIU 68 mi		45.56	10-1130-332-00-71-300-13
			$45.56	
Primus, Mike - 1233400590				
10-2660-332-00-79-600-14	Travel Technology-May 2024 Mileage		18.22	10-2660-332-00-79-600-14
			$18.22	
Renkosik, Doug - 28443				
20-2540-332-00-79	Travel-May 2024 Mileage		65.66	20-2540-332-00-79
			$65.66	
Ricker, Krysta - 123339104				
10-1110-332-00-71-100-13	Teacher Travel Leggee-Feb-20-Apr-09/24 Mileage		32.83	10-1110-332-00-71-100-13
			$32.83	
Rollins, Kennedy - 1233400122				
10-2520-332-00-74-500-14	Travel Fiscal-Feb 26-May 23/24 Mileage		257.95	10-2520-332-00-74-500-14
			$257.95	
Row, Jess - 1233400788				
10-2210-220-98-79-600-14	Improvement of Instr Serv Ins-ISU Theory of Math S		3,610.00	10-2210-220-98-79-600-14
			$3,610.00	
Ryan, Debra - 123336268				
10-1200-332-00-79-600-14	Travel Sp Ed-April & May 2024 Mileage		141.24	10-1200-332-00-79-600-14
			$141.24	
Sanchez, Kirsten - 1233397793				
10-2210-220-98-79-600-14	Improvement of Instr Serv Ins		1,607.70	10-2210-220-98-79-600-14
			$1,607.70	

263

Vendor Name / Account Number	Description	Check_Date	Amount	State Account Number
Sara, Lindsay - 1233396237				
10-1200-332-00-79-600-14	Travel Sp Ed-March-May 2024 Mileage		245.49	10-1200-332-00-79-600-14
			$245.49	
Scardina, Katherine - 31734				
10-1100-423-00-74-500-14	New Adoption 6-12-Target Math Leader Supplies		147.53	10-1100-423-00-74-500-14
			$147.53	
Schaefer, Samantha - 123338300				
10-1130-332-00-71-300-13	Teacher Travel HS-2024 Graduation HS to NIU 68 mi		45.56	10-1130-332-00-71-300-13
10-1130-332-00-71-300-13	Teacher Travel HS-Westmont HS AP Mileage		64.05	10-1130-332-00-71-300-13
			$109.61	
Schaschwary, Page - 123339011				
10-1130-332-00-71-300-13	Teacher Travel HS-2024 Graduation HS to NIU 68 mi		45.56	10-1130-332-00-71-300-13
			$45.56	
Searle, Cara - 1233400466				
10-1110-332-00-71-100-13	Teacher Travel Leggee-February-May/24 Mileage		93.80	10-1110-332-00-71-100-13
			$93.80	
Severin, Nicole - 1233400441				
10-1200-332-00-79-600-14	Travel Sp Ed-May 2024 Mileage		45.56	10-1200-332-00-79-600-14
10-1200-332-00-79-600-14	Travel Sp Ed-April 2024 Mileage		54.94	10-1200-332-00-79-600-14
			$100.50	
Shallcross, Laura A - 32541				
10-1130-332-00-71-300-13	Teacher Travel HS-2024 Graduation HS to NIU 68 mi		45.56	10-1130-332-00-71-300-13
			$45.56	
Simmons, Kimberly - 1233400188				
10-1130-332-00-71-300-13	Teacher Travel HS-2024 Graduation HS to NIU 68 mi		45.56	10-1130-332-00-71-300-13
			$45.56	
Slad, Jennifer - 1233400146				
10-3000-710-92-79-600-14	IDEA Comm Serv Non Cap-Special Olypic books		79.15	10-3000-710-92-79-600-14
			$79.15	
Smith, Carly - 1233398503				

Vendor Name / Account Number	Description	Check_Date	Amount	State Account Number
10-1200-332-00-79-600-14	Travel Sp Ed-March & April 2024 Mileage		89.65	10-1200-332-00-79-600-14
			$89.65	
Sneed, Jason - 1233397209				
10-1500-410-00-74-210-13	Training Supplies Heineman-Heartsaver CPR online		20.50	10-1500-410-00-74-210-13
			$20.50	
Spoeth, Holly - 123334104				
10-1200-332-00-79-600-14	Travel Sp Ed-May 2024 Mileage		90.99	10-1200-332-00-79-600-14
			$90.99	
Starnes, Suzanne - 1233396447				
10-1130-332-00-71-300-13	Teacher Travel HS-2024 Graduation HS to NIU 68 mi		45.56	10-1130-332-00-71-300-13
			$45.56	
Styers, Stephen - 09943				
10-1130-332-00-71-300-13	Teacher Travel HS-2024 Graduation HS to NIU 68 mi		45.56	10-1130-332-00-71-300-13
			$45.56	
Taylor, Nicole - 1233400789				
10-1130-332-00-71-300-13	Teacher Travel HS-April 2024 Mileage		4.02	10-1130-332-00-71-300-13
			$4.02	
Tuleo, Allison - 1233397524				
10-1130-332-00-71-300-13	Teacher Travel HS-AP Consortium Mileage 5/20/24		66.73	10-1130-332-00-71-300-13
			$66.73	
Vanek, Shannon - 1233396244				
10-1130-332-00-71-300-13	Teacher Travel HS-2024 Graduation HS to NIU 68 mi		45.56	10-1130-332-00-71-300-13
			$45.56	
Vogt, Marlene - 1233397376				
10-1200-332-00-79-600-14	Travel Sp Ed-Mileage to Easter Seals 2x Roundtrip		121.40	10-1200-332-00-79-600-14
			$121.40	
Whalen, Kelley - 1233399737				
10-1200-410-00-79-600-14	Supplies Sp Ed-Snap Supplies Wamart		30.96	10-1200-410-00-79-600-14
			$30.96	
Wilson, Glen - 1233397404				

Huntley Community School District 158

Accounts Payable Report

Vendor Name / Account Number	Description	Check_Date	Amount	State Account Number
10-1500-335-00-71-300-13	Conference Travel HS-Athletic Director May Mileage		205.02	10-1500-335-00-71-300-13
			$205.02	
Wright, Kinsey - 1233395846				
10-1130-332-00-71-300-13	Teacher Travel HS-2024 Graduation HS to NIU 68 mi		45.56	10-1130-332-00-71-300-13
			$45.56	
Zaleski, Angela - 28071				
10-1130-332-00-71-300-13	Teacher Travel HS-2024 Graduation HS to NIU 68 mi		45.56	10-1130-332-00-71-300-13
			$45.56	
Zawacki, Lindsey - 32499				
10-2520-332-00-74-500-14	Travel Fiscal-1/19-5/17/24 Mileage		67.54	10-2520-332-00-74-500-14
			$67.54	
Zhao, Tianya - 1233396007				
10-2520-332-00-74-500-14	Travel Fiscal-May 2024 Mileage		77.72	10-2520-332-00-74-500-14
			$77.72	
Zietlow, Michelle - 1233396238				
10-1100-310-65-79-600-14	AMP-IT Purchased Services-Harper College 105		519.50	10-1100-310-65-79-600-14
			$519.50	
		Report Total	$20,758.28	

266

HUNTLEY
COMMUNITY SCHOOL DISTRICT 158

Huntley Community School District 158

650 Dr. John Burkey Drive
Algonquin, Illinois 60102
(847) 659-6158 • www.district158.org

To: Board of Education and Administration

From: Mark Altmayer, Chief Financial Officer

Date: June 20, 2024

Subject: **Supplemental Purchase Order Summary**
Board of Education Meeting, June 20, 2024
Action Items

The following is an updated executive summary of the attached report titled "Purchase Orders" which is a listing of purchase orders issued from May 30, 2024 to June 13, 2024, for which Administration is requesting Board Approval to issue payment once invoices have been received. Invoices which exceed an approved Purchase Order by $100 or 10% of the Purchase Order (whichever is lower) will not be issued without additional Board approval.

Education Fund	$	5,830,024.99
Operations & Maintenance Fund		542,069.71
Debt Service Fund		143.98
Transporation Fund		653,109.71
Municipal Retirement and Social Security Fund		0.00
Capital Projects Fund		0.00
Working Cash Fund		0.00
Fire Prevention and Safety Fund		0.00
Total	$	7,025,348.39

RECOMMENDATION
Administration recommends the Board of Education approve the Supplemental Purchase Orders Report at the June 20, 2024 Regular Board meeting.

Huntley Community School District 158

P.O. Summary by Vendor (Custom)

From: 5/30/2024 to 6/13/2024

Printed: 6/13/2024 2:36 PM

P.O. #	Account Number	Account# Description	P.O. Date	Original Amount	State Account Number
A Parts Warehouse					
20243343	40-2554-410-00-79	Fleet Supplies	06/04/2024	110.90	40-2554-410-00-79
20243344	40-2554-410-00-79	Fleet Supplies	06/04/2024	110.90	40-2554-410-00-79
20243395	40-2554-410-00-79	Fleet Supplies	06/11/2024	276.00	40-2554-410-00-79
20243395			06/11/2024	0.00	
			Total	$497.80	
Accountable Healthcare Staffing Inc					
24060637	10-1101-310-00-79-605-14	Substitute Teacher-Contracted	06/01/2024	30,000.00	10-1101-310-00-79-605-14
			Total	$30,000.00	
Accurate Translation Bureau					
20243396	10-1200-310-92-79-600-14	IDEA General Purchased Service	06/11/2024	2,020.00	10-1200-310-92-79-600-14
			Total	$2,020.00	
ACIA CL LLC (DBA CL Chrysler Dodge Jeep Ram)					
20243346	40-2554-410-00-79	Fleet Supplies	06/04/2024	90.84	40-2554-410-00-79
20243345	40-2554-410-00-79	Fleet Supplies	06/04/2024	99.93	40-2554-410-00-79
			Total	$190.77	
ADP LLC					
24060437	10-2520-310-00-74-500-14	Prof & Tech Fiscal	06/01/2024	4,500.00	10-2520-310-00-74-500-14
24060437	10-2520-310-00-74-500-14	Prof & Tech Fiscal	06/01/2024	2,300.00	10-2520-310-00-74-500-14
24060437	10-2520-310-00-74-500-14	Prof & Tech Fiscal	06/01/2024	3,500.00	10-2520-310-00-74-500-14
24060437	10-2520-310-00-74-500-14	Prof & Tech Fiscal	06/01/2024	2,300.00	10-2520-310-00-74-500-14
24060437	10-2520-310-00-74-500-14	Prof & Tech Fiscal	06/01/2024	4,500.00	10-2520-310-00-74-500-14
24060337	10-1100-220-00-79-600-14	Regular Programs Insurance	06/01/2024	2,000.00	10-1100-220-00-79-600-14
24060437	10-2520-310-00-74-500-14	Prof & Tech Fiscal	06/01/2024	4,500.00	10-2520-310-00-74-500-14
			Total	$23,600.00	
Advantage Mechanical Inc					
24060027	20-2542-323-00-79	Repairs & Maint Buildings	06/01/2024	2,500.00	20-2542-323-00-79

268

P.O. #	Account Number	Account# Description	P.O. Date	Original Amount	State Account Number
24060317	20-2542-390-00-79	Other Purchased Service	06/01/2024	4,695.96	20-2542-390-00-79
			Total	$7,195.96	
AFLAC Group					
24060427	10-2310-220-00-79-600-14	Support Serv-Gen Adm Insurance	06/01/2024	5,000.00	10-2310-220-00-79-600-14
			Total	$5,000.00	
Airgas USA LLC					
24060237	20-2542-410-00-79	Supplies B & G	06/01/2024	500.00	20-2542-410-00-79
			Total	$500.00	
Alboum Translation Services					
20243365	10-1200-310-92-79-600-14	IDEA General Purchased Service	06/07/2024	1,393.88	10-1200-310-92-79-600-14
			Total	$1,393.88	
Alexander Leigh Center for Autism					
24061617	10-4220-670-00-79-600-14	Sp Ed Private Tuition	06/01/2024	40,000.00	10-4220-670-00-79-600-14
			Total	$40,000.00	
Allendale Association					
20243415	10-4220-670-00-79-600-14	Sp Ed Private Tuition	06/12/2024	5,865.00	10-4220-670-00-79-600-14
			Total	$5,865.00	
Alpha Baking Company Inc					
24061097	10-2560-415-00-72-110-13	Cafe Food Chesak	06/01/2024	700.00	10-2560-415-00-72-110-13
24061117	10-2560-415-00-72-220-13	Cafe Food Marlowe	06/01/2024	1,000.00	10-2560-415-00-72-220-13
24061107	10-2560-415-00-72-120-13	Cafe Food Martin	06/01/2024	1,000.00	10-2560-415-00-72-120-13
24061077	10-2560-415-00-71-100-13	Cafe Food Leggee	06/01/2024	650.00	10-2560-415-00-71-100-13
24061137	10-2560-415-00-74-150-13	Cafe Food Conley	06/01/2024	600.00	10-2560-415-00-74-150-13
24061087	10-2560-415-00-71-300-13	Cafe Food HS	06/01/2024	5,000.00	10-2560-415-00-71-300-13
24061147	10-2560-415-00-74-210-13	Cafe Food Heineman	06/01/2024	800.00	10-2560-415-00-74-210-13
24061127	10-2560-415-00-74-140-13	Cafe Food Mackeben	06/01/2024	600.00	10-2560-415-00-74-140-13

269

P.O. #	Account Number	Account# Description	P.O. Date	Original Amount	State Account Number
			Total	$10,350.00	
AmeriGas					
24060567	40-2552-461-00-79	Propane	06/01/2024	25,000.00	40-2552-461-00-79
			Total	$25,000.00	
Amita GlenOaks School					
24060497	10-4220-670-00-79-600-14	Sp Ed Private Tuition	06/01/2024	18,000.00	10-4220-670-00-79-600-14
			Total	$18,000.00	
AMS Store and Shred					
20243374	10-2310-390-00-74-500-14	Purchased Service Board	06/07/2024	836.00	10-2310-390-00-74-500-14
			Total	$836.00	
Anderson Lock Co Inc					
24060087	20-2542-410-00-79	Supplies B & G	06/01/2024	1,000.00	20-2542-410-00-79
			Total	$1,000.00	
Anderson Pest Solutions					
24060037	20-2542-321-00-79	Sanitation/Exterminating	06/01/2024	582.19	20-2542-321-00-79
			Total	$582.19	
Anderson, Francesca					
20243426	10-2310-318-00-74-500-14	Legal Board	06/13/2024	3,600.00	10-2310-318-00-74-500-14
			Total	$3,600.00	
AnthroMed LLC					
24060667	10-1101-310-00-79-605-14	Substitute Teacher-Contracted	06/01/2024	12,000.00	10-1101-310-00-79-605-14
			Total	$12,000.00	
Aramark Refreshment Services					
20243431	10-1120-323-00-74-210-13	Repairs & Maintenance HMS	06/13/2024	97.09	10-1120-323-00-74-210-13

Huntley Community School District 158

P.O. Summary by Vendor (Custom)

From: 5/30/2024 to 6/13/2024

P.O. #	Account Number	Account# Description	P.O. Date	Original Amount	State Account Number
			Total	$97.09	
Associated Electrical Contractors					
24060057	20-2542-323-00-79	Repairs & Maint Buildings	06/01/2024	1,000.00	20-2542-323-00-79
			Total	$1,000.00	
AT&T 5080					
24060347	20-2540-340-00-79	Telephone - Districtwide	06/01/2024	5,000.00	20-2540-340-00-79
			Total	$5,000.00	
AT&T					
24060327	20-2540-340-00-79	Telephone - Districtwide	06/01/2024	10,000.00	20-2540-340-00-79
			Total	$10,000.00	
Auto Tech Centers Inc					
20243427	20-2545-323-00-79-600-14	Vehicle Repairs & Maintenance	06/13/2024	76.40	20-2545-323-00-79-600-14
20243427			06/13/2024	0.00	
			Total	$76.40	
Batteries Plus LLC					
24060257	20-2542-410-00-79	Supplies B & G	06/01/2024	250.00	20-2542-410-00-79
			Total	$250.00	
Benchmark Education Company					
20243424	10-1100-410-98-79-600-14	Rep Instr Supplies	06/13/2024	59,240.00	10-1100-410-98-79-600-14
20243423	10-1100-410-98-79-600-14	Rep Instr Supplies	06/13/2024	155,295.00	10-1100-410-98-79-600-14
20243424	10-3600-410-82-79-605-14	T Bilingual Com Svc Supplies	06/13/2024	113,519.25	10-3600-410-82-79-605-14
20243424	10-2210-310-84-79-605-14	Title III LIPLEPS Pur Svcs	06/13/2024	1,549.82	10-2210-310-84-79-605-14
20243335	10-2213-410-00-79-600-14	Special Svcs Supplies	06/04/2024	2,970.00	10-2213-410-00-79-600-14
20243424	10-1100-310-89-79-605-14	Title IA Instruc Pur Svc	06/13/2024	2,512.48	10-1100-310-89-79-605-14
20243424	10-2213-310-00-79-600-14	Special Svcs Pur Svc	06/13/2024	5,437.50	10-2213-310-00-79-600-14
20243340	10-2213-410-00-79-600-14	Special Svcs Supplies	06/04/2024	596.25	10-2213-410-00-79-600-14

271

P.O. #	Account Number	Account# Description	P.O. Date	Original Amount	State Account Number
20243335	10-2213-410-00-79-600-14	Special Svcs Supplies	06/04/2024	2,970.00	10-2213-410-00-79-600-14
20243335	10-2213-410-00-79-600-14	Special Svcs Supplies	06/04/2024	2,970.00	10-2213-410-00-79-600-14
20243335	10-2213-410-00-79-600-14	Special Svcs Supplies	06/04/2024	2,970.00	10-2213-410-00-79-600-14
20243340	10-2213-410-00-79-600-14	Special Svcs Supplies	06/04/2024	14,425.00	10-2213-410-00-79-600-14
20243337	10-2213-410-00-79-600-14	Special Svcs Supplies	06/04/2024	(1,000.00)	10-2213-410-00-79-600-14
20243337	10-2213-410-00-79-600-14	Special Svcs Supplies	06/04/2024	3,245.00	10-2213-410-00-79-600-14
20243339	10-2213-410-00-79-600-14	Special Svcs Supplies	06/04/2024	11,550.00	10-2213-410-00-79-600-14
20243340	10-2213-410-00-79-600-14	Special Svcs Supplies	06/04/2024	(2,500.00)	10-2213-410-00-79-600-14
20243335	10-2213-410-00-79-600-14	Special Svcs Supplies	06/04/2024	1,485.00	10-2213-410-00-79-600-14
20243337	10-2213-410-00-79-600-14	Special Svcs Supplies	06/04/2024	3,245.00	10-2213-410-00-79-600-14
20243336	10-2213-410-00-79-600-14	Special Svcs Supplies	06/04/2024	(1,000.00)	10-2213-410-00-79-600-14
20243337	10-2213-410-00-79-600-14	Special Svcs Supplies	06/04/2024	1,770.00	10-2213-410-00-79-600-14
20243336	10-2213-410-00-79-600-14	Special Svcs Supplies	06/04/2024	680.75	10-2213-410-00-79-600-14
20243336	10-2213-410-00-79-600-14	Special Svcs Supplies	06/04/2024	3,300.00	10-2213-410-00-79-600-14
20243338	10-2213-410-00-79-600-14	Special Svcs Supplies	06/04/2024	17,456.25	10-2213-410-00-79-600-14
20243337	10-2213-410-00-79-600-14	Special Svcs Supplies	06/04/2024	3,245.00	10-2213-410-00-79-600-14
20243336	10-2213-410-00-79-600-14	Special Svcs Supplies	06/04/2024	3,300.00	10-2213-410-00-79-600-14
20243336	10-2213-410-00-79-600-14	Special Svcs Supplies	06/04/2024	2,475.00	10-2213-410-00-79-600-14
20243335	10-2213-410-00-79-600-14	Special Svcs Supplies	06/04/2024	2,970.00	10-2213-410-00-79-600-14
20243336	10-2213-410-00-79-600-14	Special Svcs Supplies	06/04/2024	1,650.00	10-2213-410-00-79-600-14
20243337	10-2213-410-00-79-600-14	Special Svcs Supplies	06/04/2024	735.35	10-2213-410-00-79-600-14
			Total	$417,062.65	
Benefitfocus.com Inc					
24060197	10-2310-220-00-79-600-14	Support Serv-Gen Adm Insurance	06/01/2024	2,000.00	10-2310-220-00-79-600-14
			Total	$2,000.00	
Bilingual Educational Specialists Inc					
20243375	10-1200-310-92-79-600-14	IDEA General Purchased Service	06/07/2024	850.00	10-1200-310-92-79-600-14
			Total	$850.00	
Blazerworks					
24060527	10-1101-310-00-79-605-14	Substitute Teacher-Contracted	06/01/2024	30,000.00	10-1101-310-00-79-605-14

P.O. #	Account Number	Account# Description	P.O. Date	Original Amount	State Account Number
			Total	$30,000.00	
Blu Petroleum					
24060827	40-2552-464-00-79	Diesel/Gasoline	06/01/2024	40,000.00	40-2552-464-00-79
24061647	40-2552-464-00-79	Diesel/Gasoline	06/01/2024	10,000.00	40-2552-464-00-79
			Total	$50,000.00	
Blue Cross Blue Shield					
24060417	10-1100-220-00-79-600-14	Regular Programs Insurance	06/01/2024	1,400,000.00	10-1100-220-00-79-600-14
			Total	$1,400,000.00	
Brucker Company					
24060297	20-2542-323-00-79	Repairs & Maint Buildings	06/01/2024	600.00	20-2542-323-00-79
			Total	$600.00	
BryMax Enterprises Inc					
24061917	10-2560-415-00-72-220-13	Cafe Food Marlowe	06/01/2024	3,500.00	10-2560-415-00-72-220-13
24061907	10-2560-415-00-71-300-13	Cafe Food HS	06/01/2024	1,000.00	10-2560-415-00-71-300-13
24061927	10-2560-415-00-74-210-13	Cafe Food Heineman	06/01/2024	1,000.00	10-2560-415-00-74-210-13
			Total	$5,500.00	
Building Technology Consultants PC					
20243347	20-2540-310-00-79	Professional & Technical	06/04/2024	1,701.20	20-2540-310-00-79
20243347			06/04/2024	0.00	
20243347			06/04/2024	0.00	
			Total	$1,701.20	
Camelot Therapeutic Schools LLC					
24060517	10-4220-670-00-79-600-14	Sp Ed Private Tuition	06/01/2024	15,000.00	10-4220-670-00-79-600-14
			Total	$15,000.00	
Campus Solutions					

273

P.O. #	Account Number	Account# Description	P.O. Date	Original Amount	State Account Number	
20243348	10-2190-410-00-71-300-12	Graduation Supplies HHS	06/04/2024	666.20	10-2190-410-00-71-300-12	
			Total	$666.20		
CDW Government Inc						
20250051	10-2660-319-00-79-600-14	Hardware Maintenance Renewal	06/11/2024	1,170.00	10-2660-319-00-79-600-14	
20250052	10-2660-319-61-79-600-14	Software Maintenance	06/11/2024	21,800.00	10-2660-319-61-79-600-14	
20250048			06/11/2024	0.00		
20250051	10-2660-319-00-79-600-14	Hardware Maintenance Renewal	06/11/2024	2,741.70	10-2660-319-00-79-600-14	
20250053	10-2660-319-61-79-600-14	Software Maintenance	06/11/2024	1,598.00	10-2660-319-61-79-600-14	
20250057	10-2660-319-61-79-600-14	Software Maintenance	06/11/2024	3,400.00	10-2660-319-61-79-600-14	
20250048	10-2660-319-61-79-600-14	Software Maintenance	06/11/2024	17,922.00	10-2660-319-61-79-600-14	
20250050	10-2660-410-00-79-600-14	Supplies Tech	06/11/2024	1,950.00	10-2660-410-00-79-600-14	274
20250050	10-2660-410-00-79-600-14	Supplies Tech	06/11/2024	10,794.00	10-2660-410-00-79-600-14	
20243376	10-2660-390-00-79-600-14	Purchased Service Technology	06/07/2024	13,500.00	10-2660-390-00-79-600-14	
20250054	10-2660-319-61-79-600-14	Software Maintenance	06/11/2024	32,000.00	10-2660-319-61-79-600-14	
20250049	10-2660-319-61-79-600-14	Software Maintenance	06/11/2024	7,300.00	10-2660-319-61-79-600-14	
20250056	10-2660-319-61-79-600-14	Software Maintenance	06/11/2024	2,495.00	10-2660-319-61-79-600-14	
20250056	10-2660-319-61-79-600-14	Software Maintenance	06/11/2024	2,610.00	10-2660-319-61-79-600-14	
20250057	10-2660-319-61-79-600-14	Software Maintenance	06/11/2024	1,800.00	10-2660-319-61-79-600-14	
20250055	10-2660-319-61-79-600-14	Software Maintenance	06/11/2024	3,290.00	10-2660-319-61-79-600-14	
			Total	$124,370.70		
CDWG Capital One						
20243388	10192	Prepaid Expenses	06/10/2024	168,080.00	10-192	
20250045	104020	Accounts Payable	06/10/2024	497,896.60	10-431	
20250041	10-2660-490-00-79-600-14	Inventoriable Equipment Tech	05/30/2024	78,400.00	10-2660-490-00-79-600-14	
20250058	10-2660-319-61-79-600-14	Software Maintenance	06/11/2024	4,830.00	10-2660-319-61-79-600-14	
20250058	10-2660-319-61-79-600-14	Software Maintenance	06/11/2024	32,890.00	10-2660-319-61-79-600-14	
20250045	10-2660-319-00-79-600-14	Hardware Maintenance Renewal	06/10/2024	124,474.15	10-2660-319-00-79-600-14	
20250041	10-2660-490-00-79-600-14	Inventoriable Equipment Tech	05/30/2024	582,855.00	10-2660-490-00-79-600-14	
20250058	10-2660-319-61-79-600-14	Software Maintenance	06/11/2024	22,240.00	10-2660-319-61-79-600-14	
			Total	$1,511,665.75		
Central States Bus Sales Inc						

Huntley Community School District 158

P.O. Summary by Vendor (Custom)

From: 5/30/2024 to 6/13/2024

P.O. #	Account Number	Account# Description	P.O. Date	Original Amount	State Account Number
24060727	40-2554-410-00-79	Fleet Supplies	06/01/2024	4,000.00	40-2554-410-00-79
			Total	$4,000.00	
Chief Architect Inc.					
20243407	10-2212-310-00-79-505-14	Curriclum Gen Pur Svc 6-12	06/11/2024	1,485.00	10-2212-310-00-79-505-14
20243407			06/11/2024	0.00	
			Total	$1,485.00	
CINTAS					
24060757	40-2550-325-00-79	Rental Trans	06/01/2024	2,000.00	40-2550-325-00-79
			Total	$2,000.00	
Clare Woods Academy					
24060607	10-4220-670-00-79-600-14	Sp Ed Private Tuition	06/01/2024	6,000.00	10-4220-670-00-79-600-14
			Total	$6,000.00	
ClassLink Inc					
20250059	10-2660-316-00-79-600-14	Student Information	06/11/2024	34,311.75	10-2660-316-00-79-600-14
			Total	$34,311.75	
CLIC					
20250064	20-2540-382-00-79-600-14	Support Serv-O&M W/C Ins	06/12/2024	62,716.40	20-2540-382-00-79-600-14
20250064	10-2310-381-00-74-500-14	CLIC Liability Insurance	06/12/2024	401,706.88	10-2310-381-00-74-500-14
20250064	10-1100-382-00-79-600-14	Regular Education W/C Ins	06/12/2024	238,322.32	10-1100-382-00-79-600-14
20250064	40-2550-382-00-79-600-14	Support Serv-Trans W/C Ins	06/12/2024	326,125.28	40-2550-382-00-79-600-14
20250064	10-2310-381-00-74-500-14	CLIC Liability Insurance	06/12/2024	2,150.00	10-2310-381-00-74-500-14
20250064	20-2540-381-00-79-500-14	Property Insurance	06/12/2024	150,640.08	20-2540-381-00-79-500-14
20250064	40-2550-380-00-79	Vehicle Insurance	06/12/2024	75,320.04	40-2550-380-00-79
			Total	$1,256,981.00	
Comcast Business					
24060367	20-2540-340-00-79	Telephone - Districtwide	06/01/2024	294.85	20-2540-340-00-79

275

P.O. #	Account Number	Account# Description	P.O. Date	Original Amount	State Account Number
			Total	$294.85	
Comcast					
24061627	20-2540-340-00-79	Telephone - Districtwide	06/01/2024	24,000.00	20-2540-340-00-79
			Total	$24,000.00	
Cove School					
24061959	10-4220-670-00-79-600-14	Sp Ed Private Tuition	06/01/2024	6,000.00	10-4220-670-00-79-600-14
			Total	$6,000.00	
Crescent Electric Supply Co					
24060047	20-2542-410-00-79	Supplies B & G	06/01/2024	1,000.00	20-2542-410-00-79
			Total	$1,000.00	
CT Veach Inc					
24060157	20-2543-320-00-79-600-14	Grounds Contract	06/01/2024	20,341.27	20-2543-320-00-79-600-14
20243377	20-2543-323-00-79	Repairs-Grounds	06/07/2024	798.00	20-2543-323-00-79
20243377	20-2543-323-00-79	Repairs-Grounds	06/07/2024	5,559.00	20-2543-323-00-79
20243377	20-2543-323-00-79	Repairs-Grounds	06/07/2024	492.00	20-2543-323-00-79
			Total	$27,190.27	
Daugherty Sales					
20243378	20-2542-323-00-79	Repairs & Maint Buildings	06/07/2024	1,305.00	20-2542-323-00-79
			Total	$1,305.00	
DuPage Federation on Human Services					
20243400	10-2213-310-00-79-600-14	Special Svcs Pur Svc	06/11/2024	99.90	10-2213-310-00-79-600-14
20243400	10-2213-310-00-79-600-14	Special Svcs Pur Svc	06/11/2024	97.50	10-2213-310-00-79-600-14
			Total	$197.40	
Easterseals					
20243398	10-2210-314-92-79-605-14	IDEA Impr of Instr-Staff Dev	06/11/2024	5,600.00	10-2210-314-92-79-605-14

276

P.O. #	Account Number	Account# Description	P.O. Date	Original Amount	State Account Number
20243397	10-2210-314-92-79-605-14	IDEA Impr of Instr-Staff Dev	06/11/2024	5,600.00	10-2210-314-92-79-605-14
24060597	10-2210-314-92-79-605-14	IDEA Impr of Instr-Staff Dev	06/01/2024	11,000.00	10-2210-314-92-79-605-14
24061557	10-4220-670-00-79-600-14	Sp Ed Private Tuition	06/01/2024	47,000.00	10-4220-670-00-79-600-14
			Total	$69,200.00	
ECRA Group Inc					
20243399	10-2212-310-00-79-505-14	Curriclum Gen Pur Svc 6-12	06/11/2024	36,831.50	10-2212-310-00-79-505-14
			Total	$36,831.50	
Eds Testing Station and Automotive					
24060707	40-2550-310-00-79	Prof & Tech Service Trans	06/01/2024	1,000.00	40-2550-310-00-79
			Total	$1,000.00	
Educational Environments					
20243418	10-1125-410-97-79-600-14	All Children Supplies	06/12/2024	1,244.70	10-1125-410-97-79-600-14
			Total	$1,244.70	
Encore Music Academy					
24061767	10-1200-310-66-71-300-13	STEP Purchased Services	06/01/2024	1,000.00	10-1200-310-66-71-300-13
			Total	$1,000.00	
Follett Content Solutions LLC					
20243408	10-1100-421-00-74-500-14	Materials 6-12	06/11/2024	1,680.44	10-1100-421-00-74-500-14
20243408			06/11/2024	0.00	
			Total	$1,680.44	
Follett School Solutions LLC					
20250060	10-2660-319-61-79-600-14	Software Maintenance	06/11/2024	26,243.04	10-2660-319-61-79-600-14
			Total	$26,243.04	
Fox Valley Fire Safety					
24060097	20-2542-323-00-79	Repairs & Maint Buildings	06/01/2024	1,000.00	20-2542-323-00-79

277

P.O. #	Account Number	Account# Description	P.O. Date	Original Amount	State Account Number
24060817	20-2542-390-00-79	Other Purchased Service	06/01/2024	801.00	20-2542-390-00-79
			Total	$1,801.00	
Frontline Technologies Group LLC					
20243379	10-2520-390-00-74-500-14	Purch Serv Fiscal	06/07/2024	10,870.59	10-2520-390-00-74-500-14
20243379	10-2520-390-00-74-500-14	Purch Serv Fiscal	06/07/2024	9,662.75	10-2520-390-00-74-500-14
			Total	$20,533.34	
Gaggle.Net Inc					
20250061	10-2660-319-61-79-600-14	Software Maintenance	06/11/2024	69,955.00	10-2660-319-61-79-600-14
			Total	$69,955.00	
General Parts LLC					
24061697	10-2560-323-00-72-220-13	Cafe Repairs Marlowe	06/01/2024	5,000.00	10-2560-323-00-72-220-13
24061727	10-2560-323-00-74-210-13	Cafe Repairs Heineman	06/01/2024	5,000.00	10-2560-323-00-74-210-13
24061687	10-2560-323-00-72-120-13	Cafe Repairs Martin	06/01/2024	5,000.00	10-2560-323-00-72-120-13
24061707	10-2560-323-00-74-140-13	Cafe Repairs Mackeben	06/01/2024	5,000.00	10-2560-323-00-74-140-13
24061677	10-2560-323-00-72-110-13	Cafe Repairs Chesak	06/01/2024	5,000.00	10-2560-323-00-72-110-13
24061667	10-2560-323-00-71-300-13	Cafe Repairs HS	06/01/2024	5,000.00	10-2560-323-00-71-300-13
24061657	10-2560-323-00-71-100-13	Cafe Repairs Leggee	06/01/2024	5,000.00	10-2560-323-00-71-100-13
24061717	10-2560-323-00-74-150-13	Cafe Repairs Conley	06/01/2024	5,000.00	10-2560-323-00-74-150-13
			Total	$40,000.00	
GFC Leasing WI					
24060617	10-2900-325-00-79-600-14	Copier Leases	06/01/2024	6,421.44	10-2900-325-00-79-600-14
			Total	$6,421.44	
Gordon Flesch Co Inc					
20243364	10-2900-390-00-79-600-14	Copier Maintenance	06/04/2024	5,719.62	10-2900-390-00-79-600-14
20243364	10-2900-390-00-79-600-14	Copier Maintenance	06/04/2024	1,108.49	10-2900-390-00-79-600-14
20243364	10-2900-390-00-79-600-14	Copier Maintenance	06/04/2024	979.98	10-2900-390-00-79-600-14
20243364	10-2900-390-00-79-600-14	Copier Maintenance	06/04/2024	1,274.26	10-2900-390-00-79-600-14
20243364	10-2900-390-00-79-600-14	Copier Maintenance	06/04/2024	833.86	10-2900-390-00-79-600-14

P.O. #	Account Number	Account# Description	P.O. Date	Original Amount	State Account Number
20243364	10-2900-390-00-79-600-14	Copier Maintenance	06/04/2024	3,042.03	10-2900-390-00-79-600-14
			Total	$12,958.24	
Gordon Food Service					
24061237	10-2560-415-00-71-100-13	Cafe Food Leggee	06/01/2024	12,000.00	10-2560-415-00-71-100-13
24061167	10-2560-410-00-71-300-13	Cafe Supplies HS	06/01/2024	6,000.00	10-2560-410-00-71-300-13
24061157	10-2560-410-00-71-100-13	Cafe Supplies Leggee	06/01/2024	1,200.00	10-2560-410-00-71-100-13
24061177	10-2560-410-00-72-110-13	Cafe Supplies Chesak	06/01/2024	900.00	10-2560-410-00-72-110-13
24061187	10-2560-410-00-72-120-13	Cafe Supplies Martin	06/01/2024	1,200.00	10-2560-410-00-72-120-13
24061197	10-2560-410-00-72-220-13	Cafe Supplies Marlowe	06/01/2024	2,200.00	10-2560-410-00-72-220-13
24061207	10-2560-410-00-74-140-13	Cafe Supplies Mackeben	06/01/2024	800.00	10-2560-410-00-74-140-13
24061217	10-2560-410-00-74-150-13	Cafe Supplies Conley	06/01/2024	900.00	10-2560-410-00-74-150-13
24061227	10-2560-410-00-74-210-13	Cafe Supplies Heineman	06/01/2024	1,600.00	10-2560-410-00-74-210-13
24061247	10-2560-415-00-71-300-13	Cafe Food HS	06/01/2024	50,000.00	10-2560-415-00-71-300-13
24061267	10-2560-415-00-72-120-13	Cafe Food Martin	06/01/2024	13,000.00	10-2560-415-00-72-120-13
24061277	10-2560-415-00-72-220-13	Cafe Food Marlowe	06/01/2024	20,000.00	10-2560-415-00-72-220-13
24061287	10-2560-415-00-74-140-13	Cafe Food Mackeben	06/01/2024	7,000.00	10-2560-415-00-74-140-13
24061297	10-2560-415-00-74-150-13	Cafe Food Conley	06/01/2024	7,000.00	10-2560-415-00-74-150-13
24061307	10-2560-415-00-74-210-13	Cafe Food Heineman	06/01/2024	17,000.00	10-2560-415-00-74-210-13
24061257	10-2560-415-00-72-110-13	Cafe Food Chesak	06/01/2024	10,000.00	10-2560-415-00-72-110-13
			Total	$150,800.00	
GSF USA Inc					
24060227	20-2542-319-00-79-605-14	Contractual Cust. Replacement	06/01/2024	1,250.00	20-2542-319-00-79-605-14
24060217	20-2542-320-00-79-605-14	Contractual Overtime	06/01/2024	2,200.00	20-2542-320-00-79-605-14
24060187	40-2550-321-00-79	Bus Sanitation	06/01/2024	3,627.06	40-2550-321-00-79
24060207	20-2542-310-00-79	Custodial Contract Service	06/01/2024	194,675.63	20-2542-310-00-79
			Total	$201,752.69	
GW Berkheimer Co Inc					
20243389			06/10/2024	0.00	
20243389	20-2542-410-00-79	Supplies B & G	06/10/2024	45.82	20-2542-410-00-79
20243349	20-2542-410-00-79	Supplies B & G	06/04/2024	54.60	20-2542-410-00-79

279

P.O. #	Account Number	Account# Description	P.O. Date	Original Amount	State Account Number
			Total	$100.42	
Hershey Creamery Company					
24061807	10-2560-415-00-72-220-13	Cafe Food Marlowe	06/01/2024	2,000.00	10-2560-415-00-72-220-13
24061817	10-2560-415-00-74-210-13	Cafe Food Heineman	06/01/2024	2,000.00	10-2560-415-00-74-210-13
24061797	10-2560-415-00-71-300-13	Cafe Food HS	06/01/2024	2,000.00	10-2560-415-00-71-300-13
			Total	$6,000.00	
Hinckley Springs					
20243419	10-2213-415-00-71-300-13	HHS Staff Devel Supplies	06/12/2024	86.99	10-2213-415-00-71-300-13
			Total	$86.99	
Home Depot Credit Services					
24060067	20-2542-410-00-79	Supplies B & G	06/01/2024	1,500.00	20-2542-410-00-79
			Total	$1,500.00	
Home Juice Corp					
24061787	10-2560-415-00-74-210-13	Cafe Food Heineman	06/01/2024	500.00	10-2560-415-00-74-210-13
			Total	$500.00	
IASB					
20243380	10-2310-640-00-74-500-14	Dues & Fees Board	06/07/2024	350.00	10-2310-640-00-74-500-14
			Total	$350.00	
Illinois Office of the State Fire Marshal					
20243350	20-2542-390-00-79	Other Purchased Service	06/04/2024	75.00	20-2542-390-00-79
			Total	$75.00	
Illinois School For The Deaf					
20243401	40-2552-331-00-79	Contracted Transportation	06/11/2024	344.00	40-2552-331-00-79
			Total	$344.00	

280

P.O. #	Account Number	Account# Description	P.O. Date	Original Amount	State Account Number
Illinois Tollway Violation					
20243352	40-2552-640-00-79	Dues & Fees	06/04/2024	116.55	40-2552-640-00-79
20243351	40-2552-640-00-79	Dues & Fees	06/04/2024	48.30	40-2552-640-00-79
			Total	$164.85	
Imagine Learning Inc					
20250063	10-1130-314-06-71-305-13	Alternative School	06/12/2024	4,500.00	10-1130-314-06-71-305-13
20250063	10-1130-314-06-71-305-13	Alternative School	06/12/2024	4,950.00	10-1130-314-06-71-305-13
20250063	10-1130-314-06-71-305-13	Alternative School	06/12/2024	24,500.00	10-1130-314-06-71-305-13
20250063	10-1130-314-06-71-305-13	Alternative School	06/12/2024	910.00	10-1130-314-06-71-305-13
20250063			06/12/2024	0.00	
			Total	$34,860.00	
Interstate Battery Center					
24060077	20-2542-410-00-79	Supplies B & G	06/01/2024	200.00	20-2542-410-00-79
			Total	$200.00	
Jones, Kristin					
20243353	10-1130-410-12-71-300-13	Music Supplies HS	06/04/2024	700.00	10-1130-410-12-71-300-13
			Total	$700.00	
Kasprzak, Camille					
20243402	10-1101-310-00-79-605-14	Substitute Teacher-Contracted	06/11/2024	1,750.00	10-1101-310-00-79-605-14
			Total	$1,750.00	
Language Testing International					
20243381	10-2210-390-82-79-605-14	T Bilingual Impr Inst Services	06/07/2024	50.00	10-2210-390-82-79-605-14
			Total	$50.00	
Leach Enterprises Inc					
24060787	40-2554-410-00-79	Fleet Supplies	06/01/2024	20,000.00	40-2554-410-00-79
			Total	$20,000.00	

281

Huntley Community School District 158

P.O. Summary by Vendor (Custom)

From: 5/30/2024 to 6/13/2024

P.O. #	Account Number	Account# Description	P.O. Date	Original Amount	State Account Number
LearnWell					
24061587	10-4210-670-00-79-600-14	Dist Hospital Instruct./Safe School	06/01/2024	8,000.00	10-4210-670-00-79-600-14
			Total	$8,000.00	
Lincoln National Life					
24060447	10-2310-220-00-79-600-14	Support Serv-Gen Adm Insurance	06/01/2024	30,000.00	10-2310-220-00-79-600-14
			Total	$30,000.00	
LionHeart Critical Power Specialists					
20243366	20-2542-323-00-79	Repairs & Maint Buildings	06/07/2024	8,275.00	20-2542-323-00-79
20243366			06/07/2024	0.00	
			Total	$8,275.00	
Little City Foundation					
24060587	10-4220-670-00-79-600-14	Sp Ed Private Tuition	06/01/2024	13,000.00	10-4220-670-00-79-600-14
			Total	$13,000.00	
Lowes Pro Supply					
20243382	20-2542-410-00-79	Supplies B & G	06/07/2024	20.56	20-2542-410-00-79
20243382	20-2542-410-00-79	Supplies B & G	06/07/2024	8.90	20-2542-410-00-79
20243354	20-2542-410-00-79	Supplies B & G	06/04/2024	11.24	20-2542-410-00-79
20243382	20-2542-410-00-79	Supplies B & G	06/07/2024	69.12	20-2542-410-00-79
20243382	20-2542-410-00-79	Supplies B & G	06/07/2024	180.11	20-2542-410-00-79
20243354	20-2542-410-00-79	Supplies B & G	06/04/2024	81.01	20-2542-410-00-79
20243354	20-2542-410-00-79	Supplies B & G	06/04/2024	13.38	20-2542-410-00-79
20243354	20-2542-410-00-79	Supplies B & G	06/04/2024	(13.38)	20-2542-410-00-79
20243425	20-2542-410-00-79	Supplies B & G	06/13/2024	14.22	20-2542-410-00-79
20243425	20-2542-410-00-79	Supplies B & G	06/13/2024	257.75	20-2542-410-00-79
20243354	20-2542-410-00-79	Supplies B & G	06/04/2024	114.73	20-2542-410-00-79
20243382	20-2542-410-00-79	Supplies B & G	06/07/2024	85.48	20-2542-410-00-79
			Total	$843.12	

282

Huntley Community School District 158

P.O. Summary by Vendor (Custom)

From: 5/30/2024 to 6/13/2024

P.O. #	Account Number	Account# Description	P.O. Date	Original Amount	State Account Number	
LUDA						
20250043	10-2321-640-00-74-500-14	Dues & Fees Supt	06/04/2024	5,924.00	10-2321-640-00-74-500-14	
			Total	$5,924.00		
Marklund Children`s Home						
24060507	10-4220-670-00-79-600-14	Sp Ed Private Tuition	06/01/2024	9,160.83	10-4220-670-00-79-600-14	
24060507	10-4220-670-00-79-600-14	Sp Ed Private Tuition	06/01/2024	9,160.83	10-4220-670-00-79-600-14	
			Total	$18,321.66		
Mathematics Institute of Wisconsin						
20243430	10-2212-310-00-79-505-14	Curriclum Gen Pur Svc 6-12	06/13/2024	916.90	10-2212-310-00-79-505-14	283
			Total	$916.90		
McGraw Hill School Education						
20243367	10-1100-423-00-74-500-14	New Adoption 6-12	06/07/2024	3,399.00	10-1100-423-00-74-500-14	
20243367			06/07/2024	0.00		
20243367	10-1100-423-00-74-500-14	New Adoption 6-12	06/07/2024	316.80	10-1100-423-00-74-500-14	
20243367	10-1100-423-00-74-500-14	New Adoption 6-12	06/07/2024	3,069.00	10-1100-423-00-74-500-14	
20243367			06/07/2024	0.00		
			Total	$6,784.80		
McMaster Carr Supply Co						
24060287	20-2542-410-00-79	Supplies B & G	06/01/2024	700.00	20-2542-410-00-79	
			Total	$700.00		
MDC Environmental Serv						
24060117	20-2542-321-00-79	Sanitation/Exterminating	06/01/2024	3,354.86	20-2542-321-00-79	
			Total	$3,354.86		
Menards Inc						
24060127	20-2542-410-00-79	Supplies B & G	06/01/2024	1,000.00	20-2542-410-00-79	
			Total	$1,000.00		

P.O. #	Account Number	Account# Description	P.O. Date	Original Amount	State Account Number
Metlife					
24061597	10-1100-220-00-79-600-14	Regular Programs Insurance	06/01/2024	75,000.00	10-1100-220-00-79-600-14
			Total	$75,000.00	
Metro Prep					
24061958	10-4220-670-00-79-600-14	Sp Ed Private Tuition	06/01/2024	12,000.00	10-4220-670-00-79-600-14
			Total	$12,000.00	
Midwest Computer Products					
20250044	10-1110-410-00-72-120-13	Inst Supplies Martin	06/04/2024	7,560.40	10-1110-410-00-72-120-13
			Total	$7,560.40	
Midwest Transit Equip Kankakee					
24060697	40-2550-323-00-79	Repairs and Maintenance	06/01/2024	5,000.00	40-2550-323-00-79
			Total	$5,000.00	
Miller Hall & Triggs LLC					
24061527	10-2310-318-00-74-500-14	Legal Board	06/01/2024	5,000.00	10-2310-318-00-74-500-14
			Total	$5,000.00	
MindPlay Education					
20243409	10-2212-310-00-79-505-14	Curriclum Gen Pur Svc 6-12	06/11/2024	2,000.00	10-2212-310-00-79-505-14
20243409			06/11/2024	0.00	
20243409	10-2212-310-00-79-505-14	Curriclum Gen Pur Svc 6-12	06/11/2024	3,000.00	10-2212-310-00-79-505-14
			Total	$5,000.00	
Naperville Psychiatric Ventures					
20243417	10-1200-310-92-79-600-14	IDEA General Purchased Service	06/12/2024	436.80	10-1200-310-92-79-600-14
			Total	$436.80	
NCS Pearson Inc					

P.O. #	Account Number	Account# Description	P.O. Date	Original Amount	State Account Number
20243368	10-2230-312-00-79-600-14	Testing/Assessment 6-12	06/07/2024	2,534.00	10-2230-312-00-79-600-14
			Total	$2,534.00	
Neuco					
24060147	20-2542-410-00-79	Supplies B & G	06/01/2024	1,000.00	20-2542-410-00-79
			Total	$1,000.00	
New Connections Academy					
24060397	10-4220-670-00-79-600-14	Sp Ed Private Tuition	06/01/2024	12,000.00	10-4220-670-00-79-600-14
			Total	$12,000.00	
North American Corporation					285
24060017	20-2542-410-00-79	Supplies B & G	06/01/2024	12,000.00	20-2542-410-00-79
			Total	$12,000.00	
North Shore Transit Inc					
20243355	40-2552-331-00-79	Contracted Transportation	06/04/2024	1,524.74	40-2552-331-00-79
			Total	$1,524.74	
Northshore Healthcare					
20243416	10-1200-310-92-79-600-14	IDEA General Purchased Service	06/12/2024	187.20	10-1200-310-92-79-600-14
			Total	$187.20	
Northwestern Medicine					
24061547	10-2642-390-00-74-500-14	Purchased Service Human Res	06/01/2024	250.00	10-2642-390-00-74-500-14
24061547	10-2130-220-00-79-600-14	Health Services Insurance	06/01/2024	2,000.00	10-2130-220-00-79-600-14
			Total	$2,250.00	
Omni Commercial Lighting Service					
24060177	20-2542-323-00-79	Repairs & Maint Buildings	06/01/2024	1,000.00	20-2542-323-00-79
			Total	$1,000.00	

P.O. #	Account Number	Account# Description	P.O. Date	Original Amount	State Account Number
OPG-3 Inc					
20250062	10-2660-319-61-79-600-14	Software Maintenance	06/11/2024	5,850.00	10-2660-319-61-79-600-14
			Total	$5,850.00	
Ottosen DiNolfo Hasenbalg & Castaldo Ltd					
24060797	10-2310-318-00-74-500-14	Legal Board	06/01/2024	3,000.00	10-2310-318-00-74-500-14
			Total	$3,000.00	
Parkland Preparatory Academy Inc					
24061960	10-4220-670-00-79-600-14	Sp Ed Private Tuition	06/01/2024	15,000.00	10-4220-670-00-79-600-14
			Total	$15,000.00	
Partnering for Prevention LLC					
20243420	10-1500-390-00-71-300-13	Student Drug Testing	06/12/2024	1,650.00	10-1500-390-00-71-300-13
24061777	10-2210-310-68-79-600-14	ARP CP2 Imp Inst Pur Svc	06/01/2024	8,000.00	10-2210-310-68-79-600-14
			Total	$9,650.00	
Pepsi-Cola Gen Bot Inc					
24061487	10-2560-415-00-71-300-13	Cafe Food HS	06/01/2024	7,500.00	10-2560-415-00-71-300-13
			Total	$7,500.00	
Perspectives Ltd					
24060277	10-2510-220-00-79-600-14	Direction of Business Serv Ins	06/01/2024	1,326.00	10-2510-220-00-79-600-14
			Total	$1,326.00	
Polar Electro Inc					
20243369	10-1100-421-00-74-500-14	Materials 6-12	06/07/2024	7,497.50	10-1100-421-00-74-500-14
20243369	10-1100-421-00-74-500-14	Materials 6-12	06/07/2024	(395.88)	10-1100-421-00-74-500-14
20243369	10-1100-421-00-74-500-14	Materials 6-12	06/07/2024	50.00	10-1100-421-00-74-500-14
20243369	10-1100-421-00-74-500-14	Materials 6-12	06/07/2024	420.00	10-1100-421-00-74-500-14
			Total	$7,571.62	

P.O. #	Account Number	Account# Description	P.O. Date	Original Amount	State Account Number
Pomps Tire Service Inc					
24060837	40-2554-410-00-79	Fleet Supplies	06/01/2024	5,000.00	40-2554-410-00-79
20243356	40-2554-410-00-79	Fleet Supplies	06/04/2024	6,176.68	40-2554-410-00-79
			Total	$11,176.68	
PowerSchool Group LLC					
20250046	10-2212-310-00-79-505-14	Curriclum Gen Pur Svc 6-12	06/11/2024	56,531.93	10-2212-310-00-79-505-14
20243410			06/11/2024	0.00	
20243410	10-2212-310-00-79-505-14	Curriclum Gen Pur Svc 6-12	06/11/2024	39,790.51	10-2212-310-00-79-505-14
20243341	10-2660-316-00-79-600-14	Student Information	06/04/2024	11,000.91	10-2660-316-00-79-600-14
20243403	10-2660-316-00-79-600-14	Student Information	06/11/2024	1,150.60	10-2660-316-00-79-600-14
			Total	$108,473.95	
Pro Com Systems Inc					
24060557	10-2660-390-00-79-600-14	Purchased Service Technology	06/01/2024	2,000.00	10-2660-390-00-79-600-14
			Total	$2,000.00	
Project Lead the Way					
20250065	10-1130-390-67-71-300-13	PLTW Pur Svc 6-12	06/12/2024	950.00	10-1130-390-67-71-300-13
20250065	10-1400-390-64-71-305-13	Perkins Grant Purch Svc	06/12/2024	2,200.00	10-1400-390-64-71-305-13
20250065	10-1400-390-64-71-305-13	Perkins Grant Purch Svc	06/12/2024	2,200.00	10-1400-390-64-71-305-13
20250065	10-1400-390-64-71-305-13	Perkins Grant Purch Svc	06/12/2024	(2,200.00)	10-1400-390-64-71-305-13
20250065	10-1130-390-67-71-300-13	PLTW Pur Svc 6-12	06/12/2024	950.00	10-1130-390-67-71-300-13
20250065	10-1130-390-67-71-300-13	PLTW Pur Svc 6-12	06/12/2024	950.00	10-1130-390-67-71-300-13
20250065	10-1130-390-67-71-300-13	PLTW Pur Svc 6-12	06/12/2024	950.00	10-1130-390-67-71-300-13
20250065	10-1130-390-67-71-300-13	PLTW Pur Svc 6-12	06/12/2024	950.00	10-1130-390-67-71-300-13
20250065	10-1400-390-64-71-305-13	Perkins Grant Purch Svc	06/12/2024	3,200.00	10-1400-390-64-71-305-13
20250065	10-1130-390-67-71-300-13	PLTW Pur Svc 6-12	06/12/2024	950.00	10-1130-390-67-71-300-13
20250065			06/12/2024	0.00	
20250065	10-1130-390-67-71-300-13	PLTW Pur Svc 6-12	06/12/2024	950.00	10-1130-390-67-71-300-13
			Total	$12,050.00	
Quest Food Management					

P.O. #	Account Number	Account# Description	P.O. Date	Original Amount	State Account Number	
20243422	10-2560-310-00-71-300-13	Cafe Prof & Tech HS	06/12/2024	3,476.37	10-2560-310-00-71-300-13	
20243422	10-2560-315-00-74-500-14	Coffee Bar Mgmt Fees-Quest	06/12/2024	3,000.00	10-2560-315-00-74-500-14	
20243422	10-2560-310-00-71-300-13	Cafe Prof & Tech HS	06/12/2024	1,321.02	10-2560-310-00-71-300-13	
			Total	$7,797.39		
Quinlan & Fabish Music Co						
20243421	10-1130-410-12-71-300-13	Music Supplies HS	06/12/2024	127.00	10-1130-410-12-71-300-13	
20243357	10-1130-410-12-71-300-13	Music Supplies HS	06/04/2024	7.00	10-1130-410-12-71-300-13	
20243357	10-1130-410-12-71-300-13	Music Supplies HS	06/04/2024	101.94	10-1130-410-12-71-300-13	
20243357	10-1130-410-12-71-300-13	Music Supplies HS	06/04/2024	11.97	10-1130-410-12-71-300-13	
20243357	10-1130-410-12-71-300-13	Music Supplies HS	06/04/2024	72.00	10-1130-410-12-71-300-13	
20243357	10-1130-410-12-71-300-13	Music Supplies HS	06/04/2024	223.50	10-1130-410-12-71-300-13	288
20243357	10-1130-410-12-71-300-13	Music Supplies HS	06/04/2024	76.54	10-1130-410-12-71-300-13	
20243421	10-1130-410-12-71-300-13	Music Supplies HS	06/12/2024	127.00	10-1130-410-12-71-300-13	
20243357	10-1130-410-12-71-300-13	Music Supplies HS	06/04/2024	153.50	10-1130-410-12-71-300-13	
20243421	10-1130-410-12-71-300-13	Music Supplies HS	06/12/2024	127.00	10-1130-410-12-71-300-13	
20243421	10-1130-410-12-71-300-13	Music Supplies HS	06/12/2024	295.50	10-1130-410-12-71-300-13	
20243421	10-1130-410-12-71-300-13	Music Supplies HS	06/12/2024	127.00	10-1130-410-12-71-300-13	
20243421	10-1130-410-12-71-300-13	Music Supplies HS	06/12/2024	97.00	10-1130-410-12-71-300-13	
20243421	10-1130-410-12-71-300-13	Music Supplies HS	06/12/2024	528.62	10-1130-410-12-71-300-13	
20243421	10-1130-410-12-71-300-13	Music Supplies HS	06/12/2024	747.96	10-1130-410-12-71-300-13	
20243421	10-1130-410-12-71-300-13	Music Supplies HS	06/12/2024	243.00	10-1130-410-12-71-300-13	
20243421	10-1130-410-12-71-300-13	Music Supplies HS	06/12/2024	321.50	10-1130-410-12-71-300-13	
20243421	10-1130-410-12-71-300-13	Music Supplies HS	06/12/2024	309.50	10-1130-410-12-71-300-13	
20243421	10-1130-410-12-71-300-13	Music Supplies HS	06/12/2024	127.00	10-1130-410-12-71-300-13	
			Total	$3,824.53		
Read Naturally						
20243370	10-2212-310-00-79-505-14	Curriclum Gen Pur Svc 6-12	06/07/2024	475.00	10-2212-310-00-79-505-14	
20243370	10-2212-310-00-79-505-14	Curriclum Gen Pur Svc 6-12	06/07/2024	570.00	10-2212-310-00-79-505-14	
20243370			06/07/2024	0.00		
20243370	10-2212-310-00-79-505-14	Curriclum Gen Pur Svc 6-12	06/07/2024	570.00	10-2212-310-00-79-505-14	
20243370	10-2212-310-00-79-505-14	Curriclum Gen Pur Svc 6-12	06/07/2024	570.00	10-2212-310-00-79-505-14	

P.O. #	Account Number	Account# Description	P.O. Date	Original Amount	State Account Number
20243370	10-2212-310-00-79-505-14	Curriclum Gen Pur Svc 6-12	06/07/2024	285.00	10-2212-310-00-79-505-14
			Total	$2,470.00	
Regional Office of Education					
20243404	10-4210-670-00-79-600-14	Dist Hospital Instruct./Safe School	06/11/2024	360.00	10-4210-670-00-79-600-14
			Total	$360.00	
Revtrak, Inc.					
24060487	10-2523-319-00-79-600-14	Banking Fees	06/01/2024	10,000.00	10-2523-319-00-79-600-14
			Total	$10,000.00	
Rush Truck Center Huntley					289
24060747	40-2554-410-00-79	Fleet Supplies	06/01/2024	20,000.00	40-2554-410-00-79
			Total	$20,000.00	
Scholastic Inc					
20243372	10-1100-421-00-74-500-14	Materials 6-12	06/07/2024	299.70	10-1100-421-00-74-500-14
20243371	10-1100-421-00-74-500-14	Materials 6-12	06/07/2024	314.65	10-1100-421-00-74-500-14
20243371	10-1100-421-00-74-500-14	Materials 6-12	06/07/2024	314.65	10-1100-421-00-74-500-14
20243371	10-1100-421-00-74-500-14	Materials 6-12	06/07/2024	314.65	10-1100-421-00-74-500-14
20243371	10-1100-421-00-74-500-14	Materials 6-12	06/07/2024	314.65	10-1100-421-00-74-500-14
20243371	10-1100-421-00-74-500-14	Materials 6-12	06/07/2024	314.65	10-1100-421-00-74-500-14
20243371	10-1100-421-00-74-500-14	Materials 6-12	06/07/2024	314.65	10-1100-421-00-74-500-14
20243371	10-1100-421-00-74-500-14	Materials 6-12	06/07/2024	437.50	10-1100-421-00-74-500-14
20243372	10-1100-421-00-74-500-14	Materials 6-12	06/07/2024	299.70	10-1100-421-00-74-500-14
20243371	10-1100-421-00-74-500-14	Materials 6-12	06/07/2024	349.65	10-1100-421-00-74-500-14
20243372	10-1100-421-00-74-500-14	Materials 6-12	06/07/2024	299.70	10-1100-421-00-74-500-14
20243371	10-1100-421-00-74-500-14	Materials 6-12	06/07/2024	349.65	10-1100-421-00-74-500-14
20243371	10-1100-421-00-74-500-14	Materials 6-12	06/07/2024	349.65	10-1100-421-00-74-500-14
20243371	10-1100-421-00-74-500-14	Materials 6-12	06/07/2024	358.48	10-1100-421-00-74-500-14
20243371	10-1100-421-00-74-500-14	Materials 6-12	06/07/2024	314.65	10-1100-421-00-74-500-14
20243372	10-1100-421-00-74-500-14	Materials 6-12	06/07/2024	299.70	10-1100-421-00-74-500-14
20243371	10-1100-421-00-74-500-14	Materials 6-12	06/07/2024	349.65	10-1100-421-00-74-500-14

P.O. #	Account Number	Account# Description	P.O. Date	Original Amount	State Account Number
20243372	10-1100-421-00-74-500-14	Materials 6-12	06/07/2024	299.70	10-1100-421-00-74-500-14
20243372	10-1100-421-00-74-500-14	Materials 6-12	06/07/2024	299.70	10-1100-421-00-74-500-14
20243372	10-1100-421-00-74-500-14	Materials 6-12	06/07/2024	299.70	10-1100-421-00-74-500-14
20243372	10-1100-421-00-74-500-14	Materials 6-12	06/07/2024	359.64	10-1100-421-00-74-500-14
20243372	10-1100-421-00-74-500-14	Materials 6-12	06/07/2024	299.70	10-1100-421-00-74-500-14
20243372	10-1100-421-00-74-500-14	Materials 6-12	06/07/2024	299.70	10-1100-421-00-74-500-14
20243372	10-1100-421-00-74-500-14	Materials 6-12	06/07/2024	299.70	10-1100-421-00-74-500-14
20243372	10-1100-421-00-74-500-14	Materials 6-12	06/07/2024	299.70	10-1100-421-00-74-500-14
20243371	10-1100-421-00-74-500-14	Materials 6-12	06/07/2024	349.65	10-1100-421-00-74-500-14
20243372	10-1100-421-00-74-500-14	Materials 6-12	06/07/2024	299.70	10-1100-421-00-74-500-14
20243371	10-1100-421-00-74-500-14	Materials 6-12	06/07/2024	349.65	10-1100-421-00-74-500-14
20243371	10-1100-421-00-74-500-14	Materials 6-12	06/07/2024	349.65	10-1100-421-00-74-500-14
20243371	10-1100-421-00-74-500-14	Materials 6-12	06/07/2024	349.65	10-1100-421-00-74-500-14
20243371	10-1100-421-00-74-500-14	Materials 6-12	06/07/2024	349.65	10-1100-421-00-74-500-14
20243372			06/07/2024	0.00	
			Total	$10,101.42	
School Specialty LLC					
20243342	10-1120-410-00-74-210-13	Inst Supplies Heineman	06/04/2024	99.00	10-1120-410-00-74-210-13
20243342	10-1120-410-00-74-210-13	Inst Supplies Heineman	06/04/2024	493.42	10-1120-410-00-74-210-13
			Total	$592.42	
Schoolbells Ltd					
24060657	40-2552-331-00-79	Contracted Transportation	06/01/2024	40,000.00	40-2552-331-00-79
			Total	$40,000.00	
Schuring & Schuring Inc					
24061317	10-2560-415-00-71-100-13	Cafe Food Leggee	06/01/2024	6,000.00	10-2560-415-00-71-100-13
24061397	10-2560-415-97-79-600-14	All Children Snacks	06/01/2024	150.00	10-2560-415-97-79-600-14
24061387	10-2560-415-00-74-210-13	Cafe Food Heineman	06/01/2024	4,000.00	10-2560-415-00-74-210-13
24061377	10-2560-415-00-74-150-13	Cafe Food Conley	06/01/2024	5,000.00	10-2560-415-00-74-150-13
24061367	10-2560-415-00-74-140-13	Cafe Food Mackeben	06/01/2024	5,000.00	10-2560-415-00-74-140-13
24061375	10-2560-415-00-72-220-13	Cafe Food Marlowe	06/01/2024	4,000.00	10-2560-415-00-72-220-13

290

P.O. #	Account Number	Account# Description	P.O. Date	Original Amount	State Account Number
24061374	10-2560-415-00-72-120-13	Cafe Food Martin	06/01/2024	8,000.00	10-2560-415-00-72-120-13
24061327	10-2560-415-00-71-300-13	Cafe Food HS	06/01/2024	7,000.00	10-2560-415-00-71-300-13
24061373	10-2560-415-00-72-110-13	Cafe Food Chesak	06/01/2024	8,000.00	10-2560-415-00-72-110-13
			Total	$47,150.00	
Screencastify LLC					
20243411			06/11/2024	0.00	
20243411	10-2212-310-00-79-505-14	Curriclum Gen Pur Svc 6-12	06/11/2024	7,970.00	10-2212-310-00-79-505-14
			Total	$7,970.00	
Secretary of State 12					
24060957	40-2550-310-00-79	Prof & Tech Service Trans	06/01/2024	4.00	40-2550-310-00-79
			Total	$4.00	
Secretary of State 10					
24060937	40-2550-310-00-79	Prof & Tech Service Trans	06/01/2024	4.00	40-2550-310-00-79
			Total	$4.00	
Secretary of State 11					
24060947	40-2550-310-00-79	Prof & Tech Service Trans	06/01/2024	4.00	40-2550-310-00-79
			Total	$4.00	
Secretary of State 13					
24060967	40-2550-310-00-79	Prof & Tech Service Trans	06/01/2024	4.00	40-2550-310-00-79
			Total	$4.00	
Secretary of State 1					
24060847	40-2550-310-00-79	Prof & Tech Service Trans	06/01/2024	4.00	40-2550-310-00-79
			Total	$4.00	
Secretary of State 14					
24060977	40-2550-310-00-79	Prof & Tech Service Trans	06/01/2024	4.00	40-2550-310-00-79

291

P.O. #	Account Number	Account# Description	P.O. Date	Original Amount	State Account Number
			Total	$4.00	
Secretary of State 15					
24060987	40-2550-310-00-79	Prof & Tech Service Trans	06/01/2024	4.00	40-2550-310-00-79
			Total	$4.00	
Secretary of State 16					
24060997	40-2550-310-00-79	Prof & Tech Service Trans	06/01/2024	4.00	40-2550-310-00-79
			Total	$4.00	
Secretary of State 17					
24061007	40-2550-310-00-79	Prof & Tech Service Trans	06/01/2024	4.00	40-2550-310-00-79
			Total	$4.00	
Secretary of State 18					
24061017	40-2550-310-00-79	Prof & Tech Service Trans	06/01/2024	4.00	40-2550-310-00-79
			Total	$4.00	
Secretary of State 19					
24061027	40-2550-310-00-79	Prof & Tech Service Trans	06/01/2024	4.00	40-2550-310-00-79
			Total	$4.00	
Secretary of State 20					
24061037	40-2550-310-00-79	Prof & Tech Service Trans	06/01/2024	4.00	40-2550-310-00-79
			Total	$4.00	
Secretary of State 2					
24060857	40-2550-310-00-79	Prof & Tech Service Trans	06/01/2024	4.00	40-2550-310-00-79
			Total	$4.00	
Secretary of State 3					
24060867	40-2550-310-00-79	Prof & Tech Service Trans	06/01/2024	4.00	40-2550-310-00-79

P.O. #	Account Number	Account# Description	P.O. Date	Original Amount	State Account Number
			Total	$4.00	
Secretary of State 4					
24060877	40-2550-310-00-79	Prof & Tech Service Trans	06/01/2024	4.00	40-2550-310-00-79
			Total	$4.00	
Secretary of State 5					
24060887	40-2550-310-00-79	Prof & Tech Service Trans	06/01/2024	4.00	40-2550-310-00-79
			Total	$4.00	
Secretary of State 6					
24060897	40-2550-310-00-79	Prof & Tech Service Trans	06/01/2024	4.00	40-2550-310-00-79
			Total	$4.00	
Secretary of State 7					
24060907	40-2550-310-00-79	Prof & Tech Service Trans	06/01/2024	4.00	40-2550-310-00-79
			Total	$4.00	
Secretary of State 8					
24060917	40-2550-310-00-79	Prof & Tech Service Trans	06/01/2024	4.00	40-2550-310-00-79
			Total	$4.00	
Secretary of State 9					
24060927	40-2550-310-00-79	Prof & Tech Service Trans	06/01/2024	4.00	40-2550-310-00-79
			Total	$4.00	
SEDOM of McHenry County					
24061537	10-4210-670-00-79-600-14	Dist Hospital Instruct./Safe School	06/01/2024	2,400.00	10-4210-670-00-79-600-14
			Total	$2,400.00	
Service Sanitation Inc					
20243390	10-1500-320-00-71-300-13	HHS Athletics Grounds Svcs	06/10/2024	168.63	10-1500-320-00-71-300-13

P.O. #	Account Number	Account# Description	P.O. Date	Original Amount	State Account Number
			Total	$168.63	
Sherwin Williams Co					
20243383	20-2543-410-00-79	Grounds Supplies	06/07/2024	(4,992.97)	20-2543-410-00-79
20243358	20-2542-410-00-79	Supplies B & G	06/04/2024	78.08	20-2542-410-00-79
20243383	20-2543-410-00-79	Grounds Supplies	06/07/2024	6,724.72	20-2543-410-00-79
20243383	20-2542-410-00-79	Supplies B & G	06/07/2024	67.81	20-2542-410-00-79
			Total	$1,877.64	
South Campus					
24061961	10-4220-670-00-79-600-14	Sp Ed Private Tuition	06/01/2024	15,000.00	10-4220-670-00-79-600-14
			Total	$15,000.00	
Spotter Staffing LLC					
24060647	10-1101-310-00-79-605-14	Substitute Teacher-Contracted	06/01/2024	39,000.00	10-1101-310-00-79-605-14
			Total	$39,000.00	
Steiner Electric Company					
24061637	20-2542-410-00-79	Supplies B & G	06/01/2024	1,000.00	20-2542-410-00-79
			Total	$1,000.00	
Summit School Inc					
24061962	10-4220-670-00-79-600-14	Sp Ed Private Tuition	06/01/2024	10,000.00	10-4220-670-00-79-600-14
			Total	$10,000.00	
Sunbelt Staffing LLC					
24060537	10-1101-310-00-79-605-14	Substitute Teacher-Contracted	06/01/2024	30,000.00	10-1101-310-00-79-605-14
			Total	$30,000.00	
Sunrise Southwest LLC					
20243405	40-2552-331-00-79	Contracted Transportation	06/11/2024	4,528.92	40-2552-331-00-79
			Total	$4,528.92	

294

P.O. #	Account Number	Account# Description	P.O. Date	Original Amount	State Account Number
Talerico Martin Corp					
24060377	10-2560-415-00-74-210-13	Cafe Food Heineman	06/01/2024	2,500.00	10-2560-415-00-74-210-13
24060378	10-2560-415-00-71-300-13	Cafe Food HS	06/01/2024	10,000.00	10-2560-415-00-71-300-13
24060387	10-2560-415-00-72-220-13	Cafe Food Marlowe	06/01/2024	1,000.00	10-2560-415-00-72-220-13
			Total	$13,500.00	
Team Reil Inc					
20250042	20-2540-310-00-79	Professional & Technical	05/31/2024	550.00	20-2540-310-00-79
20250042	20-2540-310-00-79	Professional & Technical	05/31/2024	2,100.00	20-2540-310-00-79
20250042	20-2540-310-00-79	Professional & Technical	05/31/2024	700.00	20-2540-310-00-79
			Total	$3,350.00	
Therapy Staff Aequor Healthcare					
24060547	10-1101-310-00-79-605-14	Substitute Teacher-Contracted	06/01/2024	20,000.00	10-1101-310-00-79-605-14
			Total	$20,000.00	
Thermosystems Building System					
20250066	20-2542-390-00-79	Other Purchased Service	06/13/2024	(24,986.75)	20-2542-390-00-79
20250066			06/13/2024	0.00	
20243386	20-2542-390-00-79	Other Purchased Service	06/07/2024	(6,413.25)	20-2542-390-00-79
20243386	20-2542-390-00-79	Other Purchased Service	06/07/2024	6,413.25	20-2542-390-00-79
			Total	($24,986.75)	
Thomson Reuters					
24060307	10-2660-319-61-79-600-14	Software Maintenance	06/01/2024	1,066.12	10-2660-319-61-79-600-14
			Total	$1,066.12	
Trane					
20243384	20-2542-410-00-79	Supplies B & G	06/07/2024	2,082.82	20-2542-410-00-79
			Total	$2,082.82	
Tribe Country Farms Inc					

P.O. #	Account Number	Account# Description	P.O. Date	Original Amount	State Account Number
20243385	10-2560-415-00-74-210-13	Cafe Food Heineman	06/07/2024	33.75	10-2560-415-00-74-210-13
			Total	$33.75	
Turnitin LLC					
20250047			06/11/2024	0.00	
20250047	10-2212-310-00-79-505-14	Curriclum Gen Pur Svc 6-12	06/11/2024	23,823.00	10-2212-310-00-79-505-14
20250047	10-2212-310-00-79-505-14	Curriclum Gen Pur Svc 6-12	06/11/2024	5,150.00	10-2212-310-00-79-505-14
			Total	$28,973.00	
TV Teacher					
20243373			06/07/2024	0.00	
20243373	10-2130-410-92-79-605-14	IDEA Health OTPT & Nurse Sup	06/07/2024	35.00	10-2130-410-92-79-605-14
20243373			06/07/2024	0.00	
20243373	10-2130-410-92-79-605-14	IDEA Health OTPT & Nurse Sup	06/07/2024	30.00	10-2130-410-92-79-605-14
20243373	10-2130-410-92-79-605-14	IDEA Health OTPT & Nurse Sup	06/07/2024	8.00	10-2130-410-92-79-605-14
20243373	10-2130-410-92-79-605-14	IDEA Health OTPT & Nurse Sup	06/07/2024	8.00	10-2130-410-92-79-605-14
20243373	10-2130-410-92-79-605-14	IDEA Health OTPT & Nurse Sup	06/07/2024	25.00	10-2130-410-92-79-605-14
20243373	10-2130-410-92-79-605-14	IDEA Health OTPT & Nurse Sup	06/07/2024	35.00	10-2130-410-92-79-605-14
			Total	$141.00	
Tyler Technologies Inc					
20243359	40-2552-331-00-79	Contracted Transportation	06/04/2024	1,534.54	40-2552-331-00-79
20243360	40-2554-410-00-79	Fleet Supplies	06/04/2024	59,634.39	40-2554-410-00-79
20243360			06/04/2024	0.00	
			Total	$61,168.93	
UMB Bank NA					
20243363	30-5900-690	Bond Service Charge	06/04/2024	143.98	30-5900-690
20243428	10192	Prepaid Expenses	06/13/2024	122,600.00	10-192
20243429	10192	Prepaid Expenses	06/13/2024	183,137.50	10-192
			Total	$305,881.48	
Unity School Bus Parts, Inc					

P.O. #	Account Number	Account# Description	P.O. Date	Original Amount	State Account Number
20243362	40-2554-410-00-79	Fleet Supplies	06/04/2024	312.12	40-2554-410-00-79
20243361	40-2554-410-00-79	Fleet Supplies	06/04/2024	684.60	40-2554-410-00-79
			Total	$996.72	
Verizon Wireless					
24061607	20-2540-340-00-79	Telephone - Districtwide	06/01/2024	7,000.00	20-2540-340-00-79
			Total	$7,000.00	
VEX Robotics Inc					
20243412	10-1130-410-67-71-300-13	PLTW Supplies 6-12	06/11/2024	2,716.00	10-1130-410-67-71-300-13
20243412	10-1130-410-67-71-300-13	PLTW Supplies 6-12	06/11/2024	179.53	10-1130-410-67-71-300-13
20243414	10-1130-410-67-71-300-13	PLTW Supplies 6-12	06/11/2024	179.53	10-1130-410-67-71-300-13
20243413	10-1130-410-67-71-300-13	PLTW Supplies 6-12	06/11/2024	2,716.00	10-1130-410-67-71-300-13
20243413	10-1130-410-67-71-300-13	PLTW Supplies 6-12	06/11/2024	179.53	10-1130-410-67-71-300-13
20243414	10-1130-410-67-71-300-13	PLTW Supplies 6-12	06/11/2024	2,716.00	10-1130-410-67-71-300-13
			Total	$8,686.59	
VILLAGE OF ALGONQUIN					
24060137	20-2546-310-00-71-305	Resource Officer	06/01/2024	9,807.48	20-2546-310-00-71-305
			Total	$9,807.48	
Village of Huntley					
20243392	20-2546-310-00-71-305	Resource Officer	06/10/2024	48.75	20-2546-310-00-71-305
24061517	20-2546-310-00-71-305	Resource Officer	06/01/2024	6,201.67	20-2546-310-00-71-305
20243391	20-2546-310-00-71-305	Resource Officer	06/10/2024	487.50	20-2546-310-00-71-305
20243391	20-2546-310-00-71-305	Resource Officer	06/10/2024	276.25	20-2546-310-00-71-305
20243391	20-2546-310-00-71-305	Resource Officer	06/10/2024	292.50	20-2546-310-00-71-305
20243393			06/10/2024	0.00	
20243391			06/10/2024	0.00	
20243392			06/10/2024	0.00	
20243393	20-2546-310-00-71-305	Resource Officer	06/10/2024	552.50	20-2546-310-00-71-305
			Total	$7,859.17	

297

Huntley Community School District 158

P.O. Summary by Vendor (Custom)

From: 5/30/2024 to 6/13/2024

P.O. #	Account Number	Account# Description	P.O. Date	Original Amount	State Account Number
Village of Lake in the Hills					
20243394	20-2546-310-00-71-305	Resource Officer	06/10/2024	224.97	20-2546-310-00-71-305
20243394			06/10/2024	0.00	
24060687	20-2546-310-00-71-305	Resource Officer	06/01/2024	6,527.00	20-2546-310-00-71-305
			Total	$6,751.97	
Virtual Connections Academy					
24061757	10-4220-670-00-79-600-14	Sp Ed Private Tuition	06/01/2024	23,000.00	10-4220-670-00-79-600-14
			Total	$23,000.00	
Visions LLC					
24061737	10-2130-310-92-79-600-14	IDEA Health Services	06/01/2024	12,000.00	10-2130-310-92-79-600-14
			Total	$12,000.00	
VSP of Illinois NFP					
24060457	10-2310-220-00-79-600-14	Support Serv-Gen Adm Insurance	06/01/2024	10,000.00	10-2310-220-00-79-600-14
			Total	$10,000.00	
WEX BANK					
24060777	10-1700-464-21-71-300-13	Driver Education Gasoline	06/01/2024	2,000.00	10-1700-464-21-71-300-13
24060777	10-1500-332-00-71-300-13	Athletic Trips HS	06/01/2024	500.00	10-1500-332-00-71-300-13
24060767	40-2552-464-00-79	Diesel/Gasoline	06/01/2024	300.00	40-2552-464-00-79
			Total	$2,800.00	
Winston Knolls Education Group					
24061747	10-4220-670-00-79-600-14	Sp Ed Private Tuition	06/01/2024	6,500.00	10-4220-670-00-79-600-14
			Total	$6,500.00	
Wold Architects and Engineers					
20243334	20-2540-310-00-79	Professional & Technical	06/03/2024	2,000.00	20-2540-310-00-79
			Total	$2,000.00	

298

Huntley Community School District 158

P.O. Summary by Vendor (Custom)

From: 5/30/2024 to 6/13/2024

P.O. #	Account Number	Account# Description	P.O. Date	Original Amount	State Account Number
Woodstock Chevrolet					
20243406	40-2554-410-00-79	Fleet Supplies	06/11/2024	440.15	40-2554-410-00-79
20243406	40-2554-410-00-79	Fleet Supplies	06/11/2024	(376.23)	40-2554-410-00-79
			Total	$63.92	
Zero Card					
24060477	10-1100-220-00-79-600-14	Regular Programs Insurance	06/01/2024	2,500.00	10-1100-220-00-79-600-14
			Total	$2,500.00	
Zieglers Ace Hardware					
24060267	20-2542-410-00-79	Supplies B & G	06/01/2024	300.00	20-2542-410-00-79
			Total	$300.00	
			Total	$7,025,348.39	

299

HUNTLEY
COMMUNITY SCHOOL DISTRICT 158

Huntley Community School District 158

650 Academic Drive
Algonquin, Illinois 60102
(847) 659-6158 • www.district158.org

To: Board of Education and Administration

From: Mark Altmayer, Chief Financial Officer

Date: June 20, 2024

Subject: **Bond Issuance Opportunity - Parameters Resolution**
Board of Education Meeting, June 20, 2024
Finance Committee

As discussed at previous Board Meetings, the District continues to meet with PMA to identify next steps with related to a tender offering and repurchase regarding the Series 2020 General Obligation Bonds.

Background

In an effort to create debt service savings, the District continues to investigate opportunities with regard to our debt. Over the last few months, we have been working with PMA and have discussed an opportunity to issue a tender offering and fund the tender offer with new tax-exempt bonds, resulting is debt service savings. In early June, the Board President, the Board Finance Committee Chair and myself agreed to continue to move forward with this opportunity, as approximately 50+% of the Series 2020 bondholders have been identified to date. The underwriting team will be evaluating the likelihood of our bondholders to accept the tender offering over the next few weeks. To keep the process moving forward, we are asking the Board to approve a Parameter's Resolution as noted below and attached.

As part of this process, Administration is seeking the approval of a Bond Issuance (Parameters) Resolution.

Related to a 2024 Tender Offering & Repurchase

Resolution providing for the issue of not to exceed $50,000,000 General Obligation Refunding School Bonds of the District for the purpose of refunding certain outstanding bonds of the District, providing for the levy of a direct annual tax sufficient to pay the principal and interest on said bonds, authorizing the sale of said bonds to the purchaser thereof, and authorizing the execution of an escrow agreement in connection therewith.

In addition, the attached Parameters Resolutions notes that **"The (i) President of the Board or the Finance Committee Chair of the Board and (ii) the Superintendent or Chief Financial Officer of the District (the "Designated Representatives") are hereby authorized to proceed without any further authorization or direction from the Board, not later than the 20th day of December, 2024."**

Recommendation:

Administration requests the Board adopt each parameters resolution at the June 20, 2024 Regular Board Meeting.

MINUTES of a regular public meeting of the Board of Education of Huntley Community School District 158, McHenry and Kane Counties, Illinois, held at the District Office, 650 John Burkey Drive, Algonquin, Illinois, in said School District at 7:00 o'clock P.M., on the 20th day of June, 2024.

* * *

The meeting was called to order by the President, and upon the roll being called, Andrew Bittman, the President, and the following members were physically present at said location: _____

_____

_____

The following members were allowed by a majority of the members of the Board of Education in accordance with and to the extent allowed by rules adopted by the Board of Education to attend the meeting by video or audio conference: _____

No member was not permitted to attend the meeting by video or audio conference.

The following members were absent and did not participate in the meeting in any manner or to any extent whatsoever: _____

The President announced that the next item for consideration was the issuance of not to exceed $50,000,000 general obligation bonds to be issued by the District pursuant to Article 19 of the School Code for the purpose of refunding certain of the District's outstanding bonds and that the Board of Education would consider the adoption of a resolution providing for the issue of said bonds and the levy of a direct annual tax sufficient to pay the principal and interest thereon. The President then explained that the resolution sets forth the parameters for the issuance of said bonds and sale thereof by designated officials of the District and summarized the pertinent terms of said parameters, including the specific parameters governing the manner of sale, length of maturity, rates of interest, purchase price and tax levy for said bonds.

Whereupon Member _____ presented and the Secretary read by title a resolution as follows, a copy of which was provided to each member of the Board of Education prior to said meeting and to everyone in attendance at said meeting who requested a copy:

RESOLUTION providing for the issue of not to exceed $50,000,000 General Obligation Refunding School Bonds of Huntley Community School District 158, McHenry and Kane Counties, Illinois, for the purpose of refunding certain outstanding bonds of said School District, providing for the levy of a direct annual tax sufficient to pay the principal and interest on said bonds, authorizing the sale of said bonds to the purchaser thereof, and authorizing the execution of an escrow agreement in connection therewith.

* * *

WHEREAS, Huntley Community School District 158, McHenry and Kane Counties, Illinois (the *"District"*), is a duly organized and existing school district created under the provisions of the laws of the State of Illinois, and is now operating under the provisions of the School Code of the State of Illinois (the *"School Code"*), and all laws amendatory thereof and supplementary thereto, including the Local Government Debt Reform Act of the State of Illinois, as amended (the *"Debt Reform Act"*); and

WHEREAS, the District has outstanding Taxable General Obligation Refunding School Bonds, Series 2020 (the *"Series 2020 Bonds"*), and General Obligation Refunding School Bonds, Series 2023 (the *"Series 2023 Bonds"* and, together with the Series 2020 Bonds, the *"Prior Bonds"*); and

WHEREAS, it is necessary and desirable to refund all or a portion of the Prior Bonds (said portion of the Prior Bonds to be refunded being referred to herein as the *"Refunded Bonds"*) in order to realize debt service savings and to restructure the debt burden of the District (the *"Refunding"*); and

WHEREAS, the Board has further determined that in order to realize present value debt service savings, it may be possible for the District to refund the Series 2020 Bonds by means of a tender offer and tender (together, the *"Bond Tender Offer"*) of all or a portion of the Series 2020 Bonds for repurchase from their holders; and

WHEREAS, the Refunded Bonds shall be fully described in the Escrow Agreement referred to in Section 12 hereof and are presently outstanding and unpaid and are binding and subsisting legal obligations of the District; and

WHEREAS, the costs of the Refunding shall not exceed $50,000,000; and

WHEREAS, the Board of Education of the District (the *"Board"*) has determined that in order to refund the Refunded Bonds, it is necessary and in the best interests of the District to borrow not to exceed $50,000,000 at this time and issue bonds of the District therefor (the *"Bonds"*); and

WHEREAS, the Bonds to be issued hereunder shall be payable from a direct annual ad valorem tax levied against all taxable property in the District, without limitation as to rate or amount; and

WHEREAS, the Property Tax Extension Limitation Law of the State of Illinois, as amended (the *"PTELL"*), imposes certain limitations on the *"aggregate extension"* of certain property taxes levied by the District, but provides that the definition of *"aggregate extension"* applicable to the District contained in Section 18-185 of the Property Tax Code of the State of Illinois, as amended, does not include extensions "made for any taxing district to pay interest or principal on bonds issued to refund or continue to refund bonds issued after October 1, 1991 that were approved by referendum"; and

WHEREAS, the Board does hereby find and determine that the Prior Bonds were issued after October 1, 1991, and were approved by referendum or refunded bonds issued after October 1, 1991 that were approved by referendum; and

WHEREAS, the County Clerks of The Counties of McHenry and Kane, Illinois (the *"County Clerks"),* are therefore authorized to extend and collect said tax so levied for the payment of the bonds to be issued hereunder without limitation as to rate or amount:

NOW, THEREFORE, Be It and It Is Hereby Resolved by the Board of Education of Huntley Community School District 158, McHenry and Kane Counties, Illinois, as follows:

Section 1. Incorporation of Preambles. The Board hereby finds that all of the recitals contained in the preambles to this Resolution are full, true and correct and does incorporate them into this Resolution by this reference.

Section 2. Authorization. It is hereby found and determined that the Board has been authorized by law to borrow the sum of $50,000,000 upon the credit of the District and as evidence of such indebtedness to issue bonds of the District in said amount, the proceeds of said bonds to be used to refund the Refunded Bonds, and that it is necessary and for the best interests of the District that there be issued at this time not to exceed $50,000,000 of the bonds so authorized.

Section 3. Bond Details. There be borrowed on the credit of and for and on behalf of the District the sum of not to exceed $50,000,000 for the purpose aforesaid; and the Bonds, if issued, if issued, shall be issued to said amount in one or more series, as follows: (a) the Bonds the interest thereon of which is to be excludible from gross income of the owners thereof for federal income tax purposes shall be issued in one or more series and be designated "General Obligation Refunding School Bonds, Series 202[_]," with such series designations and additional descriptions as may be appropriate and as set forth in the Bond Notification (as hereinafter defined) therefor (the *"Tax-Exempt Bonds"*), and (b) the Bonds the interest thereon of which is to be includible in gross income of the owners thereof for federal income tax purposes shall be issued in one or more series and shall be designated "Taxable General Obligation Refunding School Bonds, Series 202[_]," with such series designations and additional descriptions as may be appropriate and as set forth in the Bond Notification (the *"Taxable Bonds"*) therefor. Each series of the Bonds, if issued, shall be dated the date of the issuance thereof (as set forth in the Bond Notification), and shall also bear the date of authentication, shall be in fully registered form, shall be in denominations

of $5,000 each and authorized integral multiples thereof (but no single Bond shall represent installments of principal maturing on more than one date), or such other denominations as may be set forth in the Bond Notification, and shall be numbered 1 and upward. The Bonds shall become due and payable serially or be subject to mandatory redemption (subject to prior redemption as hereinafter described) on the dates as set forth in the Bond Notification (not later than February 15, 2036), in the amounts (not exceeding $9,300,000 per year per series) and bearing interest at the rates per annum (not exceeding 6.00% per annum) as set forth in a Bond Notification. The Bonds shall bear interest from their date or from the most recent interest payment date to which interest has been paid or duly provided for, until the principal amount of the Bonds is paid, such interest (computed upon the basis of a 360-day year of twelve 30-day months) being payable semi-annually on the dates set forth in a Bond Notification commencing with the first interest payment date as set forth in such Bond Notification.

Interest on each Bond shall be paid by check or draft of the bond registrar and paying agent (which shall be the School Treasurer who receives the taxes of the District (the *"School Treasurer"*), the Purchaser (as hereinafter defined), or a bank or trust company authorized to do business in the State of Illinois), as set forth in a Bond Notification) (the *"Bond Registrar"*), payable upon presentation in lawful money of the United States of America, to the person in whose name such Bond is registered at the close of business on the 1st day of the month of the interest payment date (the *"Record Date"*). The principal of the Bonds shall be payable in lawful money of the United States of America at the principal corporate trust office or principal office, as applicable (the *"Principal Office"*) of the Bond Registrar.

The Bonds shall be signed by the manual or facsimile signatures of the President and Secretary of the Board, and shall be registered, numbered and countersigned by the manual or facsimile signature of the School Treasurer, as they shall determine, and in case any officer whose

signature shall appear on any Bond shall cease to be such officer before the delivery of such Bond, such signature shall nevertheless be valid and sufficient for all purposes, the same as if such officer had remained in office until delivery.

All Bonds shall have thereon a certificate of authentication substantially in the form hereinafter set forth duly executed by the Bond Registrar as authenticating agent of the District and showing the date of authentication. No Bond shall be valid or obligatory for any purpose or be entitled to any security or benefit under this Resolution unless and until such certificate of authentication shall have been duly executed by the Bond Registrar by manual signature, and such certificate of authentication upon any such Bond shall be conclusive evidence that such Bond has been authenticated and delivered under this Resolution. The certificate of authentication on any Bond shall be deemed to have been executed by the Bond Registrar if signed by an authorized officer of the Bond Registrar, but it shall not be necessary that the same officer sign the certificate of authentication on all of the Bonds issued hereunder.

Section 4. Registration of Bonds; Persons Treated as Owners. (a) *General.* The District shall cause books (the *"Bond Register"*) for the registration and for the transfer of the Bonds as provided in this Resolution to be kept at the Principal Office of the Bond Registrar, which is hereby constituted and appointed the registrar of the District. The District is authorized to prepare, and the Bond Registrar shall keep custody of, multiple Bond blanks executed by the District for use in the transfer and exchange of Bonds.

Upon surrender for transfer of any Bond at the Principal Office of the Bond Registrar, duly endorsed by, or accompanied by a written instrument or instruments of transfer in form satisfactory to the Bond Registrar and duly executed by, the registered owner or his or her attorney duly authorized in writing, the District shall execute and the Bond Registrar shall authenticate, date and deliver in the name of the transferee or transferees a new fully registered Bond or Bonds of the

same maturity of authorized denominations, for a like aggregate principal amount. Any fully registered Bond or Bonds may be exchanged at said office of the Bond Registrar for a like aggregate principal amount of Bond or Bonds of the same maturity of other authorized denominations. The execution by the District of any fully registered Bond shall constitute full and due authorization of such Bond and the Bond Registrar shall thereby be authorized to authenticate, date and deliver such Bond, *provided, however,* the principal amount of outstanding Bonds of each maturity authenticated by the Bond Registrar shall not exceed the authorized principal amount of Bonds for such maturity less previous retirements.

The Bond Registrar shall not be required to transfer or exchange any Bond during the period beginning at the close of business on the Record Date, and ending at the opening of business on such interest payment date, nor to transfer or exchange any Bond after notice calling such Bond for redemption has been mailed, nor during a period of fifteen (15) days next preceding mailing of a notice of redemption of any Bonds.

The person in whose name any Bond shall be registered shall be deemed and regarded as the absolute owner thereof for all purposes, and payment of the principal of or interest on any Bond shall be made only to or upon the order of the registered owner thereof or his or her legal representative. All such payments shall be valid and effectual to satisfy and discharge the liability upon such Bond to the extent of the sum or sums so paid.

No service charge shall be made for any transfer or exchange of Bonds, but the District or the Bond Registrar may require payment of a sum sufficient to cover any tax or other governmental charge that may be imposed in connection with any transfer or exchange of Bonds except in the case of the issuance of a Bond or Bonds for the unredeemed portion of a Bond surrendered for redemption.

(b) *Global Book-Entry System.* The Bonds shall be initially issued in the form of a separate single fully registered Bond for each of the maturities of the Bonds determined as described in Section 3 hereof. If so requested by the Purchaser, as defined herein, of any series of Bonds, the following provisions shall apply: upon initial issuance, the ownership of each such Bond shall be registered in the Bond Register in the name of Cede & Co., or any successor thereto (*"Cede"*), as nominee of The Depository Trust Company, New York, New York, and its successors and assigns (*"DTC"*). All of the outstanding Bonds shall be registered in the Bond Register in the name of Cede, as nominee of DTC, except as hereinafter provided. The President and Secretary of the Board, the Superintendent and chief business official of the District and the Bond Registrar are each authorized to execute and deliver, on behalf of the District, such letters to or agreements with DTC as shall be necessary to effectuate such book-entry system (any such letter or agreement being referred to herein as the *"Representation Letter"*), which Representation Letter may provide for the payment of principal of or interest on the Bonds by wire transfer.

With respect to Bonds registered in the Bond Register in the name of Cede, as nominee of DTC, the District and the Bond Registrar shall have no responsibility or obligation to any broker-dealer, bank or other financial institution for which DTC holds Bonds from time to time as securities depository (each such broker-dealer, bank or other financial institution being referred to herein as a *"DTC Participant"*) or to any person on behalf of whom such a DTC Participant holds an interest in the Bonds. Without limiting the immediately preceding sentence, the District and the Bond Registrar shall have no responsibility or obligation with respect to (i) the accuracy of the records of DTC, Cede or any DTC Participant with respect to any ownership interest in the Bonds, (ii) the delivery to any DTC Participant or any other person, other than a registered owner of a Bond as shown in the Bond Register, of any notice with respect to the Bonds, including any notice of redemption, or (iii) the payment to any DTC Participant or any other person, other than a

registered owner of a Bond as shown in the Bond Register, of any amount with respect to the principal of or interest on the Bonds. The District and the Bond Registrar may treat and consider the person in whose name each Bond is registered in the Bond Register as the holder and absolute owner of such Bond for the purpose of payment of principal and interest with respect to such Bond, for the purpose of giving notices of redemption and other matters with respect to such Bond, for the purpose of registering transfers with respect to such Bond, and for all other purposes whatsoever. The Bond Registrar shall pay all principal of and interest on the Bonds only to or upon the order of the respective registered owners of the Bonds, as shown in the Bond Register, or their respective attorneys duly authorized in writing, and all such payments shall be valid and effective to fully satisfy and discharge the District's obligations with respect to payment of the principal of and interest on the Bonds to the extent of the sum or sums so paid. No person other than a registered owner of a Bond as shown in the Bond Register, shall receive a Bond evidencing the obligation of the District to make payments of principal and interest with respect to any Bond. Upon delivery by DTC to the Bond Registrar of written notice to the effect that DTC has determined to substitute a new nominee in place of Cede, and subject to the provisions in Section 3 hereof with respect to the payment of interest to the registered owners of Bonds at the close of business on the Record Date, the name "Cede" in this resolution shall refer to such new nominee of DTC.

In the event that (i) the District determines that DTC is incapable of discharging its responsibilities described herein and in the Representation Letter, (ii) the agreement among the District, the Bond Registrar and DTC evidenced by the Representation Letter shall be terminated for any reason or (iii) the District determines that it is in the best interests of the beneficial owners of the Bonds that they be able to obtain certificated Bonds, the District shall notify DTC and DTC Participants of the availability through DTC of certificated Bonds and the Bonds shall no longer

be restricted to being registered in the Bond Register in the name of Cede, as nominee of DTC. At that time, the District may determine that the Bonds shall be registered in the name of and deposited with such other depository operating a universal book-entry system, as may be acceptable to the District, or such depository's agent or designee, and if the District does not select such alternate universal book-entry system, then the Bonds may be registered in whatever name or names registered owners of Bonds transferring or exchanging Bonds shall designate, in accordance with the provisions of Section 4(a) hereof.

Notwithstanding any other provisions of this resolution to the contrary, so long as any Bond is registered in the name of Cede, as nominee of DTC, all payments with respect to principal of and interest on such Bond and all notices with respect to such Bond shall be made and given, respectively, in the name provided in the Representation Letter.

Section 5. Redemption. (a) *Optional Redemption.* All or a portion of the Bonds, if any, due on or after the date, if any, specified in a Bond Notification shall be subject to redemption prior to maturity at the option of the District from any available funds, as a whole or in part, and if in part in integral multiples of $5,000 in any order of their maturity as determined by the District (less than all of the Bonds of a single maturity to be selected by the Bond Registrar), on the date specified in such Bond Notification, if any, and on any date thereafter, at the redemption price of par plus accrued interest to the date fixed for redemption.

(b) *Mandatory Redemption.* The Bonds maturing on the date or dates, if any, indicated in a Bond Notification shall be subject to mandatory redemption, in integral multiples of $5,000 selected by lot by the Bond Registrar, at a redemption price of par plus accrued interest to the redemption date for the Bonds, on dates of the years, if any, and in the principal amounts, if any, as indicated in such Bond Notification.

The principal amounts of Bonds to be mandatorily redeemed in each year may be reduced through the earlier optional redemption thereof, with any partial optional redemptions of such Bonds credited against future mandatory redemption requirements in such order of the mandatory redemption dates as the District may determine. In addition, on or prior to the 60th day preceding any mandatory redemption date, the Bond Registrar may, and if directed by the Board shall, purchase Bonds required to be retired on such mandatory redemption date. Any such Bonds so purchased shall be cancelled and the principal amount thereof shall be credited against the mandatory redemption required on such next mandatory redemption date.

(c) *General.* The Bonds shall be redeemed only in the principal amount of $5,000 and integral multiples thereof. The District shall, at least forty-five (45) days prior to any optional redemption date (unless a shorter time period shall be satisfactory to the Bond Registrar) notify the Bond Registrar of such redemption date and of the principal amount and maturity or maturities of Bonds to be redeemed. For purposes of any redemption of less than all of the outstanding Bonds of a single maturity, the particular Bonds or portions of Bonds to be redeemed shall be selected by lot by the Bond Registrar from the Bonds of such maturity by such method of lottery as the Bond Registrar shall deem fair and appropriate; *provided* that such lottery shall provide for the selection for redemption of Bonds or portions thereof so that any $5,000 Bond or $5,000 portion of a Bond shall be as likely to be called for redemption as any other such $5,000 Bond or $5,000 portion. The Bond Registrar shall make such selection upon the earlier of the irrevocable deposit of funds with an escrow agent sufficient to pay the redemption price of the Bonds to be redeemed or the time of the giving of official notice of redemption.

The Bond Registrar shall promptly notify the District in writing of the Bonds or portions of Bonds selected for redemption and, in the case of any Bond selected for partial redemption, the principal amount thereof to be redeemed.

Section 6. Redemption Procedure. Unless waived by any holder of Bonds to be redeemed, notice of the call for any such redemption shall be given by the Bond Registrar on behalf of the District by mailing the redemption notice by first class mail at least thirty (30) days and not more than sixty (60) days prior to the date fixed for redemption to the registered owner of the Bond or Bonds to be redeemed at the address shown on the Bond Register or at such other address as is furnished in writing by such registered owner to the Bond Registrar.

All notices of redemption shall state:

(1) the redemption date,

(2) the redemption price,

(3) if less than all outstanding Bonds are to be redeemed, the identification (and, in the case of partial redemption, the respective principal amounts) of the Bonds to be redeemed,

(4) that on the redemption date the redemption price will become due and payable upon each such Bond or portion thereof called for redemption, and that interest thereon shall cease to accrue from and after said date,

(5) the place where such Bonds are to be surrendered for payment of the redemption price, which place of payment shall be the Principal Office of the Bond Registrar, and

(6) such other information then required by custom, practice or industry standard.

Unless moneys sufficient to pay the redemption price of the Bonds to be redeemed at the option of the District shall have been received by the Bond Registrar prior to the giving of such notice of redemption, such notice may, at the option of the District, state that said redemption shall be conditional upon the receipt of such moneys by the Bond Registrar on or prior to the date fixed for redemption. If such moneys are not received, such notice shall be of no force and effect, the District shall not redeem such Bonds, and the Bond Registrar shall give notice, in the same manner in which the notice of redemption shall have been given, that such moneys were not so received

and that such Bonds will not be redeemed. Otherwise, prior to any redemption date, the District shall deposit with the Bond Registrar an amount of money sufficient to pay the redemption price of all the Bonds or portions of Bonds which are to be redeemed on that date.

Subject to the provisions for a conditional redemption described above, notice of redemption having been given as aforesaid, and notwithstanding the failure to receive such notice, the Bonds or portions of Bonds so to be redeemed shall, on the redemption date, become due and payable at the redemption price therein specified, and from and after such date (unless the District shall default in the payment of the redemption price) such Bonds or portions of Bonds shall cease to bear interest. Upon surrender of such Bonds for redemption in accordance with said notice, such Bonds shall be paid by the Bond Registrar at the redemption price. Installments of interest due on or prior to the redemption date shall be payable as herein provided for payment of interest. Upon surrender for any partial redemption of any Bond, there shall be prepared for the registered holder a new Bond or Bonds of the same maturity in the amount of the unpaid principal.

If any Bond or portion of Bond called for redemption shall not be so paid upon surrender thereof for redemption, the principal shall, until paid, bear interest from the redemption date at the rate borne by the Bond or portion of Bond so called for redemption. All Bonds which have been redeemed shall be cancelled and destroyed by the Bond Registrar and shall not be reissued.

Section 7. Form of Bond. The Bonds shall be in substantially the following form; *provided, however,* that if the text of the Bond is to be printed in its entirety on the front side of the Bond, then paragraph [2] and the legend, "See Reverse Side for Additional Provisions", shall be omitted and paragraphs [6] through [11] shall be inserted immediately after paragraph [1]:

[Form of Bond - Front Side]

REGISTERED
NO. _____

REGISTERED
$_____

UNITED STATES OF AMERICA

STATE OF ILLINOIS

COUNTIES OF MCHENRY AND KANE

HUNTLEY COMMUNITY SCHOOL DISTRICT 158

[TAXABLE] GENERAL OBLIGATION REFUNDING SCHOOL BOND, SERIES 202[__]

See Reverse Side for Additional Provisions

Interest Rate:	Maturity Date:	Dated Date:
____%	_____ __, 20__	_____, 20__ [CUSIP _____]

Registered Owner:

Principal Amount:

[1] KNOW ALL PERSONS BY THESE PRESENTS, that Huntley Community School District 158, McHenry and Kane Counties, Illinois (the *"District"*), hereby acknowledges itself to owe and for value received promises to pay to the Registered Owner identified above, or registered assigns as hereinafter provided, on the Maturity Date identified above, the Principal Amount identified above and to pay interest (computed on the basis of a 360-day year of twelve 30-day months) on such Principal Amount from the date of this Bond or from the most recent interest payment date to which interest has been paid at the Interest Rate per annum set forth above on _____ and _____ of each year, commencing _____, 20__, until said Principal Amount is paid. Principal of this Bond is payable in lawful money of the United States of America upon presentation and surrender hereof at the principal [corporate trust] office of _____, as bond registrar and paying agent (the *"Bond Registrar"*). Payment of the installments of interest shall be made to the Registered Owner hereof as shown on the

registration books of the District maintained by the Bond Registrar at the close of business on the 1st day of the month of each interest payment date and shall be paid by check or draft of the Bond Registrar, payable upon presentation in lawful money of the United States of America, mailed to the address of such Registered Owner as it appears on such registration books or at such other address furnished in writing by such Registered Owner to the Bond Registrar. For the prompt payment of this Bond, both principal and interest at maturity, the full faith, credit and resources of the District are hereby irrevocably pledged.

[2] Reference is hereby made to the further provisions of this Bond set forth on the reverse hereof and such further provisions shall for all purposes have the same effect as if set forth at this place.

[3] It is hereby certified and recited that all conditions, acts and things required by law to exist or to be done precedent to and in the issuance of this Bond did exist, have happened, been done and performed in regular and due form and time as required by law; that the indebtedness of the District, including the issue of bonds of which this is one, does not exceed any limitation imposed by law; and that provision has been made for the collection of a direct annual tax sufficient to pay the interest hereon as it falls due and also to pay and discharge the principal hereof at maturity.

[4] This Bond shall not be valid or become obligatory for any purpose until the certificate of authentication hereon shall have been signed by the Bond Registrar.

[5] IN WITNESS WHEREOF, said Huntley Community School District 158, McHenry and Kane Counties, Illinois, by its Board of Education, has caused this Bond to be signed by the manual or duly authorized facsimile signatures of the President and Secretary of said Board of Education, and to be registered, numbered and countersigned by the manual or duly authorized facsimile signature of the School Treasurer who receives the taxes of the District, all as of the Dated Date identified above.

SPECIMEN
President, Board of Education

SPECIMEN
Secretary, Board of Education

Registered, Numbered and Countersigned:

SPECIMEN
School Treasurer

Date of Authentication: _____, 20__

CERTIFICATE
OF
AUTHENTICATION

This Bond is one of the Bonds described in the within mentioned resolution and is one of the [Taxable] General Obligation Refunding School Bonds, Series 202[__], of Huntley Community School District 158, McHenry and Kane Counties, Illinois.

_____,
as Bond Registrar

By SPECIMEN
Authorized Officer

Bond Registrar and Paying Agent:
_____
_____

[Form of Bond - Reverse Side]

HUNTLEY COMMUNITY SCHOOL DISTRICT 158

MCHENRY AND KANE COUNTIES, ILLINOIS

[TAXABLE] GENERAL OBLIGATION REFUNDING SCHOOL BOND, SERIES 202[__]

[6] This Bond is one of a series of bonds issued by the District for the purpose of refunding certain outstanding bonds of the District, in full compliance with the provisions of the School Code of the State of Illinois, and the Local Government Debt Reform Act of the State of Illinois, and all laws amendatory thereof and supplementary thereto, and is authorized by said Board of Education by a resolution duly and properly adopted for that purpose, in all respects as provided by law.

[7] [Optional and Mandatory Redemption Provisions, as Applicable]

[8] [Notice of any such redemption shall be sent by first class mail not less than thirty (30) days nor more than sixty (60) days prior to the date fixed for redemption to the registered owner of each Bond to be redeemed at the address shown on the registration books of the District maintained by the Bond Registrar or at such other address as is furnished in writing by such registered owner to the Bond Registrar. When so called for redemption, this Bond will cease to bear interest on the specified redemption date, provided funds for redemption are on deposit at the place of payment at that time, and shall not be deemed to be outstanding.]

[9] This Bond is transferable by the Registered Owner hereof in person or by his attorney duly authorized in writing at the principal [corporate trust] office of the Bond Registrar in _____, but only in the manner, subject to the limitations and upon payment of the charges provided in the authorizing resolution, and upon surrender and cancellation of this Bond. Upon such transfer a new Bond or Bonds of authorized denominations of the same maturity and for the same aggregate principal amount will be issued to the transferee in exchange therefor.

[10] The Bonds are issued in fully registered form in the denomination of $_____ each or authorized integral multiples thereof. This Bond may be exchanged at the principal [corporate trust] office of the Bond Registrar for a like aggregate principal amount of Bonds of the same maturity of other authorized denominations, upon the terms set forth in the authorizing resolution. The Bond Registrar shall not be required to transfer or exchange any Bond during the period beginning at the close of business on the 1st day of the month of any interest payment date on such Bond and ending at the opening of business on such interest payment date[, nor to transfer or exchange any Bond after notice calling such Bond for redemption has been mailed, nor during a period of fifteen (15) days next preceding mailing of a notice of redemption of any Bonds].

[11] The District and the Bond Registrar may deem and treat the Registered Owner hereof as the absolute owner hereof for the purpose of receiving payment of or on account of principal hereof and interest due hereon and for all other purposes and neither the District nor the Bond Registrar shall be affected by any notice to the contrary.

(ASSIGNMENT)

FOR VALUE RECEIVED, the undersigned sells, assigns and transfers unto _____

_____

(Name and Address of Assignee)

the within Bond and does hereby irrevocably constitute and appoint _____

_____

attorney to transfer the said Bond on the books kept for registration thereof with full power of substitution in the premises.

Dated: _____ _____

Signature guaranteed: _____

NOTICE: The signature to this assignment must correspond with the name of the registered owner as it appears upon the face of the within Bond in every particular, without alteration or enlargement or any change whatever.

Section 8. Sale of Bonds. The (i) President of the Board or the Finance Committee Chair of the Board and (ii) the Superintendent or Chief Financial Officer of the District (the *"Designated Representatives"*) are hereby authorized to proceed without any further authorization or direction from the Board, not later than the 20th day of December, 2024. The Bonds hereby authorized shall be executed as in this Resolution provided as soon after the delivery of a Bond Notification as may be, and thereupon be deposited with the School Treasurer, and, after authentication thereof by the Bond Registrar, be delivered by the School Treasurer to Mesirow Financial, Inc., the purchaser thereof (the *"Purchaser"*), upon receipt of the purchase price therefor, the same being not less than 99.0% of the principal amount of the Bonds, per series (exclusive of original issue discount, if any), plus accrued interest to date of delivery, if any.

Mesirow Financial, Inc., shall serve as dealer manager (the *"Dealer Manager"*) for the Bond Tender Offer. Globic Advisors Inc. shall serve as the information and tender agent (the *"Tender Agent"*) for the Bond Tender Offer.

Prior to the sale of a series of the Bonds, the President of the Board, the School Treasurer the Superintendent, the Chief Financial Officer or any business official of the District is hereby authorized to approve and execute a commitment for the purchase of a Municipal Bond Insurance Policy (as hereinafter defined), to further secure the Bonds, as long as the present value of the fee to be paid for the Municipal Bond Insurance Policy (using as a discount rate the expected yield on the Bonds treating the fee paid as interest on the Bonds) is less than the present value of the interest reasonably expected to be saved on the Bonds over the term of the Bonds as a result of the Municipal Bond Insurance Policy.

Upon the sale of any series of Bonds, the Designated Representatives shall prepare a Notification of Sale of the Bonds, which shall include the pertinent details of sale as provided herein (each a *"Bond Notification"*). In the Bond Notification, the Designated Representatives

shall find and determine that such series of the Bonds have been sold at such price and bear interest at such rates that either the true interest cost (yield) or the net interest rate received upon the sale of the Bonds does not exceed the maximum rate otherwise authorized by applicable law, and that the net present value debt service savings to the District as a result of the issuance of the Bonds and the refunding of the Refunded Series 2020 Bonds is not less than 2.00% of the principal amount of the Refunded Series 2020 Bonds. The Bond Notification shall be entered into the records of the District and made available to the Board at the next regular meeting thereof; but such action shall be for information purposes only, and the Board shall have no right or authority at such time to approve or reject such sale as evidenced in the Bond Notification.

Upon the sale of a series of the Bonds, as evidenced by the execution and delivery of a Bond Notification by the Designated Representatives, the President and Secretary of the Board and the School Treasurer and any other officers of the District, as shall be appropriate, shall be and are hereby authorized and directed to approve or execute, or both, such documents and related provisions of sale of the Bonds as may be necessary, including, without limitation, the contract for the sale of the Bonds between the District and the Purchaser (the *"Purchase Contract"*). Prior to the execution and delivery of the Purchase Contract, the Designated Representatives shall find and determine that no person holding any office of the District, either by election or appointment, is in any manner interested, directly or indirectly, in his own name or in the name of any other person, association, trust or corporation, therein.

The President and Secretary of the Board, the Designated Representatives and the School Treasurer are each authorized to execute and deliver any contracts and documents as may be necessary in connection with a Bond Tender Offer, including, without limitation, notices, invitation to tender, Dealer Manager agreement and other related documents (together, the *"Tender Documents"*).

The Bonds before being issued shall be registered, numbered and countersigned by the School Treasurer, such registration being made in a book provided for that purpose, in which shall be entered the record of the resolution authorizing the Board to borrow said money and a description of the Bonds issued, including the number, date, to whom issued, amount, rate of interest and when due.

The use by the Purchaser of any Preliminary Official Statement and any final Official Statement relating to the Bonds (the *"Official Statement"*) and by the District of any term sheet with respect to the Bonds is hereby ratified, approved and authorized; the execution and delivery of the Official Statement and any term sheet is hereby authorized; and the officers of the Board are hereby authorized to take any action as may be required on the part of the District to consummate the transactions contemplated by the Purchase Contract, this Resolution, said Preliminary Official Statement, the Official Statement, any term sheet and the Bonds.

Section 9. Tax Levy. In order to provide for the collection of a direct annual tax sufficient to pay the interest on the Bonds as it falls due, and also to pay and discharge the principal thereof at maturity, there be and there is hereby levied upon all the taxable property within the District a direct annual tax for each of the years while the Bonds or any of them are outstanding, in amounts sufficient for that purpose, and that there be and there is hereby levied upon all of the taxable property in the District, the following direct annual tax, to-wit:

FOR THE YEAR	A TAX SUFFICIENT TO PRODUCE THE SUM OF:	
2024	$9,500,000	for interest and principal up to and including February 15, 2026
2025	$9,500,000	for interest and principal
2026	$9,500,000	for interest and principal
2027	$9,500,000	for interest and principal
2028	$9,500,000	for interest and principal
2029	$9,500,000	for interest and principal
2030	$9,500,000	for interest and principal
2031	$9,500,000	for interest and principal
2032	$9,500,000	for interest and principal
2033	$9,500,000	for interest and principal
2034	$9,500,000	for interest and principal

Principal or interest maturing at any time when there are not sufficient funds on hand from the foregoing tax levy to pay the same shall be paid from the general funds of the District, and the fund from which such payment was made shall be reimbursed out of the taxes hereby levied when the same shall be collected.

The District covenants and agrees with the purchasers and the holders of the Bonds that so long as any of the Bonds remain outstanding, the District will take no action or fail to take any action which in any way would adversely affect the ability of the District to levy and collect the foregoing tax levy and the District and its officers will comply with all present and future applicable laws in order to assure that the foregoing taxes will be levied, extended and collected as provided herein and deposited in the fund established to pay the principal of and interest on the Bonds.

To the extent that the taxes levied above exceed the amount necessary to pay debt service on the Bonds as set forth in the Bond Notification, the President and Secretary of the Board and the School Treasurer are hereby authorized to direct the abatement of such taxes to the extent of the excess of such levy in each year over the amount necessary to pay debt service on the Bonds

in the following bond year. Proper notice of such abatement shall be filed with the County Clerks, in a timely manner to effect such abatement.

Section 10. Filing of Resolution and Certificate of Reduction of Taxes. Forthwith upon the passage of this Resolution, the Secretary of the Board is hereby directed to file a certified copy of this Resolution with the County Clerks, and it shall be the duty of the County Clerks to annually in and for each of the years 2024 to 2034, inclusive, ascertain the rate necessary to produce the tax herein levied, and extend the same for collection on the tax books against all of the taxable property within the District in connection with other taxes levied in each of said years for school purposes, in order to raise the respective amounts aforesaid and in each of said years such annual tax shall be computed, extended and collected in the same manner as now or hereafter provided by law for the computation, extension and collection of taxes for general school purposes of the District, and when collected, the taxes hereby levied shall be placed to the credit of a special fund to be designated "Refunding Bond and Interest Sinking Fund Account of 202[__]" (the *"Bond Fund"*), which taxes are hereby irrevocably pledged to and shall be used only for the purpose of paying the principal of and interest on the Bonds; and a certified copy of this resolution shall also be filed with the School Treasurer who receives the taxes of the District.

The President and Secretary of the Board and the School Treasurer be and the same are hereby directed to prepare and file with the County Clerks, a Certificate of Reduction of Taxes Heretofore Levied for the Payment of Bonds showing the Prior Bonds being refunded and directing the abatement of the taxes heretofore levied to pay the Refunded Bonds, all as provided by Section 19-23 of the School Code of the State of Illinois, as amended.

Section 11. Use of Taxes Heretofore Levied. All proceeds received or to be received from any taxes heretofore levied to pay principal and interest on the Refunded Bonds, including the proceeds received or to be received from the taxes levied for the year 2023 for such purpose, shall

be used to pay the principal, interest and compound accreted value on the Refunded Bonds and to the extent that such proceeds are not needed for such purpose because of the establishment of the escrow referred to in Section 12 hereof, the same shall be deposited into the Bond Fund and used to pay principal and interest on the Bonds in accordance with all of the provisions of this Resolution.

Section 12. Use of Bond Proceeds. Accrued interest received on the delivery of the Bonds, if any, and proceeds of the Bonds in an amount as stated in the Bond Notification is hereby appropriated for the purpose of paying first interest due on the Bonds and is hereby ordered deposited into the Bond Fund. Simultaneously with the delivery of the Bonds, the principal proceeds of the Bonds, together with any premium received from the sale of the Bonds and such additional amounts as may be necessary from the general funds of the District, are hereby appropriated to pay the costs of issuance of the Bonds and for the purpose of refunding the Refunded Bonds. That portion thereof not needed to pay such costs of issuance will be deposited either with the paying agent for the Refunded Bonds or into an escrow account pursuant to an escrow agreement in the form now before the Board and attached hereto as *Exhibit A* (the *"Escrow Agreement"*) to be entered into between the District and the escrow agent (which shall be a bank or financial institution authorized to do business in the State of Illinois) as set forth in the Bond Notification (the *"Escrow Agent"*), and made a part hereof by this reference, or with such changes therein as shall be approved by the officers of the District executing the Escrow Agreement, the execution thereof to constitute evidence of the approval of such changes, for the purpose of refunding the Refunded Bonds.

The Board approves the form, terms and provisions of the Escrow Agreement and directs the President and Secretary of the Board to execute, attest and deliver the Escrow Agreement in the name and on behalf of the District. Amounts in the escrow will be used to purchase

Government Securities, as defined in the Escrow Agreement, and to establish a beginning cash deposit, in each case sufficient to provide for the payment of all principal, interest and compound accreted value the Refunded Bonds when due and upon redemption prior to maturity. PMA, the Escrow Agent, the Purchaser and any bidding agent (as set forth in the Bond Notification) be and the same are each hereby authorized to act as agent for the District in the purchase of the Government Securities described in the previous paragraph. At the time of the issuance of the Bonds, the costs of issuance of the Bonds may be distributed by by PMA Securities, LLC, the Bond Registrar or the Purchaser on behalf of the District from the proceeds of the Bonds.

Section 13. Tax Matters. The District hereby covenants that it will not take any action, omit to take any action or permit the taking or omission of any action within its control if taking, permitting or omitting to take such action would cause the interest on the Tax-Exempt Bonds not to be included in the gross income of the recipients thereof for federal income tax purposes.

Section 14. Non-Arbitrage and Tax-Exemption. This Section applies only to the Tax-Exempt Bonds, and references in this Section to "Bonds" are deemed to be references to the Tax-Exempt Bonds only. The District hereby covenants that it will not take any action, omit to take any action or permit the taking or omission of any action within its control (including, without limitation, making or permitting any use of the proceeds of the Bonds) if taking, permitting or omitting to take such action would cause any of the Bonds to be an arbitrage bond or a private activity bond within the meaning of the Internal Revenue Code of 1986, as amended (the *"Code"*), or would otherwise cause the interest on the Bonds to be included in the gross income of the recipients thereof for federal income tax purposes. The District acknowledges that, in the event of an examination by the Internal Revenue Service (the *"IRS"*) of the exemption from Federal income taxation for interest paid on the Tax-Exempt Bonds, under present rules, the District may be treated

as a "taxpayer" in such examination and agrees that it will respond in a commercially reasonable manner to any inquiries from the IRS in connection with such an examination.

The District also agrees and covenants with the purchasers and holders of the Bonds from time to time outstanding that, to the extent possible under Illinois law, it will comply with whatever federal tax law is adopted in the future which applies to the Tax-Exempt Bonds and affects the tax-exempt status of the Bonds.

The Board hereby authorizes the officials of the District responsible for issuing the Tax-Exempt Bonds, the same being the President and Secretary of the Board and the School Treasurer, to make such further covenants and certifications regarding the specific use of the proceeds of the Tax-Exempt Bonds as approved by the Board and as may be necessary to assure that the use thereof will not cause the Tax-Exempt Bonds to be arbitrage bonds and to assure that the interest on the Tax-Exempt Bonds will be exempt from federal income taxation. In connection therewith, the District and the Board further agree: (a) through their officers, to make such further specific covenants, representations as shall be truthful, and assurances as may be necessary or advisable; (b) to consult with counsel approving the Tax-Exempt Bonds and to comply with such advice as may be given; (c) to pay to the United States, as necessary, such sums of money representing required rebates of excess arbitrage profits relating to the Tax-Exempt Bonds; (d) to file such forms, statements, and supporting documents as may be required and in a timely manner; and (e) if deemed necessary or advisable by their officers, to employ and pay fiscal agents, financial advisors, attorneys, and other persons to assist the District in such compliance.

Section 15. Designation of Tax-Exempt Bonds. Any one or more series of the Tax-Exempt Bonds (as set forth in the Bond Notification and the Tax Exemption Certificate and Agreement therefor) may be designated as a "qualified tax-exempt obligation" for the purposes and within the meaning of Section 265(b)(3) of the Code.

Section 16. List of Bondholders. The Bond Registrar shall maintain a list of the names and addresses of the holders of all Bonds and upon any transfer shall add the name and address of the new Bondholder and eliminate the name and address of the transferor Bondholder.

Section 17. Duties of Bond Registrar. If requested by the Bond Registrar, the President and Secretary of the Board are authorized to execute the Bond Registrar's standard form of agreement between the District and the Bond Registrar with respect to the obligations and duties of the Bond Registrar hereunder which may include the following:

(a) to act as bond registrar, authenticating agent, paying agent and transfer agent as provided herein;

(b) to maintain a list of Bondholders as set forth herein and to furnish such list to the District upon request, but otherwise to keep such list confidential;

(c) to give notice of redemption of Bonds as provided herein;

(d) to cancel and/or destroy Bonds which have been paid at maturity or upon earlier redemption or submitted for exchange or transfer;

(e) to furnish the District at least annually a certificate with respect to Bonds cancelled and/or destroyed; and

(f) to furnish the District at least annually an audit confirmation of Bonds paid, Bonds outstanding and payments made with respect to interest on the Bonds.

Section 18. Continuing Disclosure Undertaking. The President of the Board is hereby authorized, empowered and directed to execute and deliver a Continuing Disclosure Undertaking under Section (b)(5) of Rule 15c2-12 adopted by the Securities and Exchange Commission pursuant to the Securities Exchange Act of 1934, as amended (the *"Continuing Disclosure Undertaking"*). When the Continuing Disclosure Undertaking is executed and delivered on behalf of the District as herein provided, the Continuing Disclosure Undertaking will be binding on the District and the officers, employees and agents of the District, and the officers, employees and agents of the District are hereby authorized, empowered and directed to do all such acts and things

and to execute all such documents as may be necessary to carry out and comply with the provisions of the Continuing Disclosure Undertaking as executed. Notwithstanding any other provision of this Resolution, the sole remedy for failure to comply with the Continuing Disclosure Undertaking shall be the ability of the beneficial owner of any Bond to seek mandamus or specific performance by court order to cause the District to comply with its obligations under the Continuing Disclosure Undertaking.

Section 19. Municipal Bond Insurance. In the event the payment of principal and interest on the Bonds is insured pursuant to a municipal bond insurance policy (the *"Municipal Bond Insurance Policy"*) issued by a bond insurer (the *"Bond Insurer"*), and as long as such Municipal Bond Insurance Policy shall be in full force and effect, the District and the Bond Registrar agree to comply with such usual and reasonable provisions regarding presentment and payment of the Bonds, subrogation of the rights of the Bondholders to the Bond Insurer upon payment of the Bonds by the Bond Insurer, amendment hereof, or other terms, as approved by the President of the Board on advice of counsel, his or her approval to constitute full and complete acceptance by the District of such terms and provisions under authority of this Section.

Section 20. Record-Keeping Policy and Post-Issuance Compliance Matters. On October 16, 2014, the Board adopted a record-keeping policy (the *"Policy"*) in order to maintain sufficient records to demonstrate compliance with its covenants and expectations to ensure the appropriate federal tax status for the debt obligations of the District, the interest on which is excludable from "gross income" for federal income tax purposes or which enable the District or the holder to receive federal tax benefits, including, but not limited to, qualified tax credit bonds and other specified tax credit bonds. The Board and the District hereby reaffirm the Policy.

Section 21. Severability. If any section, paragraph, clause or provision of this Resolution shall be held to be invalid or unenforceable for any reason, the invalidity or unenforceability of

such section, paragraph, clause or provision shall not affect any of the remaining provisions of this Resolution.

Section 22. *Repeal.* All resolutions or parts thereof in conflict herewith be and the same are hereby repealed, and this Resolution shall be in full force and effect forthwith upon its adoption.

Adopted June 20, 2024.

_____
President, Board of Education

_____
Secretary, Board of Education

EXHIBIT A

FORM OF ESCROW AGREEMENT

This Escrow Agreement, dated as of _____, 20__, but actually executed on the date witnessed hereinbelow, by and between Huntley Community School District 158, McHenry and Kane Counties, Illinois (the *"District"*), and _____, a national banking association having trust powers, organized and operating under the laws of the United States of America, located in _____ (the *"Escrow Agent"*), in consideration of the mutual promises and agreements herein set forth:

WITNESSETH:

ARTICLE I

DEFINITIONS

The following words and terms used in this Agreement shall have the following meanings unless the context or use clearly indicates another or different meaning:

Section 1.01. *"Agreement"* means this Agreement between the District and the Escrow Agent.

Section 1.02. *"Board"* means the Board of Education of the District.

Section 1.03. *"Bonds"* means the $_____ Taxable General Obligation School Bonds, Series 202[__] authorized to be issued by the Bond Resolution.

Section 1.04. *"Bond Resolution"* means the resolution adopted on the 20th day of June, 2024, by the Board entitled:

> RESOLUTION providing for the issue of not to exceed $50,000,000 General Obligation Refunding School Bonds of Huntley Community School District 158, McHenry and Kane Counties, Illinois, for the purpose of refunding certain outstanding bonds of said School District, providing for the levy of a direct annual tax sufficient to pay the principal and interest on said bonds, authorizing the sale of said bonds to the purchaser thereof, and

authorizing the execution of an escrow agreement in connection therewith.

authorizing the issuance of the Bonds, as supplemented by a related notification of sale.

Section 1.05. *"Code"* means Section 148 of the Internal Revenue Code of 1986, and all lawful regulations promulgated thereunder.

Section 1.06. *"District"* means Huntley Community School District 158, McHenry and Kane Counties, Illinois.

Section 1.07. *"Escrow Account"* means the trust account established under this Agreement by the deposit of the Government Securities and the beginning cash.

Section 1.08. *"Escrow Agent"* means _____, a national banking association having trust powers, organized and operating under the laws of the United States of America, located in _____, not individually but in the capacity for the uses and purposes hereinafter mentioned, or any successor thereto.

Section 1.09. *"Government Securities"* means the non-callable direct obligations of or non-callable obligations guaranteed by the full faith and credit of the United States of America as to principal and interest deposited hereunder as more particularly described in *Exhibit A* to this Agreement and also including any direct obligations purchased pursuant to Section 3.02.

[*Section 1.10. "Intended Government Securities"* means the Government Securities labeled as such on *Exhibit A*.]

Section 1.10. *"Paying Agent"* means UMB Bank, National Association, Kansas City, Missouri, as bond registrar and paying agent for the Refunded Bonds, and any successor thereto.

Section 1.11. "Refunded Bonds" means the outstanding bonds of the District as follows:

$_____ General Obligation Refunding School Bonds, Series 2023, dated October 6, 2023, being a portion of the bonds outstanding from an issue in the original principal amount of $12,470,000, fully registered and without coupons, due or subject to mandatory redemption on February 15 of the years, in the amounts and bearing interest at the rates per annum as follows:

YEAR OF MATURITY	PRINCIPAL AMOUNT	RATE OF INTEREST
2025	$6,860,000	3.88%
2026	4,185,000	3.88%
2027	1,425,000	3.88%

[*Section 1.12*. *"Substitute Securities"* means the Government Securities identified as such in *Exhibit A-1*.]

Section 1.13. *"Treasurer"* means the School Treasurer who receives the taxes of the District.

ARTICLE II

CREATION OF ESCROW

Section 2.01. The District by the Bond Resolution has authorized the issue and delivery of the Bonds, certain proceeds of which, together with certain funds of the District on hand and legally available for such purpose, are to be used to refund the Refunded Bonds by the deposit on demand and to purchase on behalf of the District the Government Securities. Such deposit and securities will provide all moneys necessary to pay the principal of and interest on the Refunded Bonds when due.

Section 2.02. The District deposits $_____ from the proceeds of the Bonds, $_____ from the proceeds of the Refunded Bonds and $_____ from funds on hand and legally available for the purchase of the Government Securities described in *Exhibit A* hereto and the funding of a beginning cash escrow deposit on demand in the amount of $_____. The beginning deposit and the Government Securities are held in an irrevocable trust fund account for the District to the benefit of the holders of the Refunded Bonds to pay the principal of and interest on the Refunded Bonds when due.

Section 2.03. The Escrow Agent and the District have each received the report of _____, attached hereto as *Exhibit B* (the *"Verification Report"*), that the principal of and income and profit to be received from the Government Securities, when paid at maturity, and the cash held in accordance with Section 2.02 hereof, will be sufficient, at all times pending the final payment of the Refunded Bonds, to pay all interest on and principal of the Refunded Bonds when due as evidenced by said Verification Report.

Section 2.04. The Escrow Agent will purchase the Government Securities described in *Exhibit A* hereto on _____, 202__. If the Escrow Agent is unable to purchase Intended Government Securities on _____, 202__, because of a failed delivery of all or a portion of the Intended Government Securities by the seller, as indicated on the trade ticket for the Intended Government Securities (the *"Seller"*), then it will on _____, 202__, purchase the Substitute Government Securities for the same purchase price. If the Escrow Agent purchases Substitute Government Securities on _____, 202__, then at the request of the seller of those Substitute Government Securities, the Escrow Agent will, but only prior to _____ __, 202__, accept delivery of the Intended Government Securities in exchange for the Substitute Government Securities, but only if following such exchange, the Escrow Agent will hold all of the Intended Government Securities, or will hold another portfolio for which a report of the Verification Agent (or another accounting firm acceptable to the Escrow Agent), establishes that the principal of and income and profit to be received from the Government Securities, when paid at maturity, and the cash held in accordance with Section 2.02 hereof, will be sufficient, at all times pending the final payment of the Refunded Bonds, to pay all principal and interest of the Refunded Bonds when due as evidenced by said Report.

ARTICLE III

COVENANTS OF ESCROW AGENT

The Escrow Agent covenants and agrees with the District as follows:

Section 3.01. The Escrow Agent will hold the Government Securities and all interest income or profit derived therefrom and all uninvested cash in an irrevocable segregated and separate trust fund account for the sole and exclusive benefit of the holders of the Refunded Bonds until final payment thereof.

Section 3.02. The Beginning Deposit shall not be invested by the Escrow Agent. Otherwise, the Escrow Agent will reinvest all available uninvested balances (except for an amount under $1,000 or as explicitly provided in this Section) in the Escrow Account on deposit from time to time, whenever said balances exceed $1,000 unless said balance is needed to pay the principal of and interest due on the Refunded Bonds when due within 14 days, and acknowledges that the schedule of amounts available for reinvestment appears in the cash flow tables in the Verification Report and in *Exhibit C*. Investments so made shall be in direct obligations of the United States of America and shall be scheduled to mature on or prior to the payment date on which such proceeds will be needed to pay the principal of and interest due on the Refunded Bonds when due. Such investments shall, to the extent possible, be in zero-yield obligations issued directly by the Bureau of Fiscal Service of the United States Treasury (currently designated *"U. S. Treasury Securities—State and Local Government Series Certificates of Indebtedness, Notes or Bonds"*) (*"SLGS"*). Such investments shall be made only to the extent permitted by, and shall be made in accordance with, the applicable statutes, rules and regulations governing such investments issued by the Bureau of Fiscal Service. The Escrow Agent and the District expressly recognize that under current regulations all SLGS must be subscribed for not less than 5 days (7 days for amounts of $10,000,000 or more) nor more than 60 days prior to date of issuance.

Exhibit C contains a list of scheduled reinvestments. The Escrow Agent is instructed to subscribe for and take delivery of SLGS as described in *Exhibit C.*

If the Department of the Treasury (or the Bureau of Fiscal Service) of the United States suspends the sale of SLGS causing the Escrow Agent to be unable to purchase SLGS, then the Escrow Agent will take the following actions. On the date it would have purchased SLGS had it been able to do so, the Escrow Agent will purchase direct obligations of the United States (the *"Alternate Investment"*) maturing no later than the scheduled maturity date of such SLGS as shown on *Exhibit C*. The purchase price of the Alternate Investment shall be as close as possible but not more than the principal amount of the SLGS that would have been purchased on such date if they had been available for purchase and also not more than the total of all principal and interest to be received on such investment. The maturity date of the Alternate Investment shall be the latest possible date that is not after the scheduled maturity date for the SLGS that would have been purchased if available as shown on *Exhibit C.* The Escrow Agent will purchase each Alternate Investment in the customary manner for such investments (in the secondary market or in a Treasury auction) at a price no higher than the fair market value of the Alternate Investment and will maintain records demonstrating compliance with this requirement. If the Escrow Agent is unable to purchase any investment satisfying all of these requirements, then the Escrow Agent will leave the balance uninvested and shall notify the District that it has been unable to purchase such an Alternate Investment, providing the reason for such inability to the District. On the maturity of each Alternate Investment, the Escrow Agent shall pay the difference between the total of the receipts (principal and interest) on the Alternate Investment and the purchase price of the Alternate Investment to the District with a notice to the District that such amount must be paid to the Internal Revenue Service pursuant to Treas. Reg. Section 1.148-5(c) or successor provision. If the Alternate Investment matures more than 14 days prior to the next succeeding payment date on the

Refunded Bonds on which such proceeds will be needed to pay the principal of and interest due on the Refunded Bonds when due and upon redemption prior to maturity, the Escrow Agent shall treat such amounts as an uninvested balance available for reinvestment and shall take all reasonable steps to invest such amounts in SLGS (or additional Alternate Investments as provided in this Section).

The Escrow Agent shall hold balances not so invested in the Escrow Account on demand and in trust for the purposes hereof and shall secure same in accordance with applicable Illinois law for the securing of public funds.

Section 3.03. The Escrow Agent may rely on all specific directions in this Agreement in the investment or reinvestment of balances held hereunder.

Section 3.04. The Escrow Agent will promptly collect the principal, interest or profit from the Government Securities and promptly apply the same as necessary to the payment of the principal of and interest on the Refunded Bonds when due as herein provided.

Section 3.05. The Escrow Agent will cause the Paying Agent to remit, in good funds on or before each principal or interest payment date on the Refunded Bonds, moneys sufficient to pay such principal, interest and redemption price as will meet the requirements for the retirement of the Refunded Bonds, and such remittances shall fully release and discharge the Escrow Agent from any further duty or obligation thereto under this Agreement.

Section 3.06. The Escrow Agent will make no payment of fees, charges or expenses due or to become due, of the Paying Agent or the bond registrar and paying agent on the Bonds, and the District either paid such fees, charges and expenses in advance as set forth in Section 3.07 hereof or covenants to pay the same as they become due.

Section 3.07. The charges, fees and expenses of the Escrow Agent (other than any charges, fees and expenses incurred pursuant to Section 3.08 hereof) have been paid in advance, and all

charges, fees or expenses of the Escrow Agent in carrying out any of the duties, terms or provisions of this Agreement shall be paid solely therefrom. The Escrow Agent is also providing bond registrar and paying agent services for the Bonds, and the acceptance fee and first annual fee of the Escrow Agent for such bond registrar and paying agent services have been paid in advance, and all remaining charges, fees or expenses of the Escrow Agent for such services shall be paid by the District upon receipt of invoices therefor.

Section 3.08. The Escrow Agent has all the powers and duties herein set forth with no liability in connection with any act or omission to act hereunder, except for its own negligence or willful breach of trust, and shall be under no obligation to institute any suit or action or other proceeding under this Agreement or to enter any appearance in any suit, action or proceeding in which it may be defendant or to take any steps in the enforcement of its, or any, rights and powers hereunder, nor shall be deemed to have failed to take any such action, unless and until it shall have been indemnified by the District to its satisfaction against any and all costs and expenses, outlays, counsel fees and other disbursements, including its own reasonable fees, and if any judgment, decree or recovery be obtained by the Escrow Agent, payment of all sums due it, as aforesaid, shall be a first charge against the amount of any such judgment, decree or recovery.

Section 3.09. The Escrow Agent may in good faith buy, sell or hold and deal in any of the Bonds or the Refunded Bonds.

Section 3.10. The Escrow Agent will submit to the Treasurer a statement within forty-five (45) days after _____ and _____ of each calendar year, commencing _____, 20__, itemizing all moneys received by it and all payments made by it under the provisions of this Agreement during the preceding six (6) month period (or, for the first period, from the date of delivery of the Bonds to _____, 20__), and also listing the Government

Securities on deposit therewith on the date of said report, including all moneys held by it received as interest on or profit from the collection of the Government Securities.

Section 3.11. If at any time it shall appear to the Escrow Agent that the available proceeds of the Government Securities and deposits on demand in the Escrow Account will not be sufficient to make any payment due to the holders of any of the Refunded Bonds, the Escrow Agent shall notify the Treasurer and the Board, not less than five (5) days prior to such date, and the District agrees that it will from any funds legally available for such purpose make up the anticipated deficit so that no default in the making of any such payment will occur.

ARTICLE IV

COVENANTS OF DISTRICT

The District covenants and agrees with the Escrow Agent as follows:

Section 4.01. The Escrow Agent shall have no responsibility or liability whatsoever for (a) any of the recitals of the District herein, (b) the performance of or compliance with any covenant, condition, term or provision of the Bond Resolution, and (c) any undertaking or statement of the District hereunder or under the Bond Resolution.

Section 4.02. All payments to be made by, and all acts and duties required to be done by, the Escrow Agent under the terms and provisions of this Agreement, shall be made and done by the Escrow Agent without any further direction or authority of the District or the Treasurer.

Section 4.03. The District will take any and all further action necessary to ensure that adequate provision is made for the payment of the Refunded Bonds and that the Refunded Bonds are not classified as "arbitrage bonds" under the Code.

ARTICLE V

AMENDMENTS, REINVESTMENT OF FUNDS, IRREVOCABILITY OF AGREEMENT

Section 5.01. Except as provided in Section 5.04 hereof, all of the rights, powers, duties and obligations of the Escrow Agent hereunder shall be irrevocable and shall not be subject to amendment by the Escrow Agent and shall be binding on any successor to the Escrow Agent during the term of this Agreement.

Section 5.02. Except as provided in Section 5.04 hereof, all of the rights, powers, duties and obligations of the District hereunder shall be irrevocable and shall not be subject to amendment by the District and shall be binding on any successor to the officials now comprising the Board during the term of this Agreement.

Section 5.03. Except as provided in Section 5.04 hereof, all of the rights, powers, duties and obligations of the Treasurer hereunder shall be irrevocable and shall not be subject to amendment by the Treasurer and shall be binding on any successor to said official now in office during the term of this Agreement.

Section 5.04. This Agreement may be amended or supplemented, and the Government Securities or any portion thereof may be sold, redeemed, invested or reinvested, in any manner provided (any such amendment, supplement, or direction to sell, redeem, invest or reinvest to be referred to as a *"Subsequent Action"*), upon submission to the Escrow Agent of each of the following:

(1) Certified copy of proceedings of the Board authorizing the Subsequent Action and copy of the document effecting the Subsequent Action signed by duly designated officers of the District.

(2) An opinion of nationally recognized bond counsel or tax counsel nationally recognized as having an expertise in the area of tax-exempt municipal bonds that the

Subsequent Action has been duly authorized by the Board and will not adversely affect the tax-exempt status of the interest on the Refunded Bonds nor violate the covenants of the District not to cause the Refunded Bonds to become "arbitrage bonds" under the Code, and that the Subsequent Action does not materially adversely affect the legal rights of the holders of the Bonds and the Refunded Bonds.

(3) An opinion of a firm of nationally recognized independent certified public accountants or consultants nationally recognized as having an expertise in the area of refunding escrows that the amounts (which will consist of cash or deposits on demand held in trust or receipts from non-callable direct obligations of or non-callable obligations guaranteed by the full faith and credit of the United States of America, all of which shall be held hereunder) available or to be available for payment of the Refunded Bonds will remain sufficient to pay all principal of and interest on the Refunded Bonds after the taking of the Subsequent Action.

ARTICLE VI

MERGER, CONSOLIDATION OR RESIGNATION OF ESCROW AGENT

Any banking association or corporation into which the Escrow Agent may be merged, converted or with which the Escrow Agent may be consolidated, or any corporation resulting from any merger, conversion or consolidation to which the Escrow Agent shall be a party, or any banking association or corporation to which all or substantially all of the corporate trust business of the Escrow Agent shall be transferred, shall succeed to all the Escrow Agent's rights, obligations and immunities hereunder without the execution or filing of any paper or any further act on the part of any of the parties hereto, anything herein to the contrary notwithstanding. The Escrow Agent may at any time resign as Escrow Agent under this Agreement by giving 30 days' written notice to the District, and such resignation shall take effect upon the appointment of a successor

Escrow Agent by the District. The District may select as successor Escrow Agent any financial institution with capital, surplus and undivided profits of at least $75,000,000 and having a corporate trust office within the State of Illinois, and which is authorized to maintain trust accounts for municipal corporations in Illinois under applicable law.

ARTICLE VII

NOTICES TO THE DISTRICT, THE TREASURER AND THE ESCROW AGENT

Section 7.01. All notices and communications to the District and the Board shall be addressed in writing to: Board of Education, Huntley Community School District 158, 650 Academic Drive, Algonquin, Illinois 60102.

Section 7.02. All notices and communications to the Treasurer shall be addressed in writing to: School Treasurer, Board of Education, Huntley Community School District 158, 650 Academic Drive, Algonquin, Illinois 60102.

Section 7.03. All notices and communications to the Escrow Agent shall be addressed in writing to: Corporate Trust Department, _____, _____, _____, _____.

ARTICLE VIII

TERMINATION OF AGREEMENT

Section 8.01. That, upon final disbursement of funds sufficient to pay the principal of and interest on the Refunded Bonds as hereinabove provided for, the Escrow Agent will transfer any balance remaining in the Escrow Account to the Treasurer with due notice thereof mailed to the Board, and thereupon this Agreement shall terminate.

IN WITNESS WHEREOF, Huntley Community School District 158, McHenry and Kane Counties, Illinois, has caused this Agreement to be signed in its name by the President of the Board and to be attested by the Secretary of the Board; and _____, not individually, but in the capacity as hereinabove described, has caused this Agreement to be signed in its corporate name by one of its officers and attested by one of its officers under its corporate seal hereunto affixed, all as of the ___ day of _____, 202_.

HUNTLEY COMMUNITY SCHOOL DISTRICT 158,
MCHENRY AND KANE COUNTIES, ILLINOIS

By SPECIMEN
President, Board of Education

Attest:

SPECIMEN
Secretary, Board of Education

_____,
_____

By SPECIMEN
Its _____

Attest:

Its_____

[BANK SEAL]

This Escrow Agreement received and acknowledged by me this ___ day of _____, 202__.

SPECIMEN
School Treasurer

EXHIBIT A [TO ESCROW AGREEMENT]

[INTENDED] GOVERNMENT SECURITIES

EXHIBIT A-1 [TO ESCROW AGREEMENT]

[SUBSTITUTE] GOVERNMENT SECURITIES

EXHIBIT B [TO ESCROW AGREEMENT]

VERIFICATION REPORT

EXHIBIT C [TO ESCROW AGREEMENT]

SCHEDULED REINVESTMENTS

If any date shown above is not a business day, the subscribe by date or purchase date should be adjusted to the next possible business day.

The Escrow Agent may submit a subscription for a scheduled SLGS purchase before the date shown, so long as it is not submitted more than 60 days prior to the purchase date. If subscriptions are not accepted on the date shown, the Escrow Agent should keep trying to submit such a subscription until five days before the scheduled purchase date. If the Escrow Agent is unable to purchase or subscribe for SLGS as shown above, the Escrow Agent should purchase an Alternate Investment as described in Section 3.02.

Member _____ moved and Member _____ seconded the motion that said resolution as presented and read by title be adopted.

After a full discussion thereof, the President directed that the roll be called for a vote upon the motion to adopt said resolution.

Upon the roll being called, the following members voted AYE:_____

_____

_____ .

The following members voted NAY:_____ .

Whereupon the President declared the motion carried and said resolution adopted, approved and signed the same in open meeting and directed the Secretary to record the same in the records of the Board of Education of Huntley Community School District 158, McHenry and Kane Counties, Illinois, which was done.

Other business not pertinent to the adoption of said resolution was duly transacted at the meeting.

Upon motion duly made, seconded and carried, the meeting was adjourned.

_____
Secretary, Board of Education

STATE OF ILLINOIS)
) SS
COUNTY OF MCHENRY)

CERTIFICATION OF MINUTES AND RESOLUTION

I, the undersigned, do hereby certify that I am the duly qualified and acting Secretary of the Board of Education of Huntley Community School District 158, McHenry and Kane Counties, Illinois (the *"Board"*), and as such official I am the keeper of the records and files of the Board.

I do further certify that the foregoing constitutes a full, true and complete transcript of the minutes of the meeting of the Board held on the 20th day of June, 2024, insofar as same relates to the adoption of a resolution entitled:

> RESOLUTION providing for the issue of not to exceed $50,000,000 General Obligation Refunding School Bonds of Huntley Community School District 158, McHenry and Kane Counties, Illinois, for the purpose of refunding certain outstanding bonds of said School District, providing for the levy of a direct annual tax sufficient to pay the principal and interest on said bonds, authorizing the sale of said bonds to the purchaser thereof, and authorizing the execution of an escrow agreement in connection therewith.

a true, correct and complete copy of which said resolution as adopted at said meeting appears in the foregoing transcript of the minutes of said meeting.

I do further certify that the deliberations of the Board on the adoption of said resolution were conducted openly, that the vote on the adoption of said resolution was taken openly, that said meeting was called and held at a specified time and place convenient to the public, that notice of said meeting was duly given to all of the news media requesting such notice, that an agenda for said meeting was posted at the location where said meeting was held and at the principal office of the Board at least 48 hours in advance of the holding of said meeting, that at least one copy of said agenda was continuously available for public review during the entire 48-hour period preceding said meeting, that a true, correct and complete copy of said agenda as so posted is attached hereto as *Exhibit A,* that said meeting was called and held in strict compliance with the provisions of the Open Meetings Act of the State of Illinois, as amended, and with the provisions of the School Code of the State of Illinois, as amended, and that the Board has complied with all of the provisions of said Act and said Code and with all of the procedural rules of the Board.

IN WITNESS WHEREOF, I hereunto affix my official signature, this 20th day of June, 2024.

_____
Secretary, Board of Education

STATE OF ILLINOIS)
) SS
COUNTY OF MCHENRY)

FILING CERTIFICATE

I, the undersigned, do hereby certify that I am the duly qualified and acting School Treasurer who receives the taxes of Huntley Community School District 158, McHenry and Kane Counties, Illinois (the *"District"*), and as such official I do further certify that on the 20th day of June, 2024, there was filed in my office a duly certified copy of a resolution entitled:

> RESOLUTION providing for the issue of not to exceed $50,000,000 General Obligation Refunding School Bonds of Huntley Community School District 158, McHenry and Kane Counties, Illinois, for the purpose of refunding certain outstanding bonds of said School District, providing for the levy of a direct annual tax sufficient to pay the principal and interest on said bonds, authorizing the sale of said bonds to the purchaser thereof, and authorizing the execution of an escrow agreement in connection therewith.

duly adopted by the Board of Education of the District on the 20th day of June, 2024, and that the same has been deposited in the official files and records of my office.

I do further certify that the description of the outstanding Taxable General Obligation Refunding School Bonds, Series 2020, and General Obligation Refunding School Bonds, Series 2023, of the District as set forth in said resolution is accurate, and that said bonds are presently outstanding and unpaid and are binding and subsisting legal obligations of the District and have never been refunded by the District.

IN WITNESS WHEREOF, I hereunto affix my official signature, this 20th day of June, 2024.

_____

School Treasurer

HUNTLEY
COMMUNITY SCHOOL DISTRICT 158

Huntley Community School District 158

650 Dr. John Burkey Drive
Algonquin, Illinois 60102
(847) 659-6158 • www.district158.org

Date: June 20th, 2024

To: Board of Education

From: Jessica Lombard, Superintendent

Subject: Student Handbooks Revisions for 2024-25

At the June 6, 2024 Committee of Whole meeting, the Legislative/Policy Committee recommended moving the administration's recommended changes to the Student Handbook for 2024-25 forward for approval.

Executive Summary

Per Policy 2:150, the Parent Teacher Advisory Committee shall assist in the development of student behavior policy and procedures, and provide information and recommendations to the Board. Its members may consist of parents/guardians, teachers, administrators and board members. Additional participants, whose expertise or experiences are needed, may be invited to participate in various meetings that are geared to specific topics. (For example when discussing school bus safety policies, transportation staff may be included.) The committee reviews such issues as administering medication in schools, reciprocal reporting between the School District and local law enforcement agencies, student discipline/handbooks, disruptive classroom behavior, school bus safety procedures and the dissemination of student conduct information.

Per Policy 7:190, The Superintendent, with input from the parent-teacher advisory committee, shall prepare disciplinary rules implementing the District's disciplinary policies. These disciplinary rules shall be presented annually to the Board for its review and approval.

The Parent Teacher Advisory Committee (PTAC) met on the following dates during the 2023-24 school year and recommendations around attendance and behavior management were the main focus of this school year.

October 25, 2023

January 17, 2024

March 6, 2024

May 1, 2024

Many of the recommendations from PTAC were more procedural in nature, and around ensuring effective communication and consistency. A large shift in attendance coding, what constitutes an excused versus unexcused absences will be implemented during the 2024-25 school year, along with a large Attendance Campaign to assist in tackling the climb in chronic absenteeism within the district. In terms of student behavior, again a large focus on ensuring that all stakeholders know the expectations and results of violations of expectations. CHAMPS played a key role in resetting expectations and procedures during the 2023-24 school year and this will be continued next year, along with the implementation of the Behavior Matrix that assists in defining behaviors, along with responses to behaviors (consequences and interventions). This Matrix will be evaluated by staff, administration and the PTAC throughout the 2024-25 school year and modifications will be

650 Dr. John Burkey Drive
Algonquin, Illinois 60102
(847) 659-6158 • www.district158.org

recommended in the future. Communication, consistency and accountability are key in both attendance and student behavior.

Attendance

The attendance section of the student handbook has been completely modified for the 2024-25 school year. Recommended new section is attached here. The summary of the changes is as follows:

Summary of Absence Changes in Handbook

Revision:	**Current Version**	**Recommended Version**	**Implications on Practice**
#1 Absence Definitions for excused and unexcused (including tardies & extended absences)	Excused Absences included “freebie” options that did not fall within the school code.	Excused Absences strictly follow school code with no “freebies”. Tardies count as unexcused absences.	Clearly defining excused and unexcused absences will improve our ability to respond in a timely and accurate manner, affecting impact on instructional minutes & in-school learning goals.
#2 Make-Up Work Policy including Extended Absence Procedure	Inconsistency across buildings regarding timeline for make-up work and where the responsibility lies for receiving make-up work.	Work must be completed within 24 hours per day missed, planned collaboratively by student and teacher. "Pre Arranged absence" form renamed "Extended Absence Form," also clarifies absence is “Unexcused” if outside of valid reasons.	Make-up work ensures ongoing learning, clarifies roles/communication, for Extended Absences, work provided if form submitted in advance for student engagement purposes.
#3 Separate Illness section added	The current version did not have a separate Illness section, this information was throughout the absence policy.	Requires a doctor's note for excused absences exceeding 3 consecutive days. Addresses patterns of non-attendance through conversations with families.	Consistent policy supports intervention for students needing more timely support and decreased impact on loss of instructional time.
#4 Separate Family Emergency section added with non-examples	Family emergency was listed in the options for excused absences with an asterisk giving additional information.	Clarifies what constitutes a family emergency and what does not, distinguishing unexcused absences.	Provides clarity to families and an equitable approach within/across buildings regarding what is and is not considered a family emergency

Student Discipline/Behavior Management

Effective discipline is necessary if a school is to function in the most constructive manner for students. Through good discipline and self-control, students can work with the school to form a productive partnership. Good discipline requires teamwork and is the combined responsibility of students, parents, and staff. **Students are responsible for following all school rules and regulations, as well as all District policies, while attending any school-sponsored activity**.

HUNTLEY
COMMUNITY SCHOOL DISTRICT 158

Huntley Community School District 158

650 Dr. John Burkey Drive
Algonquin, Illinois 60102
(847) 659-6158 • www.district158.org

SCHOOL CODE OF CONDUCT

In order to support our students, parents, staff members, and school community, we want to take this opportunity to review our practices and expectations related to student conduct, including behavioral and social-emotional supports, behavioral interventions and discipline. The Code of Conduct is a multi-layered system that will require work by all stakeholders across all school and home settings to help our students with their social and emotional as well as academic needs. We want to create an environment where all stakeholders are aware of anc actively engage in their roles and responsibilities.

Recommended additions to the student handbook:

- Belief statements around behavior management
- Expectations for students, parents, staff and the district
- Review of what MTSS (Multi-Tiered System of Supports) is
- What Restorative Practices is: Restorative Practices are not intended to remove accountability for students. Students who have broken school rules or harmed other school community members are still held accountable for their actions and may receive traditional consequences **alongside** restorative solutions or in conjunction with restorative practices.
- ***Student Code of Conduct Matrices***

  The Matrix outlines student behaviors and corresponding levels of interventions or consequences that may be implemented in response to those behaviors. The list of behaviors and interventions/consequences is meant to be illustrative and non-exhaustive, and will not necessarily be implemented in progressive order. All interventions and consequences will be determined on a case-by-case basis and will take into consideration the developmental level of the student (s) involved. The matrix serves as a tool for administrators to respond appropriately when students have committed serious violations, per the Student Code of Conduct. This tool is designed to offer consistency at all levels across the District so that students receive interventions and consequences fairly from school to school when their behaviors require. Matrix linked here.

Other recommended minor revisions due to recent changes in policy or law:

- Change title of section Sex Offender & Violent Offender Notification to Sex Offender Notification (Legal change)
- Addition of Breakfast in the Elementary Handbooks (Additional service for 2024-25)
- Addition to Visitor Guidelines (Policy change)
  - Any person who engages in prohibited conduct may be ejected from or denied admission to school property in accordance with State law. The person may also be subject to being denied admission to school athletic or extracurricular events for up to one calendar year.
- Change wording to transportation section/Bus stops (Provide Clarity of Procedure)
  - The Transportation Department requires that students be at the bus stop five (5) minutes before the regular pick-up times. The five minutes compensates for any variance in the bus run and allows the bus to stay on schedule. When the bus comes to a stop, the students can board the bus, and it can be on its way to the remaining stops. It is important for students to be present at their

designated bus stop at least five minutes before the scheduled arrival time to ensure timely pick-ups. Due to multiple circumstances, the bus may arrive three to five minutes earlier or later than the posted time.

- Change wording to Equal Educational Opportunities Section (Policy Change)

  - Equal educational, co-curricular, and extracurricular opportunities shall be available for all students without regard to actual or perceived race, color, ~~race,~~ religion, sex, national origin, ancestry, physical appearance, socioeconomic status, academic status, pregnancy, parenting status, homelessness, age, marital status, physical or mental disability, military status, ~~nationality, religion, sex,~~ sexual orientation, gender-related identity or expression, or ~~ancestry, age, physical or mental disability, gender identity,~~ order of protection status, ~~status of being homeless, immigration status, or actual or potential marital or parental status, including pregnancy~~. Any student may file a discrimination grievance by using Board Policy 2:260, *Uniform Grievance Procedure*, or by completing and submitting a Formal Public Complaint form.

- Changes in Wording (Policy changes)

  Bullying

  - Bullying is defined as: (1) an act that is repetitive in nature (similar behavior which occurs more than once); (2) creates a power imbalance (by size, age, numbers or emotionally); and/or (3) is intended to hurt or harm the victim (socially, emotionally, or physically).

    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, ~~sex,~~ sexual orientation, ~~gender identity,~~ gender-related identity or expression, ~~ancestry, age, religion, physical or mental disability,~~ order of protection status, ~~status of being homeless, immigration status, or actual or potential marital or parental status, including pregnancy,~~ 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 the following situations:

  Harassment

  - It is the policy of District 158 to provide an educational environment free of verbal, physical, or other conduct or communications constituting harassment. No person, including an employee or student, shall harass, intimidate, or bully a student on the basis of actual or perceived race, color, religion, ~~nationality,~~ sex, national origin, ancestry, physical appearance, socioeconomic status, academic status, pregnancy, parenting status, homelessness, age, marital status, sexual orientation, ~~gender identity,~~ gender-related identity or expression, ~~ancestry, age, religion, physical or mental disability,~~ order of protection status, ~~status of being homeless, immigration status, marital status, pregnancy,~~ association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic.

  Conduct Motivated by Prohibited Discrimination

  - Prohibited discrimination means conduct based upon actual or perceived ~~color,~~ race, color, ~~nationality,~~ religion, sex, national origin, ~~sexual orientation~~, ancestry, ~~age,~~ 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, or ~~status of being homeless, immigration status,~~ order of protection status~~, actual or potential marital or parental status, or pregnancy~~.

Board Policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited,* is available on the District website or a copy may be obtained by calling the District 158 Administrative Office at (847) 659-6158

Teen Dating Violence Prohibited

- Engaging in teen dating violence that takes place at school, on school property, at school-sponsored activities, or in vehicles used for school-provided transportation is prohibited. For purposes of this policy, the term *teen dating violence* occurs whenever a student who is 13 to 19 years of age uses or threatens to use physical, mental, or emotional abuse to control an individual in the dating relationship; or uses or threatens to use sexual violence in the dating relationship.

  The Superintendent or designee shall develop and maintain a program to respond to incidents of teen dating violence.

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

Undesignated Asthma Medication

- Public Act 100-0726 (the Act) amends the school code 105 ILCS 5/22-30 and 27A-5, to include undesignated asthma medication to the other undesignated emergency medications in Illinois schools. The Act permits schools to stock a supply of asthma medication and spacers; authorizes physicians to provide school districts and non-public schools with a standing order; and gives School Nurses or other trained personnel the authority to provide/administer Albuterol to any person (including parents, visitors and guests) that the School Nurse believes in good faith is experiencing respiratory distress. Undesignated Albuterol multi-dose inhalers and spacers are available in all school health offices during school hours.

Basic changes to dates, assessment timelines, contacts, calendar, etc are made on an annual basis.

Student Handbooks enclosed

Recommendation
Seeking approval as presented.

HUNTLEY HIGH SCHOOL

Student Academic, Activities, and Athletic Handbook
2023~~3~~4-2024~~4~~5

Our learning community will inspire, challenge and empower all students always.

<u>Harmony Road Campus</u>
Huntley High School
13719 Harmony Road
Huntley, IL 60142

CONTACT INFORMATION

Huntley High School Administrators

Marcus Belin, Principal	(847) 659-6601
Tom Kempf, Associate Principal	(847) 659-6696
Danyce Letkewicz, Associate Principal	(847) 659-6605
Shelly Kish, Associate Principal	(847) 659-6602

Dean of Students

Jim Stotz, Grades 9-10, A-H	(847) 659-6506
Justin Stroh, Grades 9-10, I-Z	(847) 659-6683
Shawn Murphy, Grades 11-12, A-H	(847) 659-6762
Chris Klein, Grades 11-12, I-Z	(847) 659-6668

Department Chairs

Nick Wedoff, CTE	(847) 659-6655
Shaina Pocztowski, English	(847) 659-6536
Leah Novak, Fine Arts/World Languages	(847) 659-6562
Danielle Parker, Math	(847) 659-6767
~~Rita Castans~~, PE	(847) 659-6748
Cindy Fuhrer, Science	(847) 659-6663
Richard Kurek, Social Studies	(847) 659-6693
Lita Kasper, Special Services	(847) 659-6585
~~Kristen Lehman~~, Special Services Coord.	(847) 659-6537

HHS Athletics

Rita Castens, Athletic Director	(847) 659-6516
Matt Landvick, Asst. Athletic Director	(847) 659-6517

HHS Offices

Attendance Line (24 hours)	(847) 659-6611
Student Services Office, 9-10, A-H	(847) 659-6606
Student Services Office, 9-10-, I-Z	(847) 659-6630
Student Services Office, 11-12, A-H	(847) 659-6632
Student Services Office, 11-12, I-Z	(847) 659-6540

District 158 Offices

Administration Office	(847) 659-6158
Transportation Department	(847) 659-3000

Important Phone Numbers

HHS Student Helpline	(815) 889-0575
National Crisis Text Line	Dial 988
National Suicide Prevention LifeLine	Dial 988

Huntley High School Website

BELL SCHEDULES

Daily Schedule		Late Start Schedule		Pep Assembly Schedule		Raider Way Schedule	
Period	**Times**	**Period**	**Times**	**Period**	**Times**	**Period**	**Times**
1	7:30 - 8:17	1	8:00 - 8:43	1	7:30 - 8:06	1	7:30 - 8:12
2	8:22 - 9:09	2	8:48 - 9:31	2	8:11 - 8:47	2	8:17 - 8:59
3	9:14 - 10:06	3	9:36 - 10:24	3	8:52 - 9:32	3	9:04 - 10:16 (Lesson 9:04 - 9:34)
4	10:11 - 10:58	4	10:29 - 11:12	7	9:37 - 10:13	4	10:21 - 11:08
5	11:03 - 11:50	5	11:17 - 12:00	8	10:18 - 10:54	5	11:13 - 12:00
6	11:55 - 12:42	6	12:05 - 12:48	4	10:59 - 11:36	6	12:05 - 12:52
7	12:47 - 1:34	7	12:53 - 1:36	5	11:41 - 12:18	7	12:57 - 1:39
8	1:39 - 2:26	8	1:41 - 2:26	6	12:23 - 1:00	8	1:44 - 2:26
				Pep	1:00 - 2:26		

Schedule of Events 2024-2025

Institute Days
August 12, 2024
August 13, 2024
October 11, 2024
January 6, 2025

Non Attendance Days - No School
November 27, 2024
February 14, 2025
April 18, 2025

Waived Holidays - School in Session
Veterans Day - November 11, 2024
Casimir Pulaski Day - March 3, 2025

Holidays - No School/Offices Closed
Independence Day - July 4, 2024
Labor Day - September 2, 2024
Columbus Day - October 14, 2024
Election Day - November 5, 2024
Thanksgiving Holiday - November 28-29, 2024
Christmas Holiday - December 24-25, 2024
New Year Holiday - December 31, 2024 and January 1, 2025
Dr. Martin Luther King's Birthday - January 20, 2025
Presidents Day - February 17, 2025
Memorial Day - May 26, 2025
Junteenth - June 19, 2025

SIP Early Release Days
September 24, 2024
December 20, 2024
February 13, 2025
March 4, 2025
April 17, 2025
May 23, 2025

High School Dismissal at 12:30 pm on SIP Early Release Days

School Begins
August 14, 2024

Back-to-School Night/Open House
August 27, 2024

High School Grading Periods
December 20, 2024 - End of 1st Semester (84 days)
May 23, 2025 - End of 2nd Semester (90 days)

Parent Teacher Conferences - No School
November 25, 2024 – 9:00 am to 8:00 pm
November 26, 2024 – 7:00 am to 12:00 pm

Winter Break - No School
December 23, 2024 – January 6, 2025

Spring Break - No School
March 24, 2025 – March 28, 2025

Miscellaneous
December 20, 2024 – Last day before Winter Break
January 7, 2025 – First day after Winter Break
March 21, 2025 – Last day before Spring Break
March 31, 2025 – First day after Spring Break

Huntley High School Graduation
May 17, 2025

* Friday, May 23, 2025 will be the earliest last day of school if NO emergency days are used.

* Monday, June 2, 2025 will be the last day of school if ALL 5 emergency days are used.

★ 2024-2025 Yearly Calendar

★ District 158 Interactive Calendar

Table of Contents

General Information and Notices
- Accommodating Individuals with Disabilities
- Animals on School Property
- Awareness and Prevention of Child Sexual Abuse, Grooming Behaviors, and Boundary Violations
- Education of Homeless Children
- Equal Educational Opportunities
- Sex Equity Policy
- Video and Audio Monitoring System
- Weapons Policy

Emergency Communication
- Emergency Notifications
- School Day Cancellations

Enrollment Information
- Fees and Waivers
- Homeless Child's Rights
- Student Transfer or Withdrawal From Huntley High School

School & Community Relations
- Faith's Law Notifications - Employee Conduct Standards
- Gun-Free, Tobacco, Alcohol, and Drug-Free Zones
- Mandated Reporter
- Pesticide Application Notice
- Sex Offender ~~& Violent Offender~~ Notification Law
- Suicide and Depression Awareness and Prevention
- Visitor Guidelines

Parents' Rights Notifications
- Assessments/Standardized Testing
- Student Data Privacy; Notice to Parents About Educational Technology Vendors
- Teacher Qualifications

General School Guidelines
- After School Hours
- Appearance, Clothing, and Hygiene
- Dances
- Early Dismissal
- Electronics
- Fundraising
- Hall Passes
- Identification Cards
- Locker Assignments
- Lost and Found
- Messages and Dropping Off Items for Students
- Off Campus Privileges
- Prohibited Personal Items
- Public Display of Affection
- Respect for Property
- Signs, Posters, Handbills, and Publications
- Smoking
- Teacher Availability
- Trespassing

Attendance, Absences, ~~Attendance,~~ and Tardies
- Absences
  - Excused ~~Acceptable~~ Absences (EA)
  - Unexcused Absences (UA)
  - Consequences for Unexcused Absences
  - Consequences for Being Tardy

Procedures for Communicating Absences
Make-Up Work
Illnesses
Family Emergencies
Release Time for Religious Instruction & Observance
Release Time for Voting
After School, Co-Curricular, or Extra-Curricular Activities Attendance Requirements
Truancy
Diagnostic Procedures for Identifying Student Absences and Support Services to Truant or Chronically Truant Students
Extended Absences
~~Unexcused Absences~~
~~Truancy~~¶

Academic Misconduct
Definitions of Academic Misconduct
Academic Misconduct Procedure
Consequences for Academic Misconduct

Behavior and Discipline
School Code of Conduct
Parent-Teacher Advisory Committee (PTAC)
Rights and Responsibilities
Multi-Tiered Systems of Support Framework
Restorative Practices
Discipline of Special Education Students
Aggressive Behavior
Bullying, Intimidation, Harassment, Hazing, and Sexting
Conduct Motivated by Prohibited Discrimination
Dangerous Weapons
Gang and Gang-Related Activity
Teen Dating Violence Prohibited
Student Code of Conduct Matrices
~~School Code of Conduct~~¶
~~Disciplinary Measures~~¶
Explanation of Disciplinary Consequences

Course Credits and Schedules
Course Guide
Course Adds and Changes
Pass/Fail Option
Schedule Changes

Driving/Parking Privileges
Application Process
Parking Regulations

Educational Programs
Blended Learning Classes
English Learners
Family Life and Sex Education Classes
Home and Hospital Instruction
Multi-Tiered Systems of Support & Positive Behavior Interventions
Physical Education Exemption Policy
Section 504
Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives

Grades, Report Cards, Semester Final Exams, and Remediation
Grades and Report Cards
Semester Final Exams
Grading Scale
Grade Point Average (GPA) Calculation
Latin Honor System

Remediation

Graduation Recognition Programs
Illinois State Seal of Biliteracy
Silver Cord

Food Services and Cafeteria Expectations
Free and Reduced-Price Food Services Eligibility Criteria and Selection
Delivery of Foods
Cafeteria Expectations

Health Services
Accident, Illness or Injury Procedure
Administering Medication to Students
Administration of Medical Cannabis
Undesignated Epinephrine Auto Injectors (Epi-Pens)
Undesignated Opioid Antagonists
Self-Administration of Medication
Anaphylaxis Prevention
Concussions
Emergency Contact Information
Epilepsy or Seizure Disorder
Life-Threatening Food Allergies or Life-Threatening Chronic Illnesses
Physical Examination and Immunization Requirements
Reporting to the Health Office
Restrictions for Activity or Physical Education

Internet and Technology
Access and Use
Terms and Conditions for Internet Access
Internet and Network Security

Rights and Responsibilities
Uniform Grievance Procedure

Safety and Security
Campus Resource Officers
Emergency Procedure Terms
School Safety Dog

Search and Seizure
School Property and Equipment As Well as Personal Effects Left by Students
Search of Student Accounts or Profiles on Social Networking Websites
Searches of Students and/or Student's Personal Effects
Seizure of Property

Special Education
Education of Children with Disabilities
Services and Programs
Access to Classroom for Special Education Observation or Evaluation
Discipline of Special Education Students
Related Service Logs

Student Privacy Protections
Surveys
Instructional Material
Prohibition on Selling or Marketing Students' Personal Information

Student Records
Rights and Privacy Regarding Student Records

Student Services
Academic Advisement
Counseling and Guidance
Erin's Law Counseling Options, Assistance, and Intervention 364

Transportation

Bus Conduct, Expectations, and Discipline
Electronic Recordings on School Buses
Transportation of Students with Disabilities

HHS Extracurricular Activities and Athletics Handbook

Handbook Disclaimer

To ensure continued compliance with federal, state or local regulations, the rules, guidelines, and Board Policies published in this handbook are subject to review and may be amended during the year without notice as necessary for the routine operation of the school or District. Any amendment(s) made during the year will be posted to the school website.

Nothing in this handbook shall be construed in a manner contrary to Board of Education Policies, State, or federal law.

Welcome to Huntley High School

This handbook is designed to acquaint you with the rules, regulations, and procedures used at Huntley High School. It will be your guide to available services, your key to responsibility, and your outline of acceptable conduct. Information in this handbook extends to all students during school hours, on District property and at all District sponsored and related activities, as well as, field trips and extra-curricular activities, whether held before or after school, evenings or weekends. Rules, expectations, and guidelines are also enforceable at the bus stop and on the bus. Read this handbook, familiarize yourself with it, and use it to make your time at HHS both rewarding and enjoyable.

General Information ~~and Notices~~

Accommodating Individuals with Disabilities

Individuals with disabilities will be provided an opportunity to participate in all school-sponsored services, programs, or activities. Individuals with disabilities should notify the Superintendent or Building Principal if they have a disability that will require special assistance or services and, if so, what services are required. This notification should occur as far in advance as possible of the school-sponsored function, program, or meeting.

Animals on School Property

In order to ensure student health and safety, animals are not allowed on school property except in the case of a service animal accompanying a student or other individual with a documented disability. This rule may be temporarily waived by the Building Principal in the case of an educational opportunity for students, provided tha:t (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.

Awareness and Prevention of Child Sexual Abuse, Grooming Behaviors, and Boundary Violations

Child sexual abuse, grooming behaviors, and boundary violations harm students, their parent, the District's environment, its school communities, and the community at large, while diminishing a student's ability to learn.

Warning Signs of Child Sexual Abuse

Physical signs:

- Sexually transmitted infections (STIs) or other genital infections
- Signs of trauma to the genital area, such as unexplained bleeding, bruising, or blood on the sheets, underwear, or other clothing
- Unusual weight gain or loss

Behavioral signs:

- Excessive talk about or knowledge of sexual topics
- Keeping secrets
- Not talking as much as usual
- Not wanting to be left alone with certain people or being afraid to be away from primary caregivers
- Regressive behaviors or resuming behaviors that the child had grown out of, such as thumb sucking or bedwetting
- Overly compliant behavior
- Sexual behavior that is inappropriate for the child's age

- Spending an unusual amount of time alone
- Trying to avoid removing clothing to change or bathe

Emotional signs:

- Change in eating habits or unhealthy eating patterns, like loss of appetite or excessive eating
- Signs of depression, such as persistent sadness, lack of energy, changes in sleep or appetite, withdrawing from normal activities, or feeling "down"
- Change in mood or personality, such as increased aggression
- Decrease in confidence or self-image
- Anxiety, excessive worry, or fearfulness
- Increase in unexplained health problems such as stomach aches and headaches
- Loss or decrease in interest in school, activities, and friends
- Nightmares or fear of being alone at night
- Self-harming behaviors or expressing thoughts of suicide or suicidal behavior
- Failing grades
- Drug or alcohol use

Warning Signs of Grooming Behaviors

School and District employees are expected to maintain professional and appropriate relationships with students based upon students' ages, grade levels, and developmental levels.

Prohibited grooming is defined as (i) any act, including but not limited to, any verbal, nonverbal, written or electronic communication or physical activity, (ii) by an employee with direct contact with a student, (iii) that is directed toward or with a student to establish a romantic or sexual relationship with the student. Examples of grooming behaviors include, but are not limited to, the following:

- Sexual or romantic invitations to a student
- Dating or soliciting a date from a student
- Engaging in sexualized or romantic dialog with a student
- Making sexually suggestive comments that are directed toward or with a student
- Self-disclosure or physical exposure of a sexual, romantic, or erotic nature
- Sexual, indecent, romantic, or erotic contact with a student
- Failing to respect boundaries or listening when a student says "no"
- Engaging in touching that a student or student's parents have indicated as unwanted
- Trying to be a student's friend rather than filling an adult role in the student's life
- Failing to maintain age-appropriate relationships with students
- Talking with students about personal problems or relationships
- Spending time alone with a student outside of their role or making excuses to be alone with a student
- Expressing unusual interest in a student's sexual development, such as commenting on sexual characteristics or sexualizing normal behaviors
- Giving a student gifts without occasion or reason
- Spending a lot of time with a student
- Restricting a student's access to other adults

Warning Signs of Boundary Violations

School and District employees breach employee-student boundaries when they misuse their position of power over a student in a way that compromises the student's health, safety, or general welfare. Examples of boundary violations include:

- Favoring a certain student by inviting the student to "hang out" or by granting special privileges
- Engaging in peer-like behavior with a student
- Discussing personal issues with a student
- Meeting with a student off-campus without parent knowledge and/or permission
- Dating, requesting, or participating in a private meeting with a student (in person or virtually) outside of a professional role
- Transporting a student in a school or private vehicle without administrative authorization
- Giving gifts, money, or treats to an individual student
- Sending a student on personal errands
- Intervening in a serious student problem instead of referring the student to an appropriately trained professional
- Sexual or romantic invitations toward or from a student
- Taking and using photos/videos of students for non-educational purposes
- Initiating or extending contact with a student beyond the school day in a one-on-one or non-group setting
- Inviting a student to an employee's home

- Adding a student on personal social networking sites as contacts when unrelated to a legitimate educational purpose
- Privately messaging a student
- Maintaining intense eye contact with a student
- Making comments about a student's physical attributes, including excessively flattering comments
- Engaging in sexualized or romantic dialog
- Making sexually suggestive comments directed toward or with a student
- Disclosing confidential information
- Self-disclosure of a sexual, romantic, or erotic nature
- Full frontal hugs
- Invading personal space

If you believe you are a victim of child sexual abuse, grooming behaviors, or boundary violations, or you believe that your child is a victim, you should immediately contact the Building Principal, a school counselor, or another trusted adult employee of the school.

Board Policy 4:165, *Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors*, is available on the District website and a copy may be obtained by calling the District 158 Administrative Office at (847) 659-6158.

Education of Homeless Children

Each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths, including a public pre-school education. Any homeless child shall be immediately admitted, even if the child or child's parent is unable to produce records normally required for enrollment. Board Policy 6:140, *Education of Homeless Children*, and its implementing administrative procedures govern the enrollment of homeless children.

Video and Audio Monitoring System

A video and audio monitoring system is in use on school buses and a video monitoring system is in use in public areas of the school building. These systems have been put in place to protect students, staff, visitors and school property. If a discipline problem is captured on audiotape or videotape, these recordings may be used as the basis for imposing student discipline. If criminal actions are recorded, a copy of the tape may be provided to law enforcement personnel.

Weapons Policy

It is the policy of District 158 to prohibit the possession or the assistance of possession of weapons on school grounds, at any school activity, on school transportation vehicles, or in any designated school transportation waiting area.

Notification of Nondiscrimination

Equal Educational Opportunities

Equal educational, co-curricular, and extracurricular opportunities shall be available for all students without regard to actual or perceived race, color, race, religion, sex, national origin, nationality, religion, sex, sexual orientation, 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, or status of being homeless, immigration status, order of protection status, actual or potential marital or parental status, including pregnancy. Any student may file a discrimination grievance by using Board Policy 2:260, *Uniform Grievance Procedure* or by completing and submitting a Formal Public Complaint form.

Sex Discrimination Policy

District 158 does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in employment. Inquiries about Title IX may be referred to Dr. Adam Zehr, Chief Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both.

Title IX Coordinators:

Dr. Adam Zehr
650 Dr. John Burkey Drive
Algonquin, IL 60102
(847) 659-6158
azehr@district158.org

Mrs. Karrie Baughman
650 Dr. John Burkey Drive
Algonquin, IL 60102
(847) 659-6158
kbaughman@district158.org

Contact information for Office of Civil Rights (OCR) is available here: https://ocrcas.ed.gov/contact-ocr.

District 158's sex nondiscrimination policy and grievance procedures are contained in Board policy 2:265, *Title IX Grievance Procedure*, a copy of which is available in the District Administrative Office, on the District website, or by contacting one of

the individuals listed above. To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please contact one of the Title IX Coordinators listed above.

Sex Equity Policy

No student shall, on the basis of sex, sexual orientation, or gender-related identity or expression be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational, co-curricular, and extracurricular programs and activities. Any student may file a sex equity complaint by using Board Policy 2:260, *Uniform Grievance Procedure* or by completing and submitting a Title IX Complaint form available here. A student may appeal the Board's resolution of the complaint to the Regional Superintendent of Schools (pursuant to 105 ILCS 5/3-10) and, thereafter, to the State Superintendent of Education (pursuant to 105 ILCS 5/2-3.8).

Uniform Grievance Procedure

Any individual may file a sex equity, sexual harassment, Section 504 disability, or other discrimination complaint by using the procedure described in Board Policy 2:260, *Uniform Grievance Procedure*, a copy of which is available in the District Administrative Office, on the District website, or by contacting any of the individuals named below.

Concerns or complaints related to potential violations should be directed to:

Nondiscrimination Coordinators/Title IX Coordinators:

Dr. Adam Zehr
650 Dr. John Burkey Drive
Algonquin, IL 60102
(847) 659-6158

Mrs. Karrie Baughman
650 Dr. John Burkey Drive
Algonquin, IL 60102
(847) 659-6158

Complaint Managers:

Dr. Amy MacCrindle
650 Dr. John Burkey Drive
Algonquin, IL 60102
(847) 659-6158

Mrs. Karrie Baughman
650 Dr. John Burkey Drive
Algonquin, IL 60102
(847) 659-6158

Mrs. Deanna Gill
650 Dr. John Burkey Drive
Algonquin, IL 60102
(847) 659-6158

Mr. Mark Altmayer
650 Dr. John Burkey Drive
Algonquin, IL 60102
(847) 659-6158

A student may appeal the Board's resolution of a complaint filed to the Regional Superintendent of Schools, and thereafter, to the State Superintendent of Education.

For concerns or complaints against District 158 or its employees other than a discrimination complaint, parents are encouraged to first contact the appropriate staff member directly. If the problem is not resolved, parents should then contact the Building Principal. If the problem remains unresolved, the parent should then contact the District Administrative Office.¶

~~***Video and Audio Monitoring System***¶~~

~~A video and audio monitoring system is in use on school buses and a video monitoring system is in use in public areas of the school building. These systems have been put in place to protect students, staff, visitors and school property. If a discipline problem is captured on audiotape or videotape, these recordings may be used as the basis for imposing student discipline. If criminal actions are recorded, a copy of the tape may be provided to law enforcement personnel.~~ ¶

~~***Weapons Policy***¶~~

~~It is the policy of District 158 to prohibit the possession or the assistance of possession of weapons on school grounds, at any school activity, on school transportation vehicles, or in any designated school transportation waiting area.~~ ¶

Emergency Communications

Emergency Notifications

District 158 will send out notification alerts in critical situations, such as emergency weather closures, crisis incidents, and other incidents affecting school operations through the ~~SwiftReach SwiftK12~~ School Messenger/Communicate program. This system integrates with PowerSchool, and parents can manage their contact information and preferences through the PowerSchool Parent Portal. For more information, please visit the Safety and Security webpage and select "Alerts" from the dropdown menu ~~or click Managing Your Information and Preferences in SwiftK12 to view instructions~~.

School Day Cancellations

The Superintendent is authorized to close school(s) in the event of hazardous weather or other emergency that threatens the safety of students, staff, or school property. Should the need to close occur, parents will be notified via ~~SwiftK12~~School Messenger/Communicate, the District's automated messaging system. Information will also be posted to the District 158

website at www.huntley158.org. In the event school is closed, all after-school, co-curricular, and extracurricular activities are also cancelled.

Enrollment Information

Birth Certificate Requirement

Illinois law requires at registration, or within 30 days of registration, a certified copy of the student's birth certificate to be on file with the District. If a certified copy is not available at the time of registration, the District must be furnished at a minimum: the student's full legal name and date of birth. If a person enrolling a student fails to provide a certified copy of the student's birth certificate within 30 days of registration, the Superintendent or designee shall immediately notify the local law enforcement agency, and shall also notify the person enrolling the student in writing that, unless the person complies within 10 days, the case will be referred to the local law enforcement authority for investigation. If compliance is not obtained within that 10-day period, the Superintendent or designee shall refer the case.

Fees and Waivers

Waiver of student fees will be granted to those students who qualify. Parents may apply for waiver of school fees by completing and submitting the Application for Fee Waiver form and proof of current income.

> **Please note**: In order to be eligible for a waiver of student registration fees, applications must be received *within thirty (30) days of the date your child enters school for the current school year*. Fees will not be waived until the Application for Fee Waiver form is received, reviewed and approved. If approved, other fees incurred after the date the application is received will be eligible for a fee waiver.

Board Policy 4:140, *Waiver of Student Fees*, is available on the District website and a copy may be obtained by calling the District 158 Administrative Office at (847) 659-6158.

Homeless Child's Rights

When a child loses permanent housing and becomes a homeless person as defined by law, or when a homeless child changes his or her temporary living arrangements, the parent of the homeless child has the option of either:

1. Continuing the child's education in the school of origin for as long as the child remains homeless or, if the child becomes permanently housed, until the end of the academic year during which the housing is acquired; or
2. Enrolling the child in any school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.

For additional information, please contact:

Molly Berendt, D158 Homeless Liaison
mberendt@district158.org or (847) 659-6596

Student Transfers To and From Non-District Schools

A student may transfer into or out of the District according to State law and procedures developed by the Superintendent. A student seeking to transfer into the District must serve the entire term of any suspension or expulsion, imposed for any reason by any public or private school, in this or any other state, before being admitted into the District.

Student Transfer or Withdrawal From Huntley High School

If a student is going to transfer or withdraw from Huntley High School, please follow these procedures:

1. The student must present a written notice of withdrawal and request a Student Withdrawal form from the Student Services Office.
2. Turn in all textbooks to the office.
3. Pay all library fines and meet all other obligations.
4. Have the Building Principal or designee sign the Student Withdrawal form.
5. Return the Student Withdrawal form to the Student Services Office.

School and Community Relations

Care Solace

We are committed to the well-being of our students, staff and families to create a safe and healthy learning environment. In support of this ongoing commitment, Huntley 158 has partnered with **Care Solace** to provide an additional layer of care for our community.

If students, staff or their family members are looking for help with mental health or substance use, Care Solace can help you quickly find treatment options matched to your needs regardless of the circumstance. Care Solace is a complimentary and

confidential service provided to students, staff, and their families by District 158. Care Solace's team is available 24 hours a day, 7 days per week, 365 days a year and can support you in any language.

If you would like to use Care Solace to help find a provider:

- Call 888-515-0595
- Visit www.caresolace.com/huntley and either search on your own OR click "Book Appointment" for assistance by video chat, email, or phone.

Care Solace is not an emergency response service or mental health services provider. In the event of a life threatening emergency, please call 9-1-1 or the National Suicide Hotline 1-800-273-8255.

Faith's Law Notifications – Employee Conduct Standards

School districts are required to include in their student handbook notification of the District's Employee Code of Professional Conduct. These standards, in part, define appropriate conduct between school employees and students.

Board Policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*, Board Policy 4:165, *Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors*, and a link to the Sexual Abuse Response and Prevention Resource Guide is available on the District website. Copies may be obtained by calling the District 158 Administrative Office at (847) 659-6158.

Gun-Free, Tobacco, Alcohol, and Drug-Free Zones

All District 158 buildings and grounds are gun-free, tobacco, alcohol, and drug-free zones. Cigarettes and alternative nicotine products, including, but not limited to, e-cigarettes, vapes, or any other smoking devices are not permitted. This includes attendance at after school activities or school-related events.

Mandated Reporter

All school personnel, including teachers, administrators, and support staff, are required by law to immediately report any and all suspected cases of child abuse or neglect to the Illinois Department of Children and Family Services (DCFS).

Pesticide Application Notice

District 158 maintains a registry of employees and parents of students who have registered to receive written or telephone notification prior to the application of pesticides to school grounds. To be added to the list, please contact the Director of Communications and Public Engagement at (847) 659-6158.

Notification will be given before application of the pesticide. Prior notice is not required if there is imminent threat to health or property.

PowerSchool

Huntley 158 uses an internet-based student information system called PowerSchool. The PowerSchool Parent Portal gives parents access to real-time information including their child's schedule, attendance, assignments, and grades. Students also have their own accounts to access school information from home or at school.

Instructions to create a PowerSchool account, to add/link a student, along with information on the PowerSchool app and a login link is available on the PowerSchool page of the District website. Password information for students and parents is available from the District Registration Office at (847) 659-6147.

Sex Offender ~~& Violent Offender~~ Notification Law

State law prohibits a convicted child sex offender from being present on school property when children under the age of 18 are present, except in the following circumstances as they relate to the individual's child:

1. To attend a conference at the school with school personnel to discuss the progress of their child.
2. To participate in a conference in which evaluation and placement decisions may be made with respect to their child's special education services.
3. To attend conferences to discuss issues concerning their child, such as retention or promotion.

In all other cases, convicted child sex offenders are prohibited from being present on school property unless they obtain written permission from the Superintendent or Board.

Any time a convicted child sex offender is present on school property for any reason – including the three reasons above – the individual is responsible for notifying the Building Principal upon arrival and upon departure. The convicted child sex offender must remain under the direct supervision of a school official at all times while in the presence or vicinity of children. A violation of this law is a Class 4 felony.

In addition, State law requires schools to notify parents that information about sex offenders and violent offenders against youth is available to the public on the Illinois Department of State Police (ISP) website. The ISP website contains the following:

- Illinois Sex Offender Registry, https://isp.illinois.gov/Sor/Disclaimer
- Illinois Murderer and Violent Offender Against Youth Registry, https://isp.illinois.gov/MVOAY/Disclaimer
- Frequently Asked Questions Concerning Sex Offenders, https://isp.illinois.gov/Sor/FAQs

Suicide and Depression Awareness and Prevention

Youth suicide impacts the safety of the school environment. It also affects the school community, diminishing the ability of surviving students to learn and the school's ability to educate. Suicide and depression awareness and prevention are important goals of the District.

The District maintains resources on suicide and depression awareness and prevention. Much of this information, including a copy of Board Policy 7:290, *Suicide and Depression Awareness and Prevention*, is posted on the District website and can also be obtained from the school office.

In the event of a life threatening emergency, please call **9-8-8** or the National Suicide Hotline at **1-800-273-8255**.

Visitor Guidelines

The safety and security of your children is our number one concern. In an effort to maintain a safe, disruption free educational environment for all students, we ask all visitors to use the same procedures when entering the building. The District expects mutual respect, civility, and orderly conduct among all individuals on school property or at a school event.

- All schools are accessible only via the secured main entrance (Door #1).
- All visitors must provide valid ID and be scanned into the Raptor Visitor Management System which will run an instant background check. You will be issued a visitor pass that should be worn visibly. At the conclusion of your visit, you will need to stop in at the office, sign-out and turn in your visitor's pass.
- Visitors with histories that appear on the Raptor check will be either denied access to the building, limited to conducting business in the front office, or will be provided escorted access to other parts of the building as is necessitated by circumstances and/or applicable law.
- Student Visitors - Students are **not** permitted to bring guests to school during the school day.
- Any person who engages in prohibited conduct may be ejected from or denied admission to school property in accordance with State law. The person may also be subject to being denied admission to school athletic or extracurricular events for up to one calendar year.

Visits to Classrooms and Conferences

- All visits to classrooms must be pre-arranged with the teacher.
- Conferences will be held outside school hours or during the teacher's conference/preparation period.
- All visitors must follow the Visitor Guidelines as outlined above.

Parents' Rights Notifications

Annual Report Card

Each year, the District is required to disseminate an annual report card that includes information on the District as a whole and each school served by the District, with aggregate and disaggregated information for each required subgroup of students including: student achievement on academic assessments (designated by category), graduation rates, district performance, teacher qualifications, and other information required by federal law. We encourage you to explore illinoisreportcard.com to view the Illinois School Report Card for District 158 or your child's school.

Assessments/Standardized Testing

Assessments are essential to a student's learning experience as they assist in providing information for determining individual student achievement and instructional needs, curriculum and instruction effectiveness, and school performance measured against District student learning objectives and statewide norms. Testing includes local assessments and State assessments as required by federal law.

Local Assessments

Assessment	Purpose	Dates
AimsWeb	Administered to select grade 6-12 students in order to better identify specific strengths	Fall, Winter,

Literacy & Math	and areas of support for math and literacy skills.	Spring
STAR Reading and Math	Administered to all grade K-11 students in order to better identify specific strengths and areas of support in reading and math standards.	Fall, Winter, Spring

State Assessments

Assessment	Purpose	Dates
ACCESS	Administered to English Learners. Scores are used to assess progress and proficiency in English as well as determine placement in the EL program the following school year.	January - March
DLM	Administered to grade 3-12 students eligible for alternative assessment in the areas of reading/language arts, mathematics, and science.	March 16 - May 4
ISA	Achievement assessment for grade 5, 8, and 11 students for science.	March 14-18
PSAT & SAT	Students must take an achievement exam in reading/language arts and mathematics. Students in grades 9-11 take either the PSAT 8/9, PSAT 10, or the SAT (11th grade).	April 13

Additional information regarding student assessments and information regarding interpreting scores is available on the Curriculum webpage of the District website.

School Visitation Rights for Parents

The School Visitation Rights Act permits employed parents, who are unable to meet with educators because of a work conflict, the right to time off from work under certain conditions to attend necessary school functions such as parent-teacher conferences, academic meetings and behavioral meetings. Letters verifying participation in this program are available from the school office upon request.

Student Data Privacy; Notice to Parents About Educational Technology Vendors

School districts throughout the State of Illinois contract with different educational technology vendors for beneficial K-12 purposes such as providing personalized learning and innovative educational technologies, and increasing efficiency in school operations.

Under Illinois' Student Online Personal Protection Act, or SOPPA (105 ILCS 85/), educational technology vendors and other entities that operate Internet websites, online services, online applications, or mobile applications that are designed, marketed, and primarily used for K-12 school purposes are referred to in SOPPA as operators.

SOPPA is intended to ensure that student data collected by operators is protected, and it requires those vendors, as well as school districts and the Illinois State Board of Education, to take a number of actions to protect online student data.

Depending upon the particular educational technology being used, our District may need to collect different types of student data, which is then shared with educational technology vendors through their online sites, services, and/or applications. Under SOPPA, educational technology vendors are prohibited from selling or renting a student's information or from engaging in targeted advertising using a student's information. Such vendors may only disclose student data for K-12 school purposes and other limited purposes permitted under the law.

In general terms, the types of student data that may be collected and shared include personally identifiable information (PII) about students or information that can be linked to PII about students, such as:

- Basic identifying information, including student or parent name and student or parent contact information, username/password and student ID number
- Demographic information
- Enrollment information
- Assessment data, grades, and transcripts
- Attendance and class schedule
- Academic/extracurricular activities
- Special indicators (e.g., disability information, English Language Learner, free/reduced meals or homeless/foster care status)
- Conduct/behavioral data
- Health information
- Food purchases
- Transportation information
- In-application performance data
- Student-generated work

- Online communications
- Application metadata and application use statistics
- Permanent and temporary school student record information

Operators may collect and use student data only for K-12 purposes, which are purposes that aid in the administration of school activities, such as:

- Instruction in the classroom or at home (including remote learning)
- Administrative activities
- Collaboration between students, school personnel, and/or parents
- Other activities that are for the use and benefit of the school district

Board Policy 7:345, *Student Data Privacy; Notice to Parents About Educational Technology Vendors*, is available on the District website and a copy may be obtained by calling the District 158 Administrative Office at (847) 659-6158.

Teacher Qualifications

Under Title I of the Elementary and Secondary Education Act, parents may request the professional qualifications of their child's classroom teachers and the paraprofessionals, if any, who assist them, including:

1. Whether the teacher has met the State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
2. Whether the teacher is teaching under an emergency or other provisional status through which State qualification or licensing criteria have been waived;
3. Whether the teacher is teaching in the field of discipline of the teacher's licensure; and
4. Whether any instructional aides or paraprofessionals provide services to your child, and, if so, their qualifications.

This notice is required by federal law (20 U.S.C. §6312(e)(1)(A)). If you would like to receive any of this information, please contact the District 158 Administrative Office at (847)659-6158.

General School Guidelines

After School Hours

Students who are in the building after school is dismissed must be there for a specific activity or reason, including, but not limited to, participating in an extracurricular activity, meeting with a teacher for academic reasons, an assigned detention, or staying as a spectator for an athletic or other special event. Students staying after school are subject to the student behavior expectations and discipline consequences. Loitering can result in disciplinary action or possible arrest for trespassing.

Appearance, Clothing, and Hygiene

Students are expected to wear clothing in a neat, clean, and well-fitting manner at all times while on school property and/or in attendance at school sponsored activities. A student's appearance, including dress and hygiene, must not disrupt or compromise standards of health and safety. The District does not prohibit hairstyles historically associated with race, ethnicity, or hair texture, including, but not limited to, protective hairstyles such as braids, locks, and twists.

Appearance/Dress Code

Students are to use discretion in their dress and are not permitted to wear apparel that causes or may cause a substantial disruption in the school environment. ***School administrators reserve the right to determine whether or not clothing is appropriate for the educational environment.***

- Clothing and accessories may not advertise, promote, picture, or contain graphics that make reference to drugs, marijuana, drug paraphernalia, alcohol, tobacco, gangs, or violent behavior
- Clothing and accessories may not contain lewd, vulgar, obscene, or offensive language, symbols, or innuendos that are suggestive in nature
- Clothing and accessories that pose a safety hazard are not permitted in the woodshop, laboratories, or during physical education class
- Long hair that may pose a safety hazard in the woodshop, laboratories, or during physical education class should be tied back or pulled up when possible
- The length of shorts, skirts, or dresses must be appropriate for the school environment.
    - The inseam of shorts must be at least the width of a school-issued ID card (approximately 3 ¼")
    - The hem of a skirt or dress may reach no higher than the student's fingertips when the student is standing with arms straight down at the sides
- Pants, slacks, or jeans must be kept at the waist so as not to allow exposure of undergarments or skin that would otherwise be covered
- State law requires that appropriate footwear be worn at all times in public buildings

A student whose clothing, accessories, appearance, or hygiene cause a substantial disruption or endangers the health, safety, or well-being of individuals in the school setting, may be asked to remove or change any inappropriate items of

clothing or accessories or be subject to discipline. The Building Principal or designee reserves the right to make the final interpretation of these guidelines.

Consequences for Inappropriate Clothing or Accessories

- **First Incident**: Warning and removal or change of clothing when appropriate. Students may pick up the clothing item at the end of the school day in the Main Office.
- **Second Incident**: Removal or change of clothing when appropriate. The student's parent will be notified and the item will be returned to the parent.
- **Third Incident**: Removal or change of clothing when appropriate. The student's parent will be notified and the item will be returned to the parent. A one day In-School Intervention (ISI) will be issued to the student.
- **Fourth Incident**: Removal or change of clothing when appropriate. The student's parent will be notified and the item will be returned to the parent. An Out-of-School Suspension (OSS) may be issued to the student.

Dances

Only enrolled Huntley High School students and their guests are welcome at school dances.

1. All students must present their high school ID to enter a HHS dance.
2. Allowed guests must have attended high school and be under the age of 21. Students bringing guests shall ensure that their guests are informed of all rules applicable to the event, and are responsible for their guest's behavior.
3. All HHS alumni interested in attending a dance must be a registered guest with a valid ID.
4. Guests must be signed up by 3:00 pm on the day of the dance.
5. All requests are subject to the approval of the Administration and the Advisor of the sponsoring club.
6. Any organization or group desiring to have a dance MUST have prior approval of the Building Principal before any solicitation is made. In addition, contacts for bands or DJs MUST be signed by the Building Principal.

Early Dismissal

The high school is considered a closed campus for all Freshmen and Sophomores. Students must remain in the building for lunch and assemblies unless special permission is given by a school administrator and with parent consent. Permission to leave the school building must be obtained **in advance** by a note or phone call from the student's parent. All students must sign out in the Attendance Office if leaving early during the school day. **Leaving campus without authorization will result in unexcused absences for those class periods missed and may result in consequences according to the attendance policy.**

Electronics

- **Cell Phones:** Students are permitted to have cell phones at school. They are to be ***off and out of sight*** during class periods, which includes classrooms (except Advisory/Lunch Study Hall classrooms during non-instructional, non-presenting days), locker rooms, restrooms, and study halls, during school hours from 7:30 am to 2:30 pm. Cell phones may be used during passing periods in hallways and during the student's scheduled lunch period. Any use of cell phones during the school day in inappropriate areas will result in a detention being assigned.
- **Listening and/or Entertainment Devices:** Students are permitted to use electronic listening and entertainment devices such as MP3s, Handheld game systems, iPods, PDAs, etc., only in the cafeteria, hallways, or in the classroom at the teacher's discretion. Electronic devices used inappropriately must be surrendered upon request of administration or staff. Students shall be personally responsible for the security of their electronic devices. The District is not liable for the loss, damage, or theft of personal property.

Because of the sophisticated nature of electronic devices, any student with an electronic device, not specifically authorized by the classroom teacher, being used or visible during a test or quiz may be considered academic misconduct.

Using a cell phone, video recording device, personal digital assistant (PDA), or other electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, to cheat, etc., violate student conduct rules. Prohibited conduct specifically includes, without limitation, creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person through the use of a computer, electronic communication device, or cell phone. Violation of this policy may result in confiscation of the property in question, detention, suspension, expulsion or other school-imposed penalty.

Fundraising

During the school year, including the summer months, any organization or group desiring to raise funds must have prior approval at least 60 days by the HHS Activities Director before any campaign is started, orders are written, or any type of solicitation is made. Solicitation in classrooms is not permitted.

Hall Passes

Students may not leave a classroom without permission of the teacher, and then only with a hall pass issued from the teacher in charge. **The HHS Handbook will be used by all teachers and staff for hall passes.** Upon receiving permission, the

student should proceed directly to their destination without delay. If a student is found outside the classroom without a hall pass or somewhere other than the destination indicated on the pass, the student will be referred immediately to the Dean. If a student loses their agenda, a new one may be purchased in the high school office for $5.00.

Identification Cards

Students will be given an identification card and a breakaway lanyard at the beginning of the school year and are required to wear and properly display the ID. The ID card must be attached to a breakaway lanyard, worn around the neck, and visible at all times during the school day except when specifically exempted on a temporary basis by a staff member.

Students may not embellish their ID card with any drawing or writing. Students must have their ID card in their possession when participating in, or attending, any school-related extracurricular activity. ID cards must be surrendered upon request of any staff member, including bus drivers and supervisors. The ID card must be shown when entering buses, checking out media materials, making up tests, gaining entrance to school activities and athletic events, and when entering or leaving the school for any purpose including non-attendance days of blended learning classes. Students without an ID card must obtain a replacement ID card or lanyard immediately upon entering the building. Lost ID cards must be replaced at the student's expense. Below are the procedures for obtaining a new and/or temporary ID card:

New ID: The student or parent will purchase a new ID card through the District Webstore. After purchasing, a new ID will be printed out and delivered to the student at one of their classes within 24 hours of the purchase. A student may need to obtain a temporary ID card in the morning until a new ID is delivered.

Temporary ID: The student must report to their Pod to receive a temporary ID upon entering the building.

PLEASE NOTE: Students with temporary ID cards **WILL NOT** be allowed to leave campus during the school day.

Further disciplinary consequences will apply for failure to properly wear and display the current ID card.

Locker Assignments

Lockers are owned and maintained by the school and students are granted use of lockers solely in accordance with these regulations.

1. If a student's locker is not working properly, it is the student's responsibility to report the problem to a school secretary immediately.
2. The only items that may be placed in lockers are articles of clothing, school books or supplies relating to school use, lunches and personal items which the student is legally entitled to have in their possession.
3. The school is not responsible for lost or stolen property.
4. No lock other than a school-supplied lock may be used. Any other locking device is subject to removal and destruction without notice.
5. Students should make sure gym lockers are locked at all times.
6. Students have no reasonable expectation of privacy in the lockers assigned to them.
7. Students may not display or store inappropriate or illegal materials in their lockers.
8. Opening another student's locker or locker tampering of any kind may result in disciplinary action.

School lockers are subject to random search, without notice or consent. Individual lockers may be searched where there is reasonable suspicion to do so. Additional information regarding locker searches is available under the "Search and Seizure" section of this Handbook and a copy of Board Policy 7:140, *Search and Seizure*, can be found on the District's website or obtained by calling the District 158 Administrative Office at (847) 659-6158.

Lost and Found

Students who find lost articles are asked to take them to the Lost and Found area located in the UNV Office where the owner can claim them. Cell phones or other valuables should be turned into the Main Office.

Messages and Dropping Off Items for Students

Delivering messages to students during class time is disruptive to the teaching and learning process. With this in mind, parents are urged to reserve such requests only for serious emergency situations. Arranging for medical appointments, transportation requests, or family activities is best done before school. If an urgent and necessary message must be sent to your child, please call (847) 659-6600.

Occasionally, students may forget homework or other school related items and may ask that you drop these items off. Please note that we will not interrupt classroom instruction to call the student down. The item should be left on the table inside the Main Entrance for your child to pick up.

Off Campus Privileges

HHS has a closed campus for Freshman and Sophomores. In order to leave campus, Juniors and Seniors must have an Off Campus Authorization form signed and submitted by a parent. In addition, students may only leave with a current school ID;

temporary IDs will not be accepted for off campus privileges. Off campus privileges may be restricted due to any infractions. Students who choose to leave must leave the campus. Sitting in vehicles in the parking lot is prohibited.

Juniors and Seniors will be permitted to leave campus during blended classes when not required to be in the classroom. Students who are permitted to leave must leave and return to the building through Door #1. Students are required to show their student ID card upon re-entry. Students choosing to leave during this time must leave the campus. Sitting in vehicles in the parking lot is prohibited. Any abuse of this privilege, related truancies, or tardies, community disruptions, overdue detentions, etc., may result in having privileges revoked.

Freshmen and Sophomores are **not** permitted to leave campus for lunch or blended classes and must remain on campus during the lunch period and blended classes when not required to be in the classroom. Any Freshman or Sophomore who leaves the campus during a lunch period will be considered absent without authorization and will receive disciplinary consequences.

Prohibited Personal Items

Personal items that students may not bring to school include, but are not limited to, cards (playing, trading, magic, etc.), electronic games, matches, lighters, fireworks, over the counter and prescription medications.

Public Display of Affection

Students should demonstrate respect for themselves and others by governing themselves in a manner appropriate for a public place. A public display of affection is defined as displays of affection that are embarrassing or offensive to a reasonable student and/or adult. Excessive public displays of affection may be considered harassment or aggressive behavior and refusal to comply with staff enforcement of the policy is considered insubordination.

Respect for Property

Students are to respect the property of others including that of students, staff and school. School issued materials such as textbooks, lab materials, etc. are on loan to students. Any damage or replacement costs are the student's responsibility. Student storage areas are school property and are to be used only for the purpose of storing books, notebooks, lunches, coats, etc. These areas are subject to search by school authorities.

Signs, Posters, Handbills, and Publications

Posting signs and posters or distributing handbills, leaflets, and publications is prohibited without administrator approval. This may be completed in the Dean's office. All publications, posters, signs, etc. should be school appropriate. Appeals and questions regarding denial of the distribution or posting of material may be first heard by the Building Principal or designee and then by the District Administration.

Smoking

All District 158 buildings and grounds are smoke-free environments, which includes, but is not limited to, e-cigarettes, vapes, or any other smoking devices. This includes all after school activities and school-related events. Students found in the possession of or act of using tobacco/smoking products are subject to school discipline and police action.

Teacher Availability

Teachers are available before and after school for student or parent consultation and assistance. In addition, teachers have daily preparation periods which may be used for this purpose. Students or parents who wish to speak with a staff member should contact the teacher by phone or email using the Staff Directory, available on the school website.

Trespassing

Suspended students are not permitted to be on campus or at school sponsored activities, either on or off campus, without specific permission from the Building Principal's office. Failure to obtain permission may result in arrest for trespassing and/or appropriate school consequences.

Students in the building during non-school times must receive prior permission or be subject to a charge of trespass. Students should not be in the school building after school is dismissed unless participating in an extracurricular activity, meeting with a teacher for academic reasons, or for an assigned detention. Loitering can result in disciplinary action or possible arrest for trespassing.

Absences, Attendance, and Tardies

School attendance is one of the most important tasks of a student. ~~Regular school attendance is a prerequisite for academic success.~~ Accordingly, all students are expected to be present in all scheduled classes every school day unless absent for a valid reason.

Absences

For students who are required to attend school there are two types of absences: excused and unexcused. The school may require documentation explaining the reason for the student's absence. The school administrator is the final decision maker as to whether an absence is Excused or Unexcused. Parents are required to notify the school by calling the Attendance Office at (847) 659-6611 on days when your child will be absent. The attendance phone number is available 24 hours per day, 7 days per week. **If a phone call or note is not received by the Attendance Office within 24 hours of the absence, the student will be marked as an unexcused absence.** Students and parents are reminded that class participation grades may be adversely affected by a student's absence. Participation grades may weigh heavily in the determination of final grades.¶

Students who are excessively absent from school or who skip classes may face the loss of their privilege to participate in athletics and extracurricular activities. In addition, students who are excessively absent, skip classes, and/or arrive late to school will also be subject to the loss of parking privileges and other disciplinary consequences. The school seeks the cooperation of parents in the matter of school attendance and punctuality.

Excused Absences (EA)

1. Illness of the student
2. Mental or Behavioral Health Days – Students may utilize up to five mental or behavioral health days *per school year*. After use of the second mental or behavioral health day, the student may be referred to the appropriate school support personnel.
3. Death in the immediate family
4. Family emergency
5. Religious holiday observance
6. Attending a military honors funeral to sound TAPS
7. A student will be excused for up to 5 days in cases where the student's parent is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat-support postings.
8. Court appearance
9. Work or school sponsored activity approved by the school
10. Voting in a local, State, or federal election
11. College Visitation Days - Must be taken before May 1. A signed verification from the college or institution must be provided to excuse the absence as a college visit. Failure to follow the correct procedure will result in the absence being included as an excused day of absence by the parent. Only the day of the college visit can be excused under the "College Visit" (CV) excuse code. Days required to travel for a college visit do not count as excused absences.

Unexcused Absences (UA)

- All other absences are Unexcused.
- Tardies (late to school/class), vacations, and cultural trips are Unexcused Absences.

Consequences for Unexcused Absences per Semester

1st: Warning
2nd: Lunch Detention
3rd: Lunch Detention
4th: After School Detention
5th: After School Detention
6th: Dean Meeting and Privileges Revoked
7th: Saturday Detention
8th: Counselor Meeting
9th: Parent and Dean Meeting (online or in-person)
10th: Choice of 5 Social Action Hours or 1 In-School Intervention (ISI)
11th: Choice of 5 Social Action Hours or 1 In-School Intervention (ISI)
12+: In-School Intervention (ISI) with Restorative Circle

Consequences for Being Tardy per Semester

1st: Warning
2nd: Lunch Detention
3rd: Lunch Detention
4th: Lunch Detention
5th: After School Detention
6th: After School Detention
7th: Dean Meeting and Privileges Revoked

8th: Saturday Detention
9th: Parent and Dean Meeting (online or in-person) and Saturday Detention

Procedure for Communicating Absences

In the event of any absence, the student's parent is required to call the school before school begins to explain the reason for the absence. If a call has not been made to the school to report the student's absence by the start of the day, a school official will call the home or your place of employment to verify the absence. The purpose of this procedure is to determine if your child has arrived safely. If the parent cannot be contacted, the student will be required to submit a signed note from the parent explaining the reason for the absence. Failure to do so shall result in an unexcused absence. Upon request of the parent, the reason for the absence will be kept confidential.

Parents are required to notify the school by calling the Attendance Office at (847) 659-6611 on days when your child will be absent. The attendance phone number is available 24-hours per day, 7 days per week. **If a phone call or note is not received by the Attendance Office within 24 hours of the absence, the student will be marked as an unexcused absence.** Students and parents are reminded that class participation grades may be adversely affected by a student's absence. Participation grades may weigh heavily in the determination of final grades.

Students who are excessively absent from school or who skip classes may face the loss of their privilege to participate in athletics and extracurricular activities. In addition, students who are excessively absent, skip classes, and/or arrive late to school will also be subject to the loss of parking privileges and other disciplinary consequences. The school seeks the cooperation of parents in the matter of school attendance and punctuality.

A student may not be on campus for any reason on a day they have been reported absent unless they have made arrangements with administration to do so. If there is a medical reason for missing school (and Physical Education) due to an extended illness/condition, a doctor's note will be required based on the nurse's recommendation (typically every six weeks). All notes should be turned into the Health Office.

Make-Up Work

If a student's absence is excused or if a student is suspended from school, he/she will be permitted to make up all missed work, including homework and tests, for equivalent academic credit. Generally speaking, students will have one day per day absent to make-up work. Students are urged to request missed school work in a timely manner when absent from school.

Make-Up Work Following Excused Absences

- Students are expected to communicate with their teachers and take necessary steps to complete any missed assignments. In certain instances, arrangements for make-up work are made collaboratively before the absence occurs. Students are allotted one class period beyond the number of days missed to submit make-up work for full credit, with the exception of longstanding assignments. **Longstanding assignments, such as projects or essays with a duration of at least two weekends, are exempt from this policy.** For instance, if a student misses the due date for a research paper, the make-up policy does not apply, and the assignment remains due upon the student's return. In such cases, the continuity of long-term teacher instruction and planning takes precedence.
- When a student is suspended from school, they are responsible for contacting their teachers to obtain assignments. Full credit is granted for work completed during in-school intervention. To receive credit for missed work during either in-school intervention or out-of-school suspension, all completed homework must be submitted on the first day back to class. Additionally, any missed tests or quizzes must be made up promptly upon the student's return. The aim of make-up work is to maintain a continuous learning experience for the student. However, teachers are not obliged to arrange special labs or activities for make-up purposes.

Make-Up Work Following Unexcused Absences

- Students who are unexcused from any class are expected to make arrangements with the teacher to make-up any missed work within 48 hours of the absence. Failure to make these arrangements may result in the student receiving NO CREDIT for all homework, tests, quizzes, or projects that were completed or collected the day of the unexcused absence. The decision whether an absence is excused or unexcused is at the discretion of the Building Principal or designee. In addition, students who are marked unexcused forfeit the opportunity for remediation following completion of the assignment missed.

Illnesses

If your child will be absent because of illness, you are required to call the school by the beginning of the school day and report the absence *each* day. If your child is absent and we do not receive a call, we will call you at home or your place of employment to verify the absence. The purpose of this procedure is to determine if your child has arrived safely to school.

During a long-term illness, a parent may call on the first day and notify the office of the anticipated length of the absence. After three consecutive days of illness, a written excuse from a doctor is required for an absence to be considered excused. If you are unable to take your student to the doctor, your student can be seen and excused by the school health office and they will determine if the student meets the definition for being too sick to be at school. A doctor's note and/or school health office verification will change the absence code to "Medical Verification" for attendance purposes. If a pattern of non-attendance has been established by the building administrator, a written excuse from a doctor and/or school health office verification of illness may be required as part of a student's individualized attendance plan.

Family Emergencies

A student may be excused for extenuating circumstances such as a family emergency. The following examples do not constitute a family emergency and would therefore be recognized as an Unexcused Absence:

- Errands, which could be scheduled when a student is not required to be in school
- Oversleeping
- Car trouble
- Leaving school without receiving proper authorization
- Missing the bus
- Being tardy to school without a valid excuse (as defined by the State of Illinois)

Release Time for Religious Instruction & Observation

A student will be released from school, as an excused absence, to observe a religious holiday or for religious instruction. The student's parent must give written notice to the Building Principal at least five (5) calendar days before the student's anticipated absence(s).

Students excused for religious reasons will be given an opportunity to make up all missed work, including homework and tests, for equivalent academic credit.

Release Time for Voting

A student may be excused for up to two hours to vote in a local, State, or federal election, provided the student presents their voter registration to their Dean and discusses the absence with their Dean in advance.

After School, Co-Curricular, or Extra-Curricular Activities Attendance Requirements

Attendance is a factor in a student's eligibility to participate in extra-curricular activities. A student must be present at least the second-half of the school day. A student must be present at school a minimum of five (5) hours to be eligible for participation in after school, co-curricular, or extra-curricular activities such as athletics, concerts, presentations, plays, musicals, trips, etc. If a student goes home ill during the day, that student becomes ineligible for participation in any after school, co-curricular, or extra-curricular activities that day.

A student may not be on campus for any reason on a day they have been reported absent unless they have made arrangements with administration to do so. If there is a medical reason for missing school (and Physical Education), due to an extended illness/condition, a doctor's note will be required based on the nurse's recommendation. All notes should be turned into the Health Office.

Medical Appointments: A student who has a medical appointment that may cause absence from school for more than one-half of the school day may still be eligible to participate that day. This would be recorded in PowerSchool as MV (Medically Verified). To assure eligibility, arrangements should be made ahead of time with the school administrator (Activities Director, Athletic Director as applicable).

Absence Due to Participation in School-Sponsored Activity: A student's absence from school due to participation in school-sponsored activities or trips will be recorded in PowerSchool as SA (school activity), and the student remains eligible to participate in after school, co-curricular, and/or extracurricular activities.

In-School Intervention/Suspended Students: A student who is serving an in-school suspension (ISS) or an out-of-school suspension (OSS) is ineligible to participate in any school-related activities on the days of the intervention or suspension.

Truancy

A parent who knowingly and willfully permits a child to be truant is in violation of State law. Student attendance is critical to the learning process. Truancy is therefore a serious issue and will be dealt with in a serious manner by the school and District.

Students who miss more than 1% but less than 5% of the prior 180 regular school days without valid cause (a recognized excuse) are truant. Students who miss 5% or more of the prior 180 regular school days without valid cause are chronic truants. Students who are chronic truants will be offered support services and resources aimed at correcting the truancy issue. If chronic truancy persists after support services and other resources are made available, the school and District will take further action, including:

- Referral to the truancy officer
- Reporting to officials under the Juvenile Court Act
- Referral to the State's Attorney
- Appropriate school discipline

A student who misses 15 consecutive days of school without valid cause and who cannot be located OR, after exhausting all available support services, cannot be compelled to return to school is subject to withdrawal from school.

Diagnostic Procedures for Identifying Student Absences and Support Services to Truant or Chronically Truant Students

State law requires every school district to collect and review its chronic absence data and determine what systems of support and resources are needed to engage chronically absent students and their families to encourage the habit of daily attendance and promote success. This review must include an analysis of chronic absence data from each attendance center. Any student who has 10% or more absences of the school days each month will receive a letter or phone call home to discuss attendance and determine if there is a need to develop a plan of support. A meeting may be set with the family and school to determine if further absences would be marked unexcused without documentation for the remainder of that trimester.

Furthermore, State law provides that school districts are encouraged to provide a system of support strategies to students who are at risk of reaching or exceeding chronic absence levels. Districts are also encouraged to make resources available to families such as those available through the State Board of Education's Family Engagement Framework to support and engage students and their families to encourage heightened school engagement and improved daily school attendance.

"Chronic absence" means absences that total 10% or more of school days of the most recent academic school year, including absences with and without valid cause, and out-of-school suspensions.

The school and District use the following diagnostic procedures for identifying the causes of unexcused student absences: Interviews with the student, the student's parent(s) and any school officials who may have information about the reasons for the student's attendance problems. Supportive services to truant or chronically truant students include: parent conferences, student counseling, family counseling, and information about existing community services.

Extended Absences

For planned absences, parents should notify the academic team and office in writing in advance. This can be done through the "Extended Student Absence Form."

While such absences are discouraged, alternative assignments may be provided, when possible, as long as teachers have sufficient notice. Please review the District calendar to view days of non-attendance and if possible, schedule appointments and vacations on these dates.

Absence Due to Participation in School Sponsored Activities

A student's absence from school due to participation in school-sponsored activities or trips will be recorded in PowerSchool as ***SA*** (school activity). Students will be allowed to make up all missed work if they have contacted their teacher prior to the school activity absence. Students will also be permitted to participate in after school, co-curricular, and/or extracurricular activities.

~~*Excused by Parent Absences*~~¶

~~A parent may excuse up to 7 absences per class period, per semester. This includes prearranged vacation absences. Upon the 8th and subsequent absence, medical verification must be provided to the Attendance Office or the absence will be recorded as unexcused and no credit for work will be given. The following types of absences are excluded from this policy: religious holidays, family emergency, doctor verified illness or appointment, and prearranged absences.~~¶

~~*Planned Absences*~~¶

~~For planned absences, such as family vacations during the school year, parents should notify the academic team and office in writing in advance. While such absences are discouraged, makeup work will be provided as long as teachers have sufficient notice. Please review the District calendar to view days of non-attendance and if possible, schedule appointments and vacations on these dates.~~¶

~~*Release Time for Religious Instruction/Observation*~~¶

~~A student will be released from school, as an excused absence, because of religious reasons, including to observe a religious holiday, for religious instruction, or because the student's religion forbids secular activity on a particular day or time of day. The student's parent must give written notice to the Building Principal at least five (5) calendar days before the student's anticipated absence. Students excused for religious reasons will be given an opportunity to make up any missed work, including homework and tests.~~¶

Release Time for Voting¶

A student may be excused for up to two hours to vote in a local, State, or federal election, provided the student presents their voter registration to their Dean and discusses the absence with their Dean in advance.¶

Single Period Class Callouts

In order to have an absence be excused, other than Juniors and Seniors leaving during their lunch period, students must have permission from administration and their parent prior to leaving. When students do leave, they must sign out in the Attendance Office and leave the campus. Parent excusals for a single class period while remaining on campus are not permitted. Failure to follow these procedures will result in the absence being recorded as unexcused. Students returning to school before the end of the day must sign in at the Attendance Office.

Acceptable Absences¶

Examples of absences that may be excused include, but are not limited to:¶

12. Illness of the student¶
13. Mental or Behavioral Health Days – Students may utilize up to five mental or behavioral health days *per school year*. After use of the second mental or behavioral health day, the student may be referred to the appropriate school support personnel.¶
14. Death in the immediate family¶
15. Family Emergency¶
16. Religious holiday observance¶
17. Attending a military honors funeral to sound TAPS¶
18. A student will be excused for up to 5 days in cases where the student's parent is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support postings.¶
19. Court appearance¶
20. Work or school sponsored activity approved by the school¶
21. Voting in a local, State, or federal election¶
22. College Visitation Days - Must be taken before May 1. A signed verification from the college or institution must be provided to excuse the absence as a college visit. Failure to follow the correct procedure will result in the absence being included as an excused day of absence by the parent. Only the day of the college visit can be excused under the "College Visit" excuse code. Days required to travel for a college visit do not count, but may be excused by a parent.¶

Unexcused Absences¶

Examples of absences that cannot be excused include, but are not limited to:¶

- Oversleeping¶
- Car trouble or missing the bus¶
- Student absence without a parent phone call or note within 24 hours¶
- Student not attending a scheduled class¶
- Leaving school without receiving proper authorization¶

Consequences for Unexcused Absences per Semester¶

1st: Warning¶
2nd: Lunch Detention¶
3rd: Lunch Detention¶
4th: After School Detention¶
5th: After School Detention¶
6th: Dean Meeting and Privileges Revoked¶
7th: Saturday Detention¶
8th: Counselor Meeting¶
9th: Parent and Dean Meeting (online or in-person)¶
10th: Choice of 5 Social Action Hours or 1 In-School Intervention (ISI)¶
11th: Choice of 5 Social Action Hours or 1 In-School Intervention (ISI)¶
12+: In-School Intervention (ISI) with Restorative Circle¶

Students may also lose privileges, such as parking privileges, blended privileges, study hall exemption, late arrival or early release privileges, and participation in Homecoming activities, other dances, and Prom. No parent callouts will be accepted for students who have lost off campus privileges (either temporarily or permanently) without administration approval.

Withdraw Fail for Unexcused Absences

If a student has received consequences for unexcused absences from the same class on five occasions, any subsequent absence may result in being dropped from that class with the grade of WF - Withdraw Fail and placed in a study hall. Removal from multiple classes may result in a recommendation for an alternative placement.

Tardy to School or Class

A student is tardy when they are not in their classroom when the tardy bell rings. If a student is tardy to a class, they must report to the closest HERO location for a pass to class. Excessive tardiness may result in additional consequences.

~~*Consequences for Being Tardy per Semester*~~

~~1st: Warning~~
~~2nd: Lunch Detention~~
~~3rd: Lunch Detention~~
~~4th: Lunch Detention~~
~~5th: After School Detention~~
~~6th: After School Detention~~
~~7th: Dean Meeting and Privileges Revoked~~
~~8th: Saturday Detention~~
~~9th: Parent and Dean Meeting (online or in-person) and Saturday Detention~~

~~*Truancy*~~

~~Student attendance is critical to the learning process. Truancy is therefore a serious issue and will be dealt with in a serious manner by the school and District.~~

~~Students who miss more than 1% but less than 5% of the prior 180 regular school days without a valid recognized excuse are truant. Students who miss 5% or more of the prior 180 regular school days without valid cause are chronic truants. Students who are chronic truants will be offered support services and resources aimed at correcting the truancy issue.~~

~~If chronic truancy persists after support services and other resources are made available, the school and District will take further action, including:~~

- ~~Referral to the truancy officer~~
- ~~Reporting to officials under the Juvenile Court Act~~
- ~~Referral to the State's Attorney~~
- ~~Appropriate school discipline~~

~~A student who misses 15 consecutive days of school without valid cause and who cannot be located or, after exhausting all available support services, cannot be compelled to return to school is subject to expulsion from school. A parent or guardian who knowingly and willfully permits a child to be truant is in violation of State law.~~

~~*Diagnostic Procedures for Identifying Student Absences and Support Services to Truant or Chronically Truant Students*~~

~~State law requires every school district to collect and review its chronic absence data and determine what systems of support and resources are needed to engage chronically absent students and their families to encourage the habit of daily attendance and promote success. This review must include an analysis of chronic absence data from each attendance center. Any student who has 10% or more absences of the school days each month will receive a letter or phone call home to discuss attendance and determine if there is a need to develop a plan of support. A meeting may be set with the family and school to determine if further absences would be marked unexcused without documentation for the remainder of that trimester.~~

~~Furthermore, State law provides that school districts are encouraged to provide a system of support strategies to students who are at risk of reaching or exceeding chronic absence levels. Districts are also encouraged to make resources available to families such as those available through the State Board of Education's Family Engagement Framework to support and engage students and their families to encourage heightened school engagement and improved daily school attendance.~~

~~"Chronic absence" means absences that total 10% or more of school days of the most recent academic school year, including absences with and without valid cause, and out-of-school suspensions.~~

~~The school and District use the following diagnostic procedures for identifying the causes of unexcused student absences: Interviews with the student, the student's parent(s) and any school officials who may have information about the reasons for the student's attendance problems. Supportive services to truant or chronically truant students include: parent conferences, student counseling, family counseling, and information about existing community services.~~

Academic Misconduct

I. Definitions of Academic Misconduct

A. **Scholastic Dishonesty**
A breach of the standards of academic integrity including all forms of academic cheating (e.g., plagiarism, collusion, falsifying academic records, intentionally providing work to another student) and any other act designed to give unfair academic advantage to a student.

B. **Cheating**
Any attempt to defraud, deceive, or mislead the teacher and/or school administration in arriving at an honest evaluation of learning. Cheating includes aiding other students in cheating, as well as the inappropriate use of technology that transmits data. Cheating includes the theft, damage, sale, and/or distribution of course materials.

C. **Plagiarism**
A form of cheating that involves presenting as one's own, the ideas or work of another. Plagiarism is not a question of intent. Any use of the content or style of another's intellectual product without proper recognition of the source constitutes plagiarism.

D. **Furnishing False Information**
Writing an exam or term paper for another student; soliciting another person to take an exam or write a paper for one's own class; submitting the same work in more than one course; or representing oneself as another person.

II. Academic Misconduct Procedure

When an incident of academic misconduct is suspected, the teacher will take reasonable action to establish whether it actually occurred and then contact the student and parent. After giving the student notice of the allegation(s) and an opportunity to explain their actions, the teacher will send a discipline referral to the Dean who will investigate the incident with the Department Chair. If it is determined that academic misconduct has occurred, the Dean will assign disciplinary actions, including, but not limited to, referral to the student's Problem Solving Team, restorative practices, and academic consequences.

III. Consequences for Academic Misconduct

First Occurrence
The student is given the following credit for work that is submitted and assessed accordingly:

- 50% credit for formative work
- 70% credit for summative work
- Dean's consequence (detention through in-school intervention)
- The Dean will refer the student to the Problem Solving Team and add restorative practices, as appropriate.

Subsequent Occurrences

1. The student is given 0% credit for formative or summative work.
2. If there are no further incidents of academic misconduct by the end of the grading term, the student can appeal to the teacher to resubmit/retake the assessment. The student will receive a 60% passing grade on the assessment. If they score below 60%, they will receive a replacement grade.
3. Dean's consequence (detention through in-school intervention). The Dean will refer the student to the Problem Solving Team and add restorative practices, as appropriate.

Consequences for academic misconduct may be cumulative throughout the student's educational career. The consequences for violating this policy are separate from, and in addition to, those assigned for violating school rules, other District policies, and the law. Furthermore, this policy in no way limits the authority of the administration or Board of Education to impose other or additional consequences in accordance with school rules and District policies.

Behavior and Discipline

Effective discipline is necessary if a school is to function in the most constructive manner for students. Through good discipline and self-control, students can work with the school to form a productive partnership. Good discipline requires

teamwork and is the combined responsibility of students, parents, and staff. **Students are responsible for following all school rules and regulations, as well as all District policies, while attending any school-sponsored activity**.

SCHOOL CODE OF CONDUCT

In order to support our students, parents, staff members, and school community, we want to take this opportunity to review our practices and expectations related to student conduct, including behavioral and social-emotional supports, behavioral interventions and discipline. The Code of Conduct is a multi-layered system that will require work by all stakeholders across all school and home settings to help our students with their social and emotional as well as academic needs. We want to create an environment where all stakeholders are aware of anc actively engage in their roles and responsibilities.

Parent-Teacher Advisory Committee

Per Policy 2:150, This committee shall assist in the development of student behavior policy and procedures, and provide information and recommendations to the Board. Its members may consist of parents/guardians, teachers, administrators and board members. Additional participants, whose expertise or experiences are needed, may be invited to participate in various meetings that are geared to specific topics. (For example when discussing school bus safety policies, transportation staff may be included.) The committee reviews such issues as administering medication in schools, reciprocal reporting between the School District and local law enforcement agencies, student discipline/handbooks, disruptive classroom behavior, school bus safety procedures and the dissemination of student conduct information.

Per Policy 7:190, The Superintendent, with input from the parent-teacher advisory committee, shall prepare disciplinary rules implementing the District's disciplinary policies. These disciplinary rules shall be presented annually to the Board for its review and approval.

We Believe:

To support our learners' Social, Emotional, and Academic, & Behavior skills, we believe and understand the following:

1) Our school community will learn and behave at their best when they feel connected, cared for, and valued.
2) The purpose of discipline is to teach skills that empower learners to change their behaviors over time. If you expect it, you must teach it. Discipline is a meaningful response.
3) Learners will be empowered to be actively involved in identifying what went wrong and how they can help fix it.
4) Kids do well if they can. Challenging behaviors communicate unmet needs and/or areas where skills may be lacking which results in a need to determine the cause.
5) Dysregulated learners (learners who are having difficulty managing or regulating emotions and behaviors) need the supportive presence of a regulated adult to return to a regulated state.
6) A strong foundation in every school environment maximizes learners' access to instructional time and fosters a sense of belonging for all.
7) Proactively teaching social, emotional, and behavioral skills should be intentionally integrated across all environments and all aspects of learning.
8) Exclusionary forms of discipline (suspension, expulsion, and removal from the learning environment) can produce negative outcomes in students, schools, districts, and communities and therefore must be carefully used when intended to keep all learners safe.
9) It's important for us to work towards a shared understanding by using clear and specific language when discussing our thoughts and beliefs about social, emotional, and behavioral skills. This approach helps create a fair and inclusive system that supports all learners.
10) High expectations can be met for all learners when we appreciate, respect, and respond to the diverse needs within our schools and district. This ensures that each child receives the necessary support to reach their full academic and social potential.

We expect:

- Students to attend school each day, be conscientious in classroom work and take full advantage of the educational opportunities available
- Students, staff and families to build and sustain authentic, positive and meaningful relationships
- Student, staff and families to demonstrate civility and respect for one another and hold each other to high expectations
- Students, staff and families to all contribute to the safety of the learning environment for all
- Students to respect other people's property and exercise proper care when using public facilities and equipment
- Students to establish personal and educational goals with teachers, counselors, and family, and work consistently toward the achievement of your goals
- Students to be aware of the expectations for student behavior and accept personal responsibility for functioning successfully within these guidelines

We will:

- Implement strategies and supports that all students, staff and families to feel safe
- Promote a positive school comm
- Provide staff with the resources necessary to help with the implementation of this plan
- Partner with families to provide information for outside resources

Problem-Solving Suggestions for Students

- Talk with your parent about possible solutions
- Calmly discuss any issues with the teacher when other students are not present. This removes the pressure on both of you.
- If the matter is not resolved, talk with a trusted faculty member, Counselor, Dean, Associate Principal, or the Building Principal

Problem-Solving Suggestions for Parents

- Be sure of the facts. Although it may be difficult for you not to take sides, try to see the whole picture
- Contact the person with whom your child is having the problem
- If possible, include your child in conferences with teachers, Counselors, the Dean, Associate Principal, Building Principal, and other school personnel to help find solutions together
- Before you leave a conference, **be sure you understand** what is expected of you and your child and what the school staff will try to do
- Set a specific time when communication by phone or letter will be made on your child's progress

All violations of the school disciplinary policy will be maintained in the student's temporary record file.

Multi-Tiered Systems of Support Framework

Huntley 158 utilizes a Multi-Tiered System of Support (MTSS) framework to foster a positive learning environment and focuses on supporting the whole child.

MTSS is a term used to describe an evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. All students are part of MTSS, including students with disabilities, as part of their education. In MTSS, integrated instruction and intervention is delivered in varying intensities (multiple tiers) based on student need. "Need-driven" decision-making seeks to ensure that district resources reach the appropriate levels to accelerate the performance of ALL students to achieve and/or exceed proficiency levels.

Tier 1 - Universal Interventions are what all students receive. This Tier focuses on the implementation of the district's core curriculum and is aligned with the Illinois Social Emotional Learning Standards.

Tier 2 - Secondary Interventions are what some students receive in addition to TIer 1 instruction. These services are more concentrated and are targeted interventions for small groups.

Tier 3 - Tertiary Interventions are what a few students receive. This is the most intense level of intervention a school can provide a student through the MTSS model. These services are typically provided to a very small group and/or one on one.

Restorative Practices

Huntley 158 uses Restorative Practices in our schools, which helps to shift the focus to building relationships among school community members and helps move away from a punitive mindset when there is conflict. Restorative Practices are NOT a replacement for a system of consequences or a code of conduct. Restorative Practices are not intended to remove accountability for students. Students who have broken school rules or harmed other school community members are still held accountable for their actions and may receive traditional consequences **alongside** restorative solutions or in conjunction with restorative practices.

Discipline of Special Education Students

The District will comply with the Individuals With Disabilities Education Improvement Act of 2004 and the Illinois State Board of Education's Special Education rules when disciplining special education students. No special education student shall be expelled if the student's particular act of gross disobedience or misconduct is a manifestation of the student's disability. However, all students must conform to the Student Behavior policies as outlined in this Handbook.

Additional information regarding discipline of students with disabilities is located in the Special Education section of this handbook.

Aggressive Behavior

Illinois law requires school districts to notify the parent of a child who demonstrates behaviors that put the student at risk for aggressive behavior. Board Policy 7:190, *Student Behavior*, prohibits a student while at school or a school-related activity from: (1) engaging in any kind of behavior that causes physical or psychological harm to someone else, and/or (2) urging other students to engage in such conduct.

Bullying, Intimidation, Harassment, Hazing, and Sexting

Bullying, intimidation, harassment, hazing, and sexting 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

Bullying is defined as: (1) an act that is repetitive in nature (similar behavior occurring more than once); (2) creates a power imbalance (by size, age, numbers or emotionally); or (3) is intended to hurt the victim (socially, emotionally, or physically).

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, ~~sex,~~ sexual orientation, ~~gender identity,~~ gender-related identity or expression, ~~ancestry, age, religion, physical or mental disability,~~ order of protection status, ~~status of being homeless, immigration status, or actual or potential marital or parental status, including pregnancy,~~ 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 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, 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.

Bullying includes *cyberbullying* 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 which can reasonably be expected to have one or more of the following effects:

1. Placing the student or students in reasonable fear of harm to their 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 ability to participate in or benefit from the services, activities, or privileges provided by the school.

Students who feel they have been bullied should report the incident by:

1. Contacting the Complaint Manager or other administrator, counselor, teacher, or social worker
2. Using the ***Huntley High School Student Helpline***: (815) 889-0575
3. Using the District Bullying Report form found on the District website.
4. Following the process outlined in Board Policy 2:260, *Uniform Grievance Procedure*, and this Handbook.

At its discretion, the District may make referrals of students who have demonstrated bullying behaviors to counselors or mental health professionals. Students determined to have committed an act of bullying may face disciplinary consequences up to and including a recommendation of expulsion, as well as possible referral to the appropriate law enforcement agency for criminal charges.

Questions or concerns should first be discussed with the staff member closest to the situation. It is always best to follow the chain of command to ensure that all parties involved are properly informed of the situation. Parents should expect a response from the staff member or their designee within 24 hours to discuss the concern. If no contact has been made, please proceed to the next step in the chain.

Teacher or Trusted Adult

↓

Counselor or Social Worker

↓

Dean

↓

Associate Principal

↓

Building Principal

↓

Assistant Superintendent

↓

Superintendent

Information Hotlines:

District Tip Line: (815) 889-0584

National Suicide Prevention and Crisis Lifeline: Dial 988

Huntley High School Student Helpline: (815) 889-0575

Board Policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment* is available on the District website or a copy may be obtained by calling the District 158 Administrative Office at (847) 659-6158.

Harassment

It is the policy of District 158 to provide an educational environment free of verbal, physical, or other conduct or communications constituting harassment. No person, including an employee or student, shall harass, intimidate, or bully a student on the basis of actual or perceived race, color, ~~nationality,~~ sex, national origin, ancestry, physical appearance, socioeconomic status, academic status, pregnancy, parenting status, homelessness, age, marital status, sexual orientation, ~~gender identity,~~ gender-related identity or expression, ~~ancestry, age, religion, physical or mental disability,~~ order of protection status, ~~status of being homeless, immigration status, marital status, pregnancy,~~ association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic.

Sexual harassment of students is prohibited. Sexual harassment means sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual or sex-based nature, imposed on the basis of sex, that:

1. Denies or limits the provision of educational aid, benefits, services, or treatment, or that makes such conduct a condition of a student's academic status; or
2. Has the purpose or effect of:
   a. Substantially interfering with a student's educational environment;
   b. Creating an intimidating, hostile, or offensive educational environment;
   c. Depriving a student of educational aid, benefits, services, or treatment; or
   d. Making submission to or rejection of such conduct the basis for academic decisions affecting a student.

The terms intimidating, hostile, and offensive include conduct that has the effect of humiliation, embarrassment, or discomfort. Examples of sexual harassment include touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, and spreading rumors related to a person's alleged sexual activities. The term sexual violence includes a number of different acts. Examples of sexual violence include, but are not limited to, rape, sexual assault, sexual battery, sexual abuse, and sexual coercion.

Students are encouraged to report claims or incidences of sexual harassment to the Non-Discrimination Coordinator or Complaint Manager. Any student who believes they are being harassed may file a complaint by using the process outlined in Board Policy 2:269, *Uniform Grievance Policy*, and this Handbook, or can **report harassment anonymously by utilizing the Huntley High School Student Helpline at (815) 889-0575.**

A student's good faith action in reporting harassment will not result in any adverse actions against the complainant. However, if a student or witness is found to have made an intentionally false report of harassment, the student or witness shall be subject to discipline.

Board Policy 7:20, *Harassment of Students Prohibited,* is available on the District website and a copy may be obtained by calling the District 158 Administrative Office at (847) 659-6158.

Hazing

Soliciting, encouraging, aiding, or engaging in hazing is prohibited. Hazing means any intentional, knowing, or reckless act directed to or required of a student for the purpose of being initiated into, affiliating with, holding office in, or maintaining membership in any group, organization, club, or athletic team whose members are or include other students.

Sexting

Sexting is defined as an electronic transfer of any material that depicts an individual or multiple individuals fully or partially nude or engaged in any sexual or lewd conduct. Electronic transfers include those made via computer or any other electronic communications device including cell phones and other handheld devices. It is a violation of Illinois law for anyone to possess or electronically transfer material that depicts a minor fully or partially nude or engaged in any sexual or lewd conduct. Further, it is against District policy for any student—minor or above the legal age of consent—to partake in sexting or be in possession of any image procured through sexting. The District prohibits students from engaging in sexting,

including possessing sexually explicit photographs, videos, or images on any electronic device regardless of whether the depiction violates State law. Any electronic device may be searched upon reasonable suspicion of sexting. All students involved in sexting may be disciplined. In all cases where sexting is suspected, school administrators may contact the police.

Conduct Motivated by Prohibited Discrimination

Conduct motivated in whole or in part by prohibited discrimination may be subject to increased disciplinary measures where determined to be appropriate by the administration. The Board of Education may also consider whether the conduct was motivated in whole or in part by prohibited discrimination when determining whether to expel a student based on such conduct.

Prohibited discrimination means conduct based upon actual or perceived race, color, ~~race, nationality,~~ religion, sex, national origin, ~~sexual orientation,~~ ancestry, ~~age,~~ 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, or ~~status of being homeless, immigration status,~~ order of protection status~~, actual or potential marital or parental status, or pregnancy~~.

Board Policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited,* is available on the District website or a copy may be obtained by calling the District 158 Administrative Office at (847) 659-6158.

Dangerous Weapons

Board Policy 7:190, *Student Behavior*, prohibits the possession or the assistance of possession of weapons on school grounds, at any school activity, on school transportation vehicles, or in any designated school transportation waiting area. A student who is determined to have brought one of the following objects to school, any school-sponsored activity or event, any activity or event that bears a reasonable relationship to school, onto school transportation or to a designated school bus stop, shall be expelled for a period of at least one calendar year but not more than two calendar years:

1. A *firearm*, meaning any gun, rifle, shotgun, or weapon as defined by Section 921 of Title 19 of the United States Code (18 U.S.C. §921), firearm as defined in Section 1.1 of the Firearm Owners Identification Card Act (430 ILCS 65/), or firearm as defined in Section 24-1 of the Criminal Code of 1961 (720 ILCS 5/24-1).
2. A knife, brass knuckles, or other knuckle weapon regardless of its composition, a billy club, or any other object if used or attempted to be used to cause bodily harm, including *look-alikes* of any *firearm* as defined above.

Nothing in this section shall prevent the administration or the Deans from determining that an object not listed in paragraphs one or two is or is not intended to be used as a weapon, and assigning an appropriate penalty in accordance with the Behavior and Discipline section of this Handbook.

The expulsion requirement under either paragraph one or two above may be modified by the Superintendent, and the Superintendent's determination may be modified by the Board on a case-by-case basis. Any item determined to have been possessed, used, transferred, or controlled in violation of this policy will be confiscated and retained by school officials, and either turned over to a parent at the end of the school year, or to the appropriate local law enforcement agency.

Board Policy 7:190, *Student Behavior*, is available on the District website and a copy may be obtained by calling the District 158 Administrative Office at (847) 659-6158.

Gang and Gang-Related Activity

The Board of Education affirms its position that schools in District 158 shall provide an orderly place for learning. Board Policy 7:190, *Student Behavior*, prohibits students from engaging in gang activity on school property or at any activity associated with or under the general guidance of school authorities. Gangs are defined as any group of two or more persons who associate with each other primarily for criminal, disruptive and/or other activities prohibited by law and/or by the District's policies, rules, and regulations.

No student:

1. Shall wear, possess, use, distribute, display or sell any clothing, jewelry, emblem, badge, symbol, sign or other insignia which is evidence of membership or affiliation with any gang.
2. Shall draw gang graffiti or distribute gang related literature.
3. Shall use any speech, either verbal or non-verbal (such as gestures or hand-shakes), or act in furtherance of gang activity.
4. Shall solicit others for membership in any gang.
5. Shall request any person to pay protection or otherwise intimidate or threaten any person.
6. Shall commit any other illegal act or other violation of District policies in furtherance of gang related activities.
7. Shall incite other persons to inflict physical violence against any other person.

8. Shall participate in any activity that could be interpreted as relating to gangs or gang activity.

Penalties for Violations:

Any student found to have violated this policy shall be guilty of gross misconduct. All gang related paraphernalia or materials will be confiscated. Violation of this policy may result in disciplinary measures up to and including 10-days suspension with consideration for expulsion, and referral to appropriate law enforcement agency if a violation of the law is involved.

Board Policy 7:190, *Student Behavior*, is available on the District website and a copy may be obtained by calling the District 158 Administrative Office at (847) 659-6158.

Teen Dating Violence Prohibited

Engaging in teen dating violence that takes place at school, on school property, at school-sponsored activities, or in vehicles used for school-provided transportation is prohibited. For purposes of this policy, the term *teen dating violence* occurs whenever a student who is 13 to 19 years of age uses or threatens to use physical, mental, or emotional abuse to control an individual in the dating relationship; or uses or threatens to use sexual violence in the dating relationship.

The Superintendent or designee shall develop and maintain a program to respond to incidents of teen dating violence.

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

Board Policy 7:185, *Teen Dating Violence Prohibited,* is available on the District website and a copy may be obtained by calling the District 158 Administrative Office at (847) 659-6158.

SCHOOL CODE OF CONDUCT¶

Expectations for Behavior¶

- Attend school each day, be conscientious in classroom work and take full advantage of the educational opportunities available¶
- Respect yourself and the rights of others¶
- Respect other people's property and exercise proper care when using public facilities and equipment¶
- Establish personal and educational goals with teachers, counselors, and family, and work consistently toward the achievement of your goals¶
- Be aware of the expectations for student behavior and accept personal responsibility for functioning successfully within these guidelines¶

Problem-Solving Suggestions for Students¶

- Talk with your parent about possible solutions¶
- Calmly discuss any issues with the teacher when other students are not present. This removes the pressure on both of you.¶
- If the matter is not resolved, talk with a trusted faculty member, Counselor, Dean, Associate Principal, or the Building Principal¶

Problem-Solving Suggestions for Parents¶

- Be sure of the facts. Although it may be difficult for you not to take sides, try to see the whole picture¶
- Contact the person with whom your child is having the problem¶
- If possible, include your child in conferences with teachers, Counselors, the Dean, Associate Principal, Building Principal, and other school personnel to help find solutions together¶
- Before you leave a conference, **be sure you understand** what is expected of you and your child and what the school staff will try to do¶
- Set a specific time when communication by phone or letter will be made on your child's progress¶

All violations of the school disciplinary policy will be maintained in the student's temporary record file.¶

Discipline of Special Education Students¶

The District will comply with the Individuals With Disabilities Education Improvement Act of 2004 and the Illinois State Board of Education's Special Education rules when disciplining special education students. No special education student shall be expelled if the student's particular act of gross disobedience or misconduct is a manifestation of the student's disability. However, all students must conform to the Student Behavior policies as outlined in this Handbook.¶

Additional information regarding discipline of students with disabilities is located in the Special Education section of this handbook.¶

Disciplinary Measures¶

Potential disciplinary measures include, without limitation, any of the following: ¶

1. Verbal warning¶
2. Notifying parent(s)¶
3. Disciplinary conference¶
4. Withholding of privileges¶
5. Temporary removal from the classroom¶
6. Lunch or teacher detention¶
7. Return of property or restitution for lost, stolen, or damaged property¶
8. Restorative Practices strategies¶
9. After-school or Saturday detention¶
10. In-school intervention¶
11. Seizure of contraband, confiscation and temporary retention of personal property that was used to violate Board Policy or school disciplinary rules¶
12. Suspension of bus riding privileges¶
13. Suspension/Removal of Parking Pass¶
14. Out-of-school suspension¶
15. Expulsion ¶
16. Notifying juvenile authorities or other law enforcement¶
17. Other disciplinary action as deemed appropriate by the administration¶

Level I Behavior¶

Level I offenses involve minor misbehavior by the student which interferes with orderly classroom, school, school-related, or bus procedures. Such misbehavior can usually be handled by any individual staff member but sometimes requires the intervention of an administrator. Example include, but are not limited to:¶

- Dress code violation¶
- Lying¶
- Disturbing a class¶
- Failing to clean up lunch litter¶
- Non-defiant failure to carry out directions¶
- Using abusive language/profanity¶
- Failure to comply with the "Good Neighbor Rule": Students must enter/exit the Harmony Road Campus via the authorized Harmony Road entrances/access points¶

Level I Consequences¶

There is immediate intervention by the staff member who is supervising the student or who observes the misbehavior. Repeated misbehavior requires a referral to a Dean. A proper and accurate record of the offense and disciplinary action will be maintained by the staff member. Possible consequences include, but are not limited to:¶

- Verbal warning¶
- Notifying parent(s)¶
- Disciplinary conference¶
- Withholding of privileges (parking, off campus, extracurricular, etc.)¶
- Temporary removal from the classroom¶
- Lunch or teacher detention¶
- Return of property or restitution for lost, stolen, or damaged property¶
- After-school or Saturday detention¶
- Seizure of contraband, confiscation and temporary retention of personal property that was used to violate Board Policy or school disciplinary rules¶
- Suspension of bus riding privileges¶
- Other disciplinary action as deemed appropriate by the administration¶
- Restorative Practices: If a student engages in inappropriate behavior, they have the option to participate in activities to repair any harm created as a replacement for or in addition to traditional disciplinary consequences when determined appropriate by the student's Dean¶

Level II Behavior¶

Level II offenses involve misbehavior, which because of its frequency or seriousness disrupts the learning climate or the safety of the bus. The infractions, which usually result from repeated instances of LEVEL I misbehavior, require the intervention of the Dean because the execution of LEVEL I disciplinary consequences has failed to correct the situation. Also included in this level are misbehaviors that do not represent a direct threat to the health and safety of others, but which

cause educational consequences serious enough to require corrective action on the part of the Dean, Associate Principal, or Building Principal. Examples include, but are not limited to:¶

- Repeated instances of unmodified Level I misbehavior¶
- Being absent from detention¶
- Cell phone use in unacceptable areas¶
- Leaving campus without permission¶
- Being outside of the building without permission¶
- Disrespectful, insubordinate, or uncooperative behaviors¶
- Driving and/or parking violations¶
- Forging notes or misrepresenting phone calls¶
- Harassing/disrupting another student's educational progress¶
- Loitering in washrooms, hallways, parking lots or unauthorized areas¶
- Possessing, using or sharing an ID or pass in a fraudulent manner¶
- Refusing to identify self when asked to do so by a staff member or administrator¶
- Public displays of affection¶
- Inappropriate behavior on the bus¶
- Engaging in academic misconduct¶

Level II Consequences¶

The student will be referred to a Dean for appropriate disciplinary action. The Dean will meet with the student and/or teacher and decide on appropriate action. The teacher will be informed of the Dean's action. A proper and accurate record of the offense and disciplinary action will be maintained by the Dean. Possible consequences include, but are not limited to:¶

- Verbal warning¶
- Notifying parent(s)¶
- Disciplinary conference¶
- Withholding of privileges (parking, off campus, extracurricular, etc.)¶
- Temporary removal from the classroom¶
- Lunch or teacher detention¶
- Return of property or restitution for lost, stolen, or damaged property¶
- Loss of parking privileges¶
- Loss of credit on assignments¶
- After-school or Saturday detention¶
- In-school intervention (ISI)¶
- Seizure of contraband, confiscation and temporary retention of personal property that was used to viole the policy or school disciplinary rules¶
- Suspension of bus riding privileges¶
- Notifying juvenile authorities, law enforcement, or other outside agencies¶
- Other disciplinary action as deemed appropriate by the administration¶
- Signed Attendance Plan agreement between the student and school designed to improve attendance¶
- Signed Behavior Plan between the student and school designed to improve behavior¶
- Restorative Practices: If a student engages in inappropriate behavior, they may have the option to participate in activities to repair any harm created as a replacement for or in addition to traditional disciplinary consequences when determined appropriate by the student's Dean¶

Level III Behavior¶

Level III offenses involve acts directed against persons or property but whose consequences do not seriously endanger the health and safety of others in the school or on the bus. Corrective measures which the school should undertake, however, depend on the extent of the school's resources for remediating the situation in the best interest of all students. Examples include, but are not limited to:¶

- Continuation of unmodified Level II misbehavior¶
- Aggressive behavior which includes behavior without physical contact¶
- Fighting (see individual accountability)¶
- Harassment, Bullying, or Hazing¶
- Making threats, directly and indirectly, including making an explicit threat on an Internet website against a school employee, a student, or any school-related personnel, if the Internet website through which the threat was made on a website that was accessible within the school at the time the threat was made, or was available to third parties who worked or studied within the school grounds at the time the threat was made, and the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual(s) because of their duties or employment status, or as a student inside the school¶

- Profanity directed to staff¶
- Gross insubordination, disobedience, miscond includes any behavior which is flagrant or excessive in nature. It is also any conduct, behavior, or activity as defined by Board of Education policies, which cause, or may reasonably cause, school authorities to forecast substantial injury or disruption or material interference with school activities or the rights of other students or school personnel¶
- Theft of property (less than $500 total value) may result in criminal charges, in addition to any punishment imposed by the District¶
- Obtaining control over stolen property (possession of stolen property) knowing the property to have been stolen or under circumstances as would reasonably induce a person to believe that the property was stolen is considered theft (720 ILCS 5/16-1)¶
- Consuming, having consumed, or exhibiting intent to consume an illegal substance including marijuana or any marijuana derivative¶
- Gambling or wagering where money or material belongings are exchanged¶
- Trespassing¶
- Vandalism¶
- Use or discharge of mace¶
- Involvement in fraternities, sororities, or other secret societies¶
- Possession and/or use of tobacco products including, but not limited to, look-alike tobacco products, electronic cigarettes, chewing tobacco, herbal cigarettes, and/or alternative nicotine products on school property or at a school sponsored event¶
- Inappropriate use of electronic resources¶
- Unauthorized access to virtual classrooms, district-used software programs, and other miscellaneous electronic disruptions¶
- Safety breach by letting others into the building through unauthorized entrances¶
- **Individual Accountability**: Students who provoke, or encourage any activity that is in violation of the student handbook, which may include, but is not limited to:¶
    - fighting, theft, etc.¶
    - recording or distributing footage, but not limited to, photographs, video, audio clips, etc.¶

Students will be held accountable for their actions. Consequences may include, but are not limited to, an out-of-school suspension.¶

Level III Consequences¶

The Dean initiates disciplinary action by investigating the infraction and conferring with staff on the extent of the consequences. The Dean meets with the student about the student's misconduct and the resulting disciplinary action. Parents and appropriate law enforcement officials may be contacted. A proper and accurate record of offenses and disciplinary actions will be maintained by the Dean. **In the event that any type of contraband (vapor devices, cigarettes, drugs, etc.) is discovered as part of an investigation, it will be retained by the school and may be turned over to the police for destruction.** ¶

Possible consequences include, but are not limited to:¶

- Withholding of privileges (parking, off campus, extracurricular, etc.)¶
- Temporary removal from the classroom¶
- Lunch or teacher detention¶
- Return of property or restitution for lost, stolen, or damaged property¶
- After-school or Saturday detention¶
- In-school intervention (ISI)¶
- Seizure of contraband, confiscation and temporary retention of personal property that was used to violate Board Policy or school disciplinary rules¶
- Suspension of bus riding privileges¶
- Out-of-school suspension¶
- Notifying juvenile authorities or other law enforcement officials¶
- Other disciplinary action as deemed appropriate by the administration¶
- Restorative Practices: If a student engages in inappropriate behavior, they may have the option to participate in activities to repair any harm created as a replacement for or in addition to traditional disciplinary consequences when determined appropriate by the student's Dean¶

Level IV Behavior¶

Level IV offenses involve actions which may or do result in violence to another's person or property, or violation of students' rights which may p0ose a direct threat to the safety or security of others in school or on the bus. These acts may be criminal and are so serious that they always require administrative actions which may result in the immediate removal of the student

from school, the possible intervention of law enforcement officials, and possible action by the Board of Education. Examples include, but are not limited to:¶

- Continuation of unmodified Level III misbehavior¶
- Arson, Assault/battery, Bomb threat, Extortion, False fire or disaster alarms¶
- Theft of property ($500 or more total value) may result in felony criminal charges, in addition to any punishment imposed by the District¶
- Attempt to breach secured electronic information or resources¶
- Using, possessing, or participating in a plan to possess, sell or distribute illegal substances (drugs, marijuana, marijuana derivatives, look-alike drugs, alcohol, drug or marijuana paraphernalia, or other intoxicating substances) as described in District 158 Board Policy 7:190, *Student Behavior*. ¶
- Possessing and/or using pyrotechnics or other flammable materials¶
- Possessing, using, or transferring dangerous or look-alike weapons¶
- Hazing that endangers the mental and physical health or safety of another person¶
- Gang activity¶
- Inappropriate communication through electronic devices including, but not limited to, "sexting" threats, implied, direct, or indirect¶

Level IV Consequences¶

The Dean will verify the offense, confer with the staff involved, and meet with the student and parent(s). The student may be immediately removed from the school environment. School officials may contact a law enforcement agency and assist in prosecuting the offender. A complete and accurate report will be submitted to the Superintendent for consideration and possible recommendation to the Board of Education for expulsion. Any of the infractions that are highlighted above in Level IV behavior, may result in suspension from school (up to 10 days), a recommendation to the Board of Education for expulsion (up to 2 years), and police notification and possible involvement. **In the event that any type of contraband (vapor devices, cigarettes, drugs, etc.) is discovered as part of an investigation, it will be retained by the school and may be turned over to the police for destruction.** ¶

Possible consequences include, but are not limited to:¶

- Withholding of privileges (parking, off campus, extracurricular, etc.)¶
- Return of property or restitution for lost, stolen, or damaged property¶
- In-school intervention (ISI)¶
- Seizure of contraband, confiscation and temporary retention of personal property that was used to violate Board Policy or school disciplinary rules¶
- Suspension of bus riding privileges¶
- Out-of-school suspension¶
- Notifying juvenile authorities or other law enforcement officials¶
- Other disciplinary action as deemed appropriate by the administration¶
- Restorative Practices: If a student engages in inappropriate behavior, they may have the option to participate in activities to repair any harm created as a replacement for or in addition to traditional disciplinary consequences when determined appropriate by the student's Dean

Student Code of Conduct Matrices

The matrix below outlines student behaviors and corresponding levels of interventions or consequences that may be implemented in response to those behaviors. The list of behaviors and interventions/consequences is meant to be illustrative and non-exhaustive, and will not necessarily be implemented in progressive order. All interventions and consequences will be determined on a case-by-case basis and will take into consideration the developmental level of the student(s) involved. The matrix serves as a tool for administrators to respond appropriately when students have committed serious violations, per the Student Code of Conduct. This tool is designed to offer consistency at all levels across the District so that the students receive interventions and consequences fairly from school to school when their behaviors require.

BEHAVIOR CODES	INCIDENT TYPE (SUB-CODES)	LEVEL	INCIDENT DEFINITIONS	POTENTIAL RESPONSES
	Academic Misconduct: Daily work	1	Copying a peer's homework or practice activities in an attempt to defraud, deceive, or mislead the teacher and/or school administration in arriving at an honest evaluation of learning.	Teacher Managed

BEHAVIOR CODES	INCIDENT TYPE (SUB-CODES)	LEVEL	INCIDENT DEFINITIONS	POTENTIAL RESPONSES
	Academic Misconduct: Cheating-Distribution	2	Aiding other students in cheating, soliciting another person to take an exam or write a paper, as well as the theft, damage, sale, and/or distribution of course materials.	Apology Conference with student Detention - with Office Explicit instruction of appropriate replacement behavior Loss of Privilege/Social Probation Parent Contact - Phone Call Parent/Student Conference Referral to counselor/social worker Restorative Practices Technology Restrictions
	Academic Misconduct: Cheating-Plagiarism	2	A form of cheating that involves presenting graded/assessed work as one's own, the ideas or work of another. Plagiarism is not a question of intent. Any use of the content or style of another's intellectual product without proper recognition of the source constitutes plagiarism. Includes the inappropriate use of technology that transmits data and the use of AI-created composition as a substitute for original thoughts.	Apology Conference with student Detention - with Office Explicit instruction of appropriate replacement behavior Loss of Privilege/Social Probation Parent Contact - Phone Call Parent/Student Conference Referral to counselor/social worker Technology Restrictions
Alcohol	Alcohol: In the presence of use and/or distribution	2	Student is knowingly in the presence of a peer who is using and/or distributing alcohol on school grounds and/or at school events and does not remove himself when given the opportunity.	Conference with student In-school Suspension Parent Contact - Phone Call Search of student and/or locker
	Alcohol: Possession and/or use (ISBE)	3	Student is under the influence or in possession of alcohol on school grounds and/or at school events	Behavior contract Conference with student In-school Suspension Law Enforcement Agency Referral Loss of Privilege/Social Probation Out-of School Suspension Parent Contact - Phone Call Referral to drug/alcohol counseling Search of student and/or locker
	Alcohol: Distribution (ISBE)	3	Student is giving out/sharing/selling alcohol to students or others on school grounds and/or at school events.	Behavior contract Conference with student Expulsion In-school Suspension Law Enforcement Agency Referral Out-of School Suspension Parent Contact - Phone Call Referral to counselor/social worker Referral to drug/alcohol counseling Search of student and/or locker

BEHAVIOR CODES	INCIDENT TYPE (SUB-CODES)	LEVEL	INCIDENT DEFINITIONS	POTENTIAL RESPONSES
Arson	Arson	3	Destruction of school property resulting from student use of fire regardless of intent or level of property damage	Behavior Contract Change of schedule Contact and/or referral to any other applicable outside agencies Expulsion In-school and/or Out-of School Suspension Law Enforcement Agency Referral Loss of Privilege/Social Probation Referral to counselor/social worker Safety plan developed Search of student and/or locker
Bullying	Conflict	1	Pattern of offending behavior where the student(s) is engaging in peer conflict with another student but shares equal power (physical/social), there is an equal emotional reaction and ownership over the conflict	Teacher managed May become leadership managed based on context
	Bullying	3	Board Policy 7.180: Bullying includes cyber-bullying and means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following: 1. Placing the student or students in reasonable fear of harm to the student's or students' person or property; 2. Causing a substantially detrimental effect on the student's or students' physical or mental health; 3. Substantially interfering with the student's or students' academic performance; or 4. Substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school. Bullying may take various forms, including without limitation one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive. Cyberbullying means bullying through the use of technology or any electronic	Behavior Contract Change of schedule Class Removal Safety plan Expulsion Explicit Instruction of appropriate replacement behavior In-school and/or out-of-school suspension Law Enforcement Agency Referral Loss of Privilege/Social Probation Parent Contact Conference with student Restorative Practices Support / counseling services

BEHAVIOR CODES	INCIDENT TYPE (SUB-CODES)	LEVEL	INCIDENT DEFINITIONS	POTENTIAL RESPONSES
			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. Cyberbullying 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. Cyberbullying 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. In order for an incident to be deemed "bullying" a trained investigator must complete a full investigation and deem the situation "founded".	
Dress Code	Dress Code: Minor	1	A student's appearance that disrupts the educational process but easily corrected at the classroom level	Classroom Managed
	Dress Code: Health/Safety	2	A student's appearance that disrupts the educational process or compromises standards of health, and safety. Clothing that draws attention or interferes with the ability to identify or communicate with students OR clothing that includes print and pictures of items that are illegal to minors.	Conference with student Explicit Instruction of appropriate replacement behavior Parent Contact
Drug Offenses	Drug Offenses: In the presence of use and/or distribution	2	Student is knowingly in the presence of a peer who is using and/or distributing illegal drugs, controlled substances, drug-related paraphernalia, prescription drugs not prescribed, or inhalants on school grounds and/or at school events and does not remove self when given the opportunity	Conference with student Loss of Privilege/Social Probation Parent Contact Search of student and/or locker

BEHAVIOR CODES	INCIDENT TYPE (SUB-CODES)	LEVEL	INCIDENT DEFINITIONS	POTENTIAL RESPONSES
	Drug Offenses (ISBE): Possession and/or use	3	Student is under the influence or in possession of illegal drugs, look-alike drugs, drug-related paraphernalia, controlled substances, prescription drugs not prescribed, or inhalants or other controlled substances on school grounds and/or at school events	Athletic Suspension Behavior contract Law Enforcement Agency Referral Conference with student Expulsion In-school and/or out-of-school suspension Referral to drug/alcohol counseling Referral to counselor/social worker Loss of Privilege/Social Probation Parent Contact Restorative Practices Search of student and/or locker
	Drug Offenses (ISBE): Distribution	3	Student is giving out/sharing/selling illegal drugs, look-alike drugs, drug-related paraphernalia, controlled substances, prescription drugs not prescribed, or inhalants or other controlled substances to students or others on school grounds and/or at school events.	Athletic Suspension Behavior contract Conference with student Expulsion In-school and/or out-of-school suspension Law Enforcement Agency Referral Loss of Privilege/Social Probation Parent Contact Referral to counselor/social worker Referral to drug/alcohol counseling Restorative Practices Search of student and/or locker
Falsification of Information	Falsification of Information	2	Delivering false or misleading information on a document and/or in the course of a school investigation or staff inquiry. Includes falsifying records or signatures, impersonation of another individual over electronic communication (phone, email)	Athletic Suspension Behavior contract Conference with student In-school and/or out-of-school suspension Law Enforcement Agency Referral Loss of Privilege/Social Probation Parent Contact Referral to counselor/social worker Restorative Practices Search of student and/or locker
Gang-Related	Gang-Related: Paraphernalia	2	Displaying gang symbols or paraphernalia	Behavior contract Change of schedule Class Removal Expulsion In-school and/or out-of-school suspension Loss of Privilege/Social Probation Parent Contact Conference with student Search of student and/or locker
	Gang-Related: Activity	3	Being involved in gangs or gang-related activities (Board Policy 7:190) where two or more individuals who use common symbols, identifiers or behavior, and/or	Athletic Suspension Behavior contract Conference with student Expulsion

BEHAVIOR CODES	INCIDENT TYPE (SUB-CODES)	LEVEL	INCIDENT DEFINITIONS	POTENTIAL RESPONSES
			who assemble to conduct illegal activity or violation of school policies and/or intimidate individuals or groups.	In-school suspension Law Enforcement Agency Referral Loss of Privilege/Social Probation Out-of-school suspension Parent Contact Referral to counselor/social worker Restorative Practices Search of student and/or locker
Harassment	Harassment	3	Board Policy 7:20: Harass, intimidate, or bully a student on the basis of actual or perceived: race; color; national origin; military status; unfavorable discharge status from military service; sex; sexual orientation; gender identify; gender-related identity or expression; ancestry; age; religion; physical or mental disability; order of protection status; status of being homeless; actual or potential marital or parental status, including pregnancy; association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic. Harassing, intimidating conduct, or bullying whether verbal, physical, sexual, or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above. In order for an incident to be deemed "harassment" a trained investigator must complete a full investigation and deem the situation "founded".	Investigation conducted Behavior Contract Change of schedule Class Removal Safety plan Expulsion Explicit Instruction of appropriate replacement behavior In-school and/or out-of-school suspension Law Enforcement Agency Referral Loss of Privilege/Social Probation Parent Contact Conference with student Restorative Practices Support / counseling services
Insubordination/ Non-compliance	Insubordination/ Non-compliance: Low Intensity and/or Duration	1	Failure to act in accordance with given expectation or directive with increasing impact on learning environment (learning of the student and/or other students). Student engages in inappropriate verbal and/or non-verbal interruption to the environment that is low in duration and/or intensity.	Teacher Managed

BEHAVIOR CODES	INCIDENT TYPE (SUB-CODES)	LEVEL	INCIDENT DEFINITIONS	POTENTIAL RESPONSES
	Insubordination/ Non-compliance: High Intensity and/or Duration	2	Prolonged refusal, refuses redirects, loss of instructional time Student engages in inappropriate verbal and/or non-verbal interruption to the environment that is high in duration and/or intensity	Class Removal Conference with student Detention - with Office In-school and/or Out-of School Suspension Loss of Privilege/Social Probation Parent Contact Referral to counselor/social worker Restorative Practices
	Insubordination/ Non-compliance: Gross Misconduct	3	Interferes with the regular operation of the school building or event. Includes indecent exposure, behavior that requires crisis plan to be activated and/or refusal to follow directions in crisis response situations, as well as calling emergency without an emergency (pulling fire alarm, calling 911)	Athletic Suspension Behavior contract Class Removal Conference with student Detention - with Office Expulsion In-school and/or Out-of School Suspension Loss of Privilege/Social Probation Parent Contact Peer Mediation Referral to counselor/social worker Restorative Practices Safety Plan
Language	Language: Non-directional swearing	1	Incidental swearing / nonverbal gesturing not directed at another person.	Teacher Managed
	Language: Directional swearing	2	Swearing / nonverbal gesturing or other abusive language directed at another person.	Behavior Contract Class Removal Conference with student Explicit Instruction of appropriate replacement behavior Loss of Privilege/Social Probation Parent Contact Referral to counselor/social worker Restorative Practices
	Language: Non-directional inflammatory or sexual language	2	Incidental use of inflammatory language / nonverbal gesturing or sexual language / nonverbal gesturing not directed at another person	Behavior Contract Conference with student Detention - with Office Explicit Instruction of appropriate replacement behavior In-school and/or Out-of School Suspension Parent Contact Referral to counselor/social worker

BEHAVIOR CODES	INCIDENT TYPE (SUB-CODES)	LEVEL	INCIDENT DEFINITIONS	POTENTIAL RESPONSES
	Language: Directional inflammatory or sexual language	3	Language and nonverbal gesturing, including sexual language and nonverbal gesturing, that does or could cause to alienate an individual related to protected class status covered under Illinois code. Could include, but is not limited to hate speech OR descriptions, racial slurs, slang terminology and/or labels commonly understood to be offensive, demeaning or derogatory.	Conference with student Detention - with Office In-school and/or Out-of School Suspension Law Enforcement Agency Referral Loss of Privilege/Social Probation Parent Contact Referral to counselor/social worker Restorative Practices
Location	Location: Failure to report to designated area on time	1	Failure to report on time to designated area	Teacher Managed
	Location: Unassigned area	2	Hiding in unsupervised area, in unassigned location, leaving an assigned area without permission in the school building, misuse of pass, entering school property without authorization (trespassing) Elopement in school building.	Class Removal Conference with student Detention - with Office In-school and/or Out-of School Suspension Loss of Privilege/Social Probation Parent Contact
	Location: Off campus	3	Failing to report to school building or leaving school building without permission. Elopement off campus.	Behavior contract Change of schedule Conference with student In-school and/or Out-of School Suspension Loss of Privilege/Social Probation Parent Contact Safety Plan
Property	Property: Misuse	1	Wasting materials or resources or using property in a way not intended. Includes not cleaning up after self. Does not include property damage.	Teacher Managed
	Property: Vandalism/Damage	3	Damage or destruction that occurs as a result of ignoring expectations. May require professional cleaning, repair or replacement. May disrupt the normal operations of the building. May include behavior that requires emergency response plan to be activated.	Behavior contract Change of schedule Conference with student Detention - with Office Expulsion In-school and/or Out-of School Suspension Law Enforcement Agency Referral Loss of Privilege/Social Probation Parent Contact Referral to counselor/social worker Restitution Restorative Practices Safety Plan Support / counseling services

BEHAVIOR CODES	INCIDENT TYPE (SUB-CODES)	LEVEL	INCIDENT DEFINITIONS	POTENTIAL RESPONSES
Public Display of Affection	Public Display of Affection: Minor	1	Any consensual physical contact that includes kissing of any kind or for any length of time, having a student's arm/hands around another student's waist or any other body part, (head, neck, etc.), sitting between the legs of another student, rubbing up against another student	Teacher Managed
	Public Display of Affection: Major	2	Consensual groping of body parts, sexual activity	Behavior contract Class Removal Conference with student Explicit Instruction of appropriate replacement behavior In-school and/or Out-of School Suspension Loss of Privilege/Social Probation Parent Contact Referral to counselor/social worker Restorative Practices
Technology	Technology: Off-task or inappropriate purpose	1	Use of technology for off-task or inappropriate purpose	Teacher Managed
	Technology: Disruptive-School Issued Device	2	Use of school-issued devices or access to accounts that disrupts access to the learning of self and/or others	Class Removal Conference with student Detention - with Office In-school and/or Out-of School Suspension Loss of Privilege/Social Probation Parent Contact Referral to counselor/social worker
	Technology: Disruptive - Personal Device	2	Use of personal devices (cell phone, watch, tablet, Airpod, other) or access to accounts that disrupts access to the learning of self and/or others	Class Removal Conference with student Detention - with Office In-school and/or Out-of School Suspension Loss of Privilege/Social Probation Parent Contact Referral to counselor/social worker
	Technology: Privacy or Acceptable Use Policy (AUP)	3	Any communication/media that includes sending, distributing, or viewing of unauthorized recording of videos and pictures with or without consent. This includes pornographic images (including sexting), violent images or materials that violate the rights of a protected class, and explicit language. This includes posting media of this nature on social media using school devices, personal devices, and/or infrastructure as well as to organize illegal activity, engage in illegal	Behavior Contract Conference with student Expulsion Law Enforcement Agency Referral Loss of Privilege/Social Probation In-school and/or Out-of School Suspension Referral to counselor/social worker Parent Contact Restorative Practices

BEHAVIOR CODES	INCIDENT TYPE (SUB-CODES)	LEVEL	INCIDENT DEFINITIONS	POTENTIAL RESPONSES
			activity, or purchase illegal items.	
	Technology: Infrastructure	3	Hacking, modification, or damage of the technology infrastructure of the district such as the wireless network and servers. Attempts to breach secured electronic information or resources.	Behavior Contract Conference with student Expulsion In-school and/or Out-of School Suspension Law Enforcement Agency Referral Loss of Privilege/Social Probation Parent Contact Referral to counselor/social worker Restorative Practices
Theft	Theft: Personal Property	2	Entering an individual's personal space or property (desk, bag, purse, locker, car etc.) to take an item of value.	Behavior Contract Conference with student Detention - with Office Explicit Instruction of appropriate replacement behavior Expulsion In-school and/or Out-of School Suspension Loss of Privilege/Social Probation Parent Contact Referral to counselor/social worker Restitution
	Theft: School Property	3	Stealing materials belonging to the school	Conference with student Detention - with Office Explicit Instruction of appropriate replacement behavior In-school and/or Out-of School Suspension Law Enforcement Agency Referral Loss of Privilege/Social Probation Parent Contact Referral to counselor/social worker Restitution
Threat Communicated	Threat: Communicated to Individual	3	Communication of a threat through any form (included but not limited to verbal, non-verbal, social media, written)	Apology Behavior Contract Class Removal Conference with student Expulsion Law Enforcement Agency Referral Loss of Privilege/Social Probation In-school and/or Out-of School Suspension Parent Contact Referral to counselor/social worker Restorative Practices Peer Mediation Safety Plan Developed Threat Assessment

BEHAVIOR CODES	INCIDENT TYPE (SUB-CODES)	LEVEL	INCIDENT DEFINITIONS	POTENTIAL RESPONSES
	Threat: Communicated to Group	3	Communication of a threat through any form (included but not limited to verbal, non-verbal, social media, written)	Apology Behavior Contract Class Removal Conference with student Expulsion Law Enforcement Agency Referral Loss of Privilege/Social Probation In-school and/or Out-of School Suspension Parent Contact Referral to counselor/social worker Restorative Practices Peer Mediation Safety Plan Developed Threat Assessment
	Threat: Communicated with Access to Weapon	3	Communication of a threat including mention of weapon through any form (included but not limited to verbal, non-verbal, social media, written)	Conference with student Expulsion In-school and/or Out-of School Suspension Safety Plan Developed Parent Contact Referral to counselor/social worker Threat Assessment
Tobacco	Tobacco: In the presence of use and/or distribution	2	Student is knowingly in the presence of a peer who is using and/or distributing tobacco, nicotine products, and/or vaping-related paraphernalia on school grounds and/or at school events and does not remove self when given the opportunity	Behavior Contract Conference with student Loss of Privilege/Social Probation Parent Contact Referral to counselor/social worker
	Tobacco: (ISBE) Possession and/or use	3	Student is under the influence of or in possession of tobacco, nicotine, look-alike product, and/or vaping-related paraphernalia on school grounds and/or at school events	Behavior Contract Conference with student Loss of Privilege/Social Probation In-school and/or Out-of School Suspension Parent Contact Referral to drug/alcohol counseling Referral to counselor/social worker
	Tobacco: (ISBE) Distribution	3	Student is giving out/sharing/selling tobacco products, nicotine products, look-alike product, and/or vaping-related paraphernalia to peers on school grounds and/or at school events	Behavior Contract Conference with student Loss of Privilege/Social Probation In-school and/or Out-of School Suspension Parent Contact Referral to drug/alcohol counseling Referral to counselor/social worker

BEHAVIOR CODES	INCIDENT TYPE (SUB-CODES)	LEVEL	INCIDENT DEFINITIONS	POTENTIAL RESPONSES
Violence With Serious Physical Injury	Violence With Serious Physical Injury: Physical Aggression (ISBE)	3	Serious one-sided physical contact (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.) where either the offender(s) or victim(s) require off-site professional medical attention for extreme physical pain, protracted and obvious disfigurement, protracted loss or impairment of the function of a bodily member, organ, or faculty, or substantial risk of death. Sexual violence where either the offender(s) or victim(s) require off-site professional medical attention.	Apology Class Removal Conference with student Expulsion In-school and/or Out-of School Suspension Loss of Privilege/Social Probation Law Enforcement Agency Referral Parent Contact Referral to counselor/social worker Restorative Practices
	Violence With Serious Physical Injury: Physical Fighting	3	Mutual physical fight where either the offender(s) or target(s) require off-site professional medical attention for extreme physical pain, protracted and obvious disfigurement, protracted loss or impairment of the function of a bodily member, organ, or faculty, or substantial risk of death.	Apology Class Removal Conference with student Expulsion Loss of Privilege/Social Probation Law Enforcement Agency Referral In-school and/or Out-of School Suspension Parent Contact Referral to counselor/social worker Restorative Practices
Violence Without Serious Physical Injury/Physical Aggression	Inappropriate physical contact	1	Physical contact that is not serious but is inappropriate and unwelcomed.	Teacher Managed
	Violence without Serious Physical Injury (ISBE): Physical Aggression with or without minor injury	2	Student engages in one-sided actions involving physical contact that is aggressive in nature (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.). It may include minor injury where either the offender(s) or victim(s) require school-based medical attention (not off-site professional medical attention)	Behavior Contract Class Removal Conference with student In-school and/or Out-of School Suspension Law Enforcement Agency Referral Loss of Privilege/Social Probation Parent Contact Referral to counselor/social worker Restorative Practices
	Violence without Serious Physical Injury (ISBE): Physical Fighting with or without minor injury	3	Mutual physical fight where the offender(s) or target(s) do not require off-site professional medical attention, regardless of intent. ("Professional medical attention" may include the school nurse but not for minor care that any staff member could provide.)	Conference with student In-school and/or Out-of School Suspension Law Enforcement Agency Referral Loss of Privilege/Social Probation Parent Contact Referral to counselor/social worker Restorative Practice

BEHAVIOR CODES	INCIDENT TYPE (SUB-CODES)	LEVEL	INCIDENT DEFINITIONS	POTENTIAL RESPONSES
	Violence without Serious Physical Injury (ISBE): Serious sexual contact	3	Serious, non-accidental, and non-consensual physical contact of a sexual nature (e.g., groping, intimating sexual acts, touching private areas, exposing other's private areas) where the offender(s) or target(s) do not require professional medical attention. ("Professional medical attention" may include the school nurse but not for minor care that any staff member could provide.). Includes any intentional contact with private areas of an individual, regardless of intent.	Behavior Contract Conference with student Explicit instruction of appropriate replacement behavior Expulsion In-school and/or Out-of School Suspension Loss of Privilege/Social Probation Parent Contact Referral to counselor/social worker
Weapon	Weapon: Possession of Minor Weapon	2	Possession of a tool is readily capable of causing harm as determined by school administration but does not meet the state definition of a dangerous weapon. This could include pocket knives with blades less than 2.5 inches	Behavior Contract Conference with student Expulsion In-school and/or Out-of School Suspension Loss of Privilege/Social Probation Parent Contact Safety Plan Developed Search of student and/or locker
	Weapon: (ISBE) Possession of Dangerous - Other	3	Student possesses dangerous weapon or realistic-looking fake dangerous weapon (does not include firearms) A device, instrument, material, or substance that is readily capable of causing death or serious bodily injury, except a firearm.	Conference with student Expulsion In-school and/or Out-of School Suspension Parent Contact Referral to counselor/social worker Safety Plan Developed Search of student and/or locker
	Weapon: (ISBE) Possession of Dangerous - Firearm	3	Possession of firearm on school grounds that is used for or readily capable of causing death (includes handgun, rifle, shotgun, multiple firearms)	Conference with student Expulsion In-school and/or Out-of School Suspension Parent Contact Safety Plan Developed Search of student and/or locker

Explanation of Disciplinary Consequences

An explanation of disciplinary consequences from least severe to most severe is provided below:

Teacher Detention: Detentions are issued for minor infractions. Detentions issued by classroom teachers must be served with that classroom teacher. Failure to serve a classroom detention will result in a discipline referral to the Dean. Detentions issued by a staff member supervising a study hall, extracurricular activity, lunchroom, and other school-related activity will be an after school detention. Failure to serve a detention will result in a discipline referral to the Dean.

Lunch Detention: This is an option which the Dean may select for Level I, II, or III offenses, or when an individual behavior otherwise indicates such consequence is appropriate. Students are expected to serve all assigned detentions. In addition, students must serve their detentions prior to taking final exams, earning/keeping parking privileges, and/or attending Homecoming, Prom, or other school events.

After-School Detention: This is an option which the Dean may select for Level I, II, or III offenses, or when an individual behavior otherwise indicates such consequence is appropriate. In rare instances, a student who fails to attend an assigned after-school detention may have it reassigned as a suspension. Students are expected to serve all assigned detentions. In

addition, students must serve their detentions prior to taking final exams, earning/keeping parking privileges, and/or attending Homecoming, Prom, or other school events.

Saturday Detention: A Saturday Detention can be given for a variety of infractions of the school rules. The detention will be from 8:00 am to 12:00 pm. The detentions will be held in the detention room and students should enter through Door #27. Students should come prepared with the proper materials and class work for the four hours. All school rules apply and no sleeping or eating will be permitted. If a student does not attend their assigned Saturday Detention, an In-School Intervention (ISI) may be assigned. Saturday Detentions will no longer be an option if the assigned detention is not served. Students are expected to serve all assigned detentions. In addition, students must serve their detentions prior to taking final exams, earning/keeping parking privileges, and/or attending Homecoming, Prom, or other school events.

Social Action Hours: Social Action Hours are volunteer hours that are utilized primarily by the Deans in order to provide students with not only an opportunity to correct wrongdoing through volunteer work and reflection, but to encourage students to be positive contributors to their communities. Assignment of these hours may be used as an alternative for some infractions rather than serving a detention or suspension. Privileges may be revoked until social action hours are completed. Assigned Social Action Hours cannot count toward Silver Cord or National Honor Society.

Restorative Circles: Students at odds meet with each other and two trained Student Support Team members to, at a minimum, work to learn how to coexist peacefully in a shared environment. Both parties need to agree for Restorative Circles to be utilized.

In-School Intervention (ISI): Huntley High School operates an In-School Intervention program. Students assigned a day of ISI must report by 7:30 am and will be released at 2:30 pm. While serving an ISI, students remain in a quiet supervised study area for the entire day. They are not allowed to attend their classes or to socialize with other students. Prior to the first lunch period, students will be allowed into the Cafeteria but it is recommended they bring a sack lunch. During ISI, they are required to complete assignments for all of their classes and turn the assignments into the ISI Supervisor prior to leaving the ISI room. It is the student's responsibility to contact their teachers prior to arriving in ISI for assignments. Students will receive full credit for all work completed during the In-School Intervention. A student's absence on the date of an ISI must be verified by a parent or a student will be considered unexcused and receive additional consequences. A student failing to serve an ISI on the scheduled day will serve an ISI on the day of return. If a student is removed from ISI due to inappropriate behavior, the student will only receive credit for work completed prior to removal and will have to be picked up by a parent. ISI will also not be available as a discipline consequence for the remainder of the year.

- ★ **Students who have an IEP or a 504 will have access to all of their accommodations and supports while they are in ISI.**
- ★ **Students will not be allowed to participate in any athletic practice session or contest, or any co-curricular or extracurricular practices, rehearsals, or performances on the day of ISI.**

Out-of-School Suspension (OSS): An Out-of-School Suspension occurs when a student is temporarily suspended from school for a period of one to ten days. A suspended student will have the opportunity to make up any assignments and tests missed during the suspension period. It is the student's responsibility to contact their teachers for assignments. The teacher will provide all homework assignments. In order to receive credit, all completed homework must be handed in immediately on the first day that a student returns to classes. Also, all tests and quizzes must be made up immediately upon the student's return. When a student accumulates 20 days of Out-of-School Suspension per year, the administration may recommend an alternative educational setting to the Board of Education.

When a student is given an Out-of-School Suspension, that student will be suspended from the entire school program and its environment. The student will not be permitted to attend class, to be in the building, on school grounds, in the area of the school, or to participate in any co-curricular or extracurricular school sponsored functions.

Expulsion: The law gives the community, through its Board of Education, the right to exclude certain students from school. Students may be expelled for up to two calendar years for gross disobedience or misconduct. Additionally, students may be recommended to the Board of Education by the administration when it is determined that every avenue to solving the student's problem has been exhausted without positive results or potential success.

Student Rights in Disciplinary Actions

To ensure that the student receives fair treatment consistent with the fundamental requirement of due process, all student suspensions or recommendations for expulsion must be made in accordance with the following procedures:

Suspension

1. Students will be given the opportunity to present information on their own behalf prior to suspension. The suspension shall be reported by telephone immediately to the parent of each suspended student. The Board of Education and the parent, through the Superintendent, Associate Superintendent, the Building Principal, Associate Principal, or Dean of Students, shall be notified of the suspension through the US Mail or by personal delivery.

2. The letter shall give a full statement of the reasons for the suspension and notice to the parent of their right to a review of the suspension. The parent may request a review of any action of the Building Principal or Associate Superintendent by the Board of Education, or a hearing officer appointed by the Board. Such a request must be made to the Superintendent in writing. At such a hearing, the parents may appear and discuss the suspension with the Board or hearing officer, and may be represented by counsel.
3. A student shall be reinstated after suspension only by the Building Principal, Associate Principal, or Dean. Further continuance in school is contingent upon conduct of the student being consistent with what is expected of good school citizens.
4. A parent conference with the Dean may be required before a student's reinstatement. If a parent conference does not occur, the student shall remain in the in-school intervention room until the conference occurs.

   DUE PROCESS FOR SUSPENSION: Parents have a right to request a review before the Board or an appointed hearing officer.

Right to Review Suspension:

The Appeals process must follow these steps:

A. Appeal to the Associate Principal
B. Appeal to the Building Principal
C. Appeal to the Associate Superintendent or Designee
D. Appeal to the Board of Education

Board Policy 7:200, *Suspension Procedure* is available on the District website and a copy may be obtained by calling the District 158 Administrative Office at (847) 659-6158.

Expulsion

Expulsion shall take place only after the parents have been requested by registered or certified mail to appear at a meeting of the Board, or to meet with a hearing officer appointed by the Board to discuss their child's behavior.

The request shall include:

1. Details regarding the specific act of gross disobedience or misconduct resulting in the recommendation for expulsion;
2. The time, date, and place of the hearing;
3. A brief description of what will happen during the hearing;
4. A list of the student's previous suspensions;
5. A statement indicating that the School Code allows the Board to expel a student for a definite period of time not to exceed two calendar years;
6. A statement regarding the interventions offered to the student;
7. A statement as to whether the student poses a continued risk of harm to other students, staff, or the school community; and
8. A request that the parent inform the District if the student will be represented by counsel at the hearing.

During the hearing, the student and the student's parent(s) may be represented by counsel, offer evidence, present witnesses, cross-examine witnesses who testified on behalf of the administration, and otherwise present reasons why the student should not be expelled. After presentation of evidence, the Board shall decide the issue of guilt and take such action as it deems appropriate. If the Board decides to expel the student, the written expulsion decision will detail the specific reasons why removing the student from the learning environment is in the best interest of the school, as well as the rationale for the duration of the expulsion. If a hearing officer is appointed by the Board, the hearing officer shall provide a written summary of the evidence heard to the Board. A student may be readmitted to school after expulsion by official action of the Board. Such reinstatement should occur only after the Board, Building Principal, and Superintendent or Associate Superintendent are satisfied that the student intends to correct the situation which led to expulsion.

Board Policy 7:210, *Expulsion Procedure* is available on the District website and a copy may be obtained by calling the District 158 Administrative Office at (847) 659-6158.

Course Credits and Schedules

Course Guide

Credit codes are listed after each course in the Course Guide (available online) and indicate which requirements can be met by that course. Credit for each course taken may be applied to one subject area only.

Subject Area	Credits Needed	Credit Code
English	4.00	ENG
Math	3.00	MTH
Science	3.00	SCI

Global Studies/AP Human Geo/AP World History	1.00	SST
Personal Finance	0.50	CED
US Government	0.50	SST
US History	1.00	USH
Health	0.50	HLT
Physical Education	1.50	PED
Driver's Education	0.25	DEH
Electives	7.75	ELC
Total Credits	**23.00**	

* In order to advance to the next grade level, students must earn a specific number of credits. A student needs 5 credits to achieve sophomore status; 11 credits to achieve junior status; and 17 credits to achieve senior status. In order to participate in all graduation activities including the ceremony, a student must have the 23 credits required in the specific areas outlined above.

** Students cannot fail more than one class in the semester preceding their Driver's Education course. In order to take Driver's Education, a student must pass 8 classes in the preceding two semesters.

*** Students must pass the Illinois and US Constitution tests in order to graduate.

Transfer Credits

Huntley High School will accept credits from:

1. An accredited high school
2. An accredited correspondence school for credit recovery, enrichment, or a course not offered by Huntley High School that has been approved by the school counselor.*

* Any student wishing to exceed these guidelines must submit a written request to the building administration. Credits can only be approved by the building administration.

Credits from Other Institutions

Students shall be permitted to attend classes at an approved institution for credit toward graduation from high school. Advance approval shall be secured through the guidance counselor and Building Principal with the appropriate paperwork completed and on file. The Building Principal must approve an official transcript in order to receive credit.

Course Load

All students are required to carry seven (7) classes each semester enrolled. Students taking dual enrollment courses will be accommodated based upon their dual enrollment courses.

Course Adds and Changes

Students may add or change a course the week before the first day of school during registration, providing that space for additional students in that course is available.

Adding a Course

Students may add a course to their schedule to replace a dropped course or study hall during the two "schedule change" days the week after schedule pick-up in August. This will be the only time that schedule changes will be honored.

Audit Option

Students who wish to participate in a course for no grade or credit may elect to AUDIT a course, with the teacher's approval. This option requires the teacher to establish guidelines and conditions for acceptance into the class. See the counselor for forms and information. All attendance policies apply for classes that are being audited.

Dropping a Course

Students enrolled in seven credit producing courses may withdraw from a course without academic penalty through the 20th day of the semester. After the 20th day of the semester, a drop from class will be denoted as a WF on the student's transcript. The grade of F will be used to calculate the student's grade point average. Approval of the counselor and parent are necessary in order to drop a course with a designation of WF.

Changing Levels

We expect students to be successful in the courses they have selected because they are assisted in making appropriate course selections and are provided with academic support. If there is a significant discrepancy between the student's performance and the expectations for that level of course work, considering the student's best efforts, a level change may be considered. A Level Change Form with teacher, parent, student, and department chair signature will be required. The Level Change Form can be found on the Counseling Department webpage under "documents & links". If the parent and teacher are not in agreement, a conference should be held with the parent, teacher, counselor, student, and department chair to determine the appropriate placement. No changes will be made to accommodate personal preference.

Pass/Fail Option

One course per semester may be taken by juniors and seniors as PASS/FAIL. A PASS grade in a course earns credit towards graduation but does not affect a student's grade point average. A grade of FAIL earns no credit and does not lower a student's grade point average. The course selected cannot be a course required for graduation.

A decision to follow the PASS/FAIL option must be made during the first week of the semester and requires the permission of the parent, teacher, and counselor. Passing grades cannot be changed back to letter grades at a future time. A PASS will be awarded only for a grade of 60% or better. A grade lower than 60% will receive a FAIL. Forms and details are available from the Student Services Office.

Retaking a Course

Students with a low, but passing grade may apply with the administration to retake a course to achieve a higher grade. The class must be retaken at Huntley High School. Once the course is completed, the improved grade will be recorded and included in the student's grade point average (GPA). Students must see a counselor to begin the application process.

Schedule Changes

Every effort is made on the part of the administration, counselors, teachers, parents and students to determine the most appropriate courses for students. Courses are selected to best fulfill the student's needs, interests and capabilities. Once the final schedule has been printed, schedule changes are strongly discouraged unless a particular course does not match a student's ability level or the student does not qualify for the course due to failing a prerequisite. **Teacher preference and/or preferred time of day are not acceptable reasons for schedule changes.** Schedule changes should take place prior to the beginning of the school year.

Driving/Parking Privileges

The Board of Education recognizes that students may wish to drive to school. Students must meet the following criteria to obtain parking permit:

1. Must have achieved Junior level standing (third year student with Junior level credits);
2. Hold a valid driver's license with address matching registration address; and
3. Provide proof of insurance.

Students who earn parking privileges agree to abide by all rules and expectations as outlined below and understand that their privileges may be revoked at any time, without refund, at the Dean's or Administration's discretion.

It is also understood that the school retains authority to conduct routine inspection of student parking lots and the exteriors of student vehicles on school property. As well, interiors of student vehicles may be searched by a school official, including a Campus Resource Officer, without notice, without student consent, and without a search warrant, where there is suspicion that such vehicle contains contraband or other evidence of a violation of school policy. (105 ILCS 5/10-22.6)

Application Process

In late May to early June (after grades are stored), Seniors are notified when the online signup period and required fee amount is to apply for a parking permit. Juniors will then receive notification of their signup period and required fee amount approximately two weeks later. Payment in full is made online during the signup period. If the student is not granted a parking permit, the fee will be refunded in full. *Students will then be put on a waiting list in the order in which the application was submitted.* After the open application period is closed, students may still make a request, but they will be placed on the waiting list in the order in which their request was made.

Students who will meet the credit requirement but will not get their license until after the school year begins should still apply prior to obtaining their license. If a student does not meet the criteria, the student may re-apply for a parking permit at the beginning of the next semester.

Prior to being issued a parking tag, driving to school, and parking on campus, students must complete the HHS Vehicle Registration Permit.

Parking Regulations

Students will need to abide by ALL of the following parking regulations or they may be assigned consequences and/or revocation of parking privileges:

- Parking tag must be clearly displayed via the rearview mirror facing out with the numbers visible. If the parking tag is lost, the student will need to pay a $25.00 replacement fee.
- Only school issued parking tags are valid – copying and/or distributing parking tags is not permitted and may result in immediate revocation of parking privileges.
- Park ONLY in designated student parking areas located in the East and North Lots. Students are not permitted to drive through or park in Visitor or Staff parking areas at all times.

- Forward pull through parking is acceptable.
- Adhere to 15 mph speed limit or slower as traffic dictates.
- No passing of any vehicle and no driving across parking spaces.
- No sitting/loitering in vehicles before, during, or after regular school hours or school activities.
- Once the school buses have started to exit the campus, no vehicles are allowed to cut in between or pass the buses.
- Exit via student exits only (East Lot via East driveway; North Lot via West driveway exit on the West side of the lot).
- Parking is on school days from 7:00 am to 2:30 pm or for during times of attendance at or participation in a school activity. If your vehicle might be at school overnight for a reason other than a school activity or trip, please contact your Dean.
- Students will not be issued passes to their vehicles for any reason without permission from an administrator. If permission is granted, the student must sign out/sign in at the Attendance Office.
- Students are responsible for proper driving and behaviors from the time they leave their house in the vehicle. These same expectations are included en route to or from their home. Improper driving or throwing things, etc., at other vehicles will be cause for suspension of driving privileges.
- It is recommended that vehicles are locked at all times. Board policies and school insurance do not cover damage to private vehicles. The owner of the vehicle must assume all losses. The school does not assume responsibility for vehicles, bicycles, and other personal property that are damaged or stolen while on school property.
- Students must report any accidents or damage to vehicles to an administrator and the Campus Resource Officer immediately.

Consequences for Parking Regulation Violations

Noncompliance with the aforementioned regulations may result in:

- **First Offense:** Warning sticker
- **Second Offense:** Warning sticker, wheel lock applied, and $25 fine
- **Third Offense:** Warning sticker, wheel lock applied, and $35 fine
- **Fourth Offense:** Vehicle may be towed at owner's expense AND revocation of all parking privileges for the remainder of the year

On some occasions, it may be necessary for a student to drive a vehicle to school other than the one indicated on the HHS Vehicle Registration Permit. Prior to doing so, the student must email or call their Dean to communicate the vehicle change. If no such identifying hanger is found in the different vehicle, a violation sticker will be placed on the window designating that the infraction has been documented. If a second or third infraction occurs, it will be documented and the owner/driver of the vehicle will be stickered and fined. If any further infractions occur, the vehicle may be towed at the owner's expense.

Students are allowed to park on school premises as a matter of privilege, not of right.

Huntley High School administration reserves the right to modify, suspend, or revoke a parking tag or privilege at any time for any reason without a refund, regardless of a first, second, third, or fourth offense of the parking regulations or other school infractions, including but not limited to: accumulated excessive absences, leaving campus without permission, and/or acquiring multiple tardies.

Educational Programs

Blended Learning Classes

Huntley High School offers blended courses in which students participate in education that provides a combination of online and classroom face-to-face activities resulting in less time spent in class during the school day. Blended courses emphasize student centric learning, independent learning skills, time management skills, flexible scheduling based upon content/student needs, enhanced communication skills and differentiated learning. Students are strongly encouraged to have access to technology when not at school, either at home or the ability to attend the public library and utilize their technology resources. An agreement outlining expectations regarding attendance and other blended learning issues will need to be signed by a blended student and the student's parent prior to enrollment in the class. For more detailed information about blended courses, please refer to the HHS website and click on Blended Learning.

English Learners

District 158 provides programs to meet the needs of students whose native language is a language other than English. Opportunities are offered to support the growth of English language skills and academic skills for students so they may achieve at high levels in academic subjects and meet the same challenging State standards expected of all students.

- ***Transitional Bilingual Education (TBE)***
  At attendance centers with more than 20 students who speak the same language and qualify for English Learner services, the District is required to establish a Transitional Bilingual Education Program (TBE) for those students. The TBE program is for English language learners who have not reached the language proficiency criteria required by the State. Students receive explicit language instruction in the four domains: listening, speaking, reading and writing. This program provides instruction in the student's native language to facilitate the transition into English, and helps students acquire the concepts in the core academic subjects and acquire English skills at the same time.
- ***Transitional Program of Instruction (TPI)***
  At attendance centers with less than 20 students who speak the same language and qualify for English Learner services, the District will implement a Transitional Program of Instruction (TPI). The TPI program is an English program that serves identified English learners by providing a full-time teacher certified to provide supplementary instruction for all content area instruction. The program integrates English-as-a-second-language instruction with subject-matter instruction that focuses not only in learning a second language, but also using that language as a medium to learn mathematics, science, social studies, or other academic subjects.

Parent Advisory Committee for English Learners

Parents of English learners will be informed how they can: (1) be involved in the education of their children; (2) be active participants in assisting their children to attain English proficiency, achieve at high levels within a well-rounded education, and meet the challenging State academic standards expected of all students; and (3) participate and serve on the District's Transitional Bilingual Education Program's Parent Advisory Committee.

Family Life and Sex Education Classes

Students will not be required to take or participate in any class or courses in comprehensive sex education, including in grades 6-12, instruction on both abstinence and contraception for the prevention of pregnancy and sexually transmitted diseases, including HIV/AIDS; family life instruction, including in grades 6-12, instruction on the prevention, transmission, and spread of AIDS; instruction on diseases; recognizing and avoiding sexual abuse; or instruction on donor programs for organ/tissue, blood donor, and transplantation, if the student's parent submits a written objection. The parent's decision will not be the reason for any student discipline, including suspension or expulsion. Nothing in this Section prohibits instruction in sanitation, hygiene or traditional courses in biology.

Parents may examine instructional materials used in any sex education class or course by contacting the Building Principal.

Home and Hospital Instruction

A student who is absent from school, or whose physician, physician assistant or licensed advanced practice registered nurse anticipates the student's absence from school, because of a medical condition may be eligible for instruction in the student's home or hospital.

Appropriate educational services from qualified staff will begin no later than five school days after receiving a written statement from a physician, physician assistant, or licensed advanced practice registered nurse. Instructional or related services for a student receiving special education services will be determined by the student's individualized education program.

The Hub - Library and Technology Learning Space

The Hub provides materials that support the mission and curriculum of the District as well as the mission, philosophy, and goals of the high school. Materials circulate for a period of three weeks. A student ID is required for library check out. All materials will be due two weeks before the end of the school year for inventory. Periodicals, reference materials and media materials are available for students to use in the Hub but do not circulate.

Students are charged a fine of .10¢ per day for overdue books, and can be paid with cash or Raider Way tickets (each ticket is worth $1). Fines are cut in half if paid at the time the overdue books are returned. Students having overdue materials or fines will not be allowed to check out additional materials until their account is clear. In addition, students will be required to pay for books that are lost or damaged before any more materials can be checked out.

The Hub is an academic school space. Student conduct as mentioned in other sections of this handbook will apply to the Hub. While the Hub serves as a reference and resource center for students, it also serves as a teaching space for staff. Students need to respect this dual function and act in an appropriate and responsible manner.

Any computers provided are for students to access the library catalog, the Internet and any online resources. Computer use should be in support of education and research. Any student using computers in an inappropriate manner will lose their privileges.

Students needing articles from reference materials or periodicals may request use of the black and white photocopier or color copier. Black and white photocopies are .10¢ per page and color copies are .25¢ per page and require 24 hours

advance notice. Contact a Media Aid for more information.

Parents, employees, students, and community members who believe that library media program resources violate rights guaranteed by any law or Board policy may file a complaint using the procedure described in Board Policy 2:260, *Uniform Grievance Procedure*. Individuals who would like to submit feedback and/or complaints about the school's library media resources should complete and submit the Library Media Resource Objection form available on the District website.

Multi-Tiered Systems of Support & Positive Behavior Interventions

Academic and social/emotional support are provided for students through the Multi-Tiered Systems of Support (MTSS) and Positive Behavior Interventions and Supports (PBIS) systems. MTSS and PBIS are designed as proactive school based systems to provide students with the best opportunity to succeed academically, socially, emotionally, and behaviorally.

PBIS involves the concept of "The Raider Way" which includes the expectations to Be Respectful, Be Responsible, and Be Involved. These expectations are defined throughout the school, and interventions are put in place in order to help students who struggle with various aspects of social-emotional health and/or behavior at the high school level.

The Student Support Programming Map (inside back cover of the student planner) graphically represents all academic and behavioral interventions currently available and/or in the process of being developed. The map shows the ranges of programs from academic to social/emotional/behavioral, as well as, the intensity of these programs. This map has helped with the blending of PBIS and MTSS to create a seamless program. The development of this map has also allowed our SSP team to identify the gaps in programming leading to the development of additional interventions.

Some of the current interventions are listed below.

Tier I Programs and Interventions

Core Curriculum: The Core Curriculum for classes is currently being modified to reflect the Common Core Standards with a greater emphasis on Skill Development and Higher Level thinking.

Raider Aid: Raider Aid is a free tutoring program staffed by teachers from a variety of disciplines. Students can use this space to: (1) ask questions specifically on assignments or homework, (2) work quietly, or (3) work with individual teachers who are working on specific days. Raider Aid is open during school hours and most days after school until 4:00 pm. Students who stay after school have the opportunity to ride the Activity Bus home if they stay at Raider Aid for the entire period.

Freshman Advisory/Link Crew: Link Crew is a program where students are nominated to apply to be a Link Crew Leader in a freshman advisory. Advisory is run for half of the lunch period giving 22 minutes daily for student and teacher interaction. Link Crew students can apply each year and there is great competition to be chosen by the Link Crew Leaders and administration. Link Crew trains on Mondays and Tuesdays and are in the classroom with a group of freshmen students every Wednesday, Thursday, and Friday interacting with the students, presenting lessons on bullying, school information, study skills, specified Raider Way lessons, as well as, group activities and to have fun.

Safe School Ambassadors: At its core, the Safe School Ambassadors program is an "inside-out" approach to improving school climate, one that relies on social norms change and the power of students to help stop bullying and violence. Student bystanders see, hear, and know things adults don't can intervene in ways adults can't, and are often on the scene of an incident before an adult. They are a critical and under-utilized resource for positively impacting bullying in our school.

Raider Way Lessons (All School): All school lessons are conducted on a monthly basis in order to focus on a specific behavior within the school.

Tier II Programs and Interventions

Plato: This program will be used as skill building based on MAP scores of incoming students and may also be used for remediation for different subjects based on Classroom Benchmark Test Skill standards.

Academic Seminar: This program is offered to repeating freshmen who did not have enough credits to move to sophomore status. Academic Seminar is a course similar to the Freshman Advisory, but only with students who are in a similar situation. Students work with a teacher, counselor, and various other support staff to complete credit recovery as well as gain support to pass courses their second year.

Check-In/Check-Out: The Check-In/Check-Out (CICO) program is a school-wide prevention program for students struggling with academics or behavior. A student is selected to participate in CICO when the student receives two or more Level II (or greater) referrals from the Dean's Office for behavior **or** based on attendance or visits to the Student Services office. Students may also be referred to CICO by a teacher. CICO provides students with frequent, direct, positive feedback on their behavior and monitors their success in displaying the Raider Way behavior expectations.

Social/Academic Instructional Groups: Social/Academic Instructional Groups are run weekly by a group of teachers and clinicians to support students who need additional direct instruction and discussion on various behavior-related topics. Currently, groups are run weekly during alternating class periods to limit disruption to student schedules. Students can

qualify after going through an earlier intervention for Re-Engagement, Positive Communication, or Academic Study Skills. Students are measured for success using a Google doc card that is created to measure specific goals for each group but is modeled off of the Check-In/Check-Out card for consistency.

Making Connections: The Making Connections program provides students the opportunity to experience daily positive interaction with a staff member mentor who recognizes and encourages their academic and behavioral successes, as well as their commitment to The Raider Way. This mentoring program has proven to be a beneficial and rewarding experience for students and mentors.

Tier III Programs and Interventions

Intensive S/AIGs: These are instructional groups just as created at the Tier II level, but more intensive in meeting and in the content presented. The content is more focused on issues that students have that affect grades and behavior in a more specific manner. These groups are conducted by school clinicians rather than general education teachers.

Clinical Case Management: Clinical Case Management provides for short-term case work management with a social worker or school counselor, that is tracked and within a certain time limit while services are needed. By adding this to the PBIS system, HHS has monitored data and created entry/exit criteria for individual students and allows student access to resources without creating permanent behavior plans.

Functional Behavioral Assessment (FBA) and Behavior Intervention Plan (BIP): An individualized FBA is conducted to explore the function of problematic behavior impacting academic success. The FBA is then used to create an individualized BIP to replace the problematic behavior with more appropriate behaviors.

RENEW: The RENEW program (**R**ehabilitation for **E**mpowerment, **N**atural Supports, **E**ducation and **W**ork) is a student-centered intervention based on the strengths of the individual designed to assist transition age youth in becoming empowered, healthy, confident, and capable adults. A supportive, hand-picked adult team helps the young person create a meaningful, personalized, individualized plan for the transition from high school to adult life. After one year, most participants obtain the skills and develop the social connections needed to pursue their goals.

Physical Education

All students will be expected to participate in PE except those who have a written doctor's excuse or those who are exempt from participation. A student who provides a note from a parent can be excused from PE for up to three days. After three days, a doctor's note must be provided. Parent notes will only be honored twice per semester. **An excuse from PE class applies to extracurricular sports as well.** A parent may request that a student be excused from physical activity in PE during a period of religious fasting by notifying the physical education teacher in writing.

Physical Education Exemption Policy

Students in grades 11 and 12 may request an exemption from physical education for the following reasons:

1. The student is participating in interscholastic, varsity-level athletics as certified by the Athletic Director. The participant can replace the physical education class with an additional class during the semester of their sport.
2. The student is participating in Cheerleading or Dance Team.
3. The student provides written evidence from an institution of higher education that a specific course not included in existing State or local school minimum graduation standards is required for admission. District 158 staff must verify that the student's present and proposed schedule will not permit completion of the needed course, because the student is already at the maximum course load.
4. The student lacks sufficient course credit in one or more courses required by the State statute or local Board policies for graduation. Students who have failed required courses, transferred into the District with deficient credits or who lack credits due to other causes will be eligible, if they are carrying the maximum course load.
5. Students in grades 9 through 12 may request exemption from physical education if they are a marching band participant. Students must first participate in band camp to receive the exemption.

Forms are available in the Student Services Office for those wanting to participate in the PE exemption program.

School Wellness

District 158 promotes student wellness, including good nutrition and physical activity, throughout the educational program, school activities, and meal programs. Schools will foster the positive relationship between healthy nutrition, physical activity, and the capacity of students to develop and learn. In addition, schools will support and promote an active lifestyle.

Physical education is taught in all grades and promotes 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 lifestyle413

Students will be offered and schools will promote nutritious food and beverage choices during the school day that are 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* rules).

Section 504

Students with disabilities who do not qualify for an Individualized Education Plan (IEP) under the Individuals with Disabilities Education Act and Illinois School Code may qualify for services under Section 504 of the Rehabilitation Act of 1973 if the child: (1) has a physical or mental impairment that substantially limits one or more major life activities, (2) has a record of a physical or mental impairment, or (3) is regarded as having a physical or mental impairment. Any parent who is deaf or does not typically communicate using spoken English and who participates in a Section 504 meeting with a District representative shall be entitled to the services of an interpreter. Parents seeking information about Section 504 rights and services should contact Danyce Letkewicz, Associate Principal at (847) 659-6505.

Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives

District 158 provides a program for students at risk of academic failure or dropping out of school. The program includes education and support services addressing individual learning styles, career development, and social needs, and may include without limitation one or more of the following:

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

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

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

~~Extracurricular Activities and Clubs~~¶

~~Huntley High School sponsors a wide variety of extracurricular activities and clubs for students to participate in. These activities are designed to enrich the student experience, provide opportunities for teamwork, personal growth and social inclusivity, and to offer skill-building. Participation in activities and clubs is subject to the guidelines outlined in the *Athletic and Activities* section of this Handbook.~~ ¶

Grades, Report Cards, and Semester Final Exams

Grades

Updated grades can be accessed weekly by parents by logging into PowerSchool.

Report Cards

Report cards for students in grades 9-12 are completed at the end of each semester and can be accessed by parents by logging into PowerSchool. Paper copies are no longer sent home.

Semester Final Exams

All semester final exams must be taken on the designated day for each class. **Under no circumstances will semester final exams be administered prior to the designated semester final exam week.** Students failing to take semester final exams during the assigned time will be issued a grade of F, and will have two weeks after the end of the semester to complete the exams, or the grade of F will be entered for their semester exam.

Grading Scale

Huntley High School's grading scale is as follows:

98 and above = A+	93-97 = A		90-92 = A-
87-89 = B+	83-86 = B		80-82 = B-
77-79 = C+	73-76 = C		70-72 = C-
67-69 = D+	63-66 = D	414	60-62 = D-

Below 60 = F

Semester grades will include a semester exam. The weight assigned to the semester exam is determined by the teacher. If a semester exam is waived, then the semester grade will be the Term 2 grade.

Grade Point Average (GPA) Calculation

In figuring grade point average, points earned from each semester grade are multiplied by the number of credits each class is worth. These points are totaled and divided by the number of credits attempted. The grade point average is calculated from semester grades only and is cumulative from the freshman year to the end of high school attendance.

A+ = 4.3	A = 4.0	A- = 3.7
B+ = 3.3	B = 3.0	B- = 2.7
C+ = 2.3	C = 2.0	C- = 1.7
D+ = 1.3	D = 1.0	D- = 0.7
		F = 0

Grade Point Average (GPA) Calculation with Honors Courses

Courses that have been determined to be more rigorous than a typical high school course are given extra consideration in determining grade point average.

Honors weighted courses will use the following point system.

A+ = 4.8	A = 4.5	A- = 4.2
B+ = 3.8	B = 3.5	B- = 3.2
C+ = 2.8	C = 2.5	C- = 2.2
D+ = 1.3	D = 1.0	D- = 0.7
		F = 0

Grade Point Average (GPA) Calculation with Advanced Placement (AP) Courses

Courses that have been determined to be as rigorous as a college level course are also given extra consideration in determining grade point average.

AP weighted courses will use the following point system.

A+ = 5.3	A = 5.0	A- = 4.7
B+ = 4.3	B = 4.0	B- = 3.7
C+ = 3.3	C = 3.0	C- = 2.7
D+ = 1.3	D = 1.0	D- = 0.7
		F = 0

Latin Honor System

Starting with the Class of 2020, Huntley High School implemented use of the Latin Honor System. Students will have the respective label designated on their transcript for acquiring a cumulative weighted grade point average noted as Cum Laude, Magna Cum Laude, or Summa Cum Laude.

The transcript designation is determined by the cumulative weighted grade point average as indicated below:

Cum Laude:	3.75 - 3.99
Magna Cum Laude:	4.00 - 4.249
Summa Cum Laude:	above 4.25

Remediation

Remediation is available to students who would like to improve their skills, knowledge, and mastery of a content area. The school-wide remediation process consists of the following minimum criteria:

1. Students must initiate the remediation process after the assessment has been taken by contacting their teacher in a timely manner, as defined by the teacher.
2. Students must meet with the teacher to develop a remediation plan. Components of this plan may include test corrections, tutoring, review packets, online work, and reflection on learning strategies.
3. Students must complete at least 80% of assignments (or higher as determined by each department). Students can complete the work after the original summative assessment is given but before the remediation assessment is given.

4. Students should demonstrate accountability by agreeing to and abiding by remediation deadlines determined by the teacher.
5. The score on the remediation assessment will replace the score of the original summative assessment.
6. Teachers may impose limits on the number of times an individual student is permitted to remediate.
7. Remediation may not be offered for some assessments.
8. AP and Dual Credit courses are not expected to offer remediation.

Graduation

To earn a high school diploma, a student must earn 23 credits. Students who transfer from another school district with less than 23 credits required for graduation may have their credit minimums adjusted to an appropriate level, but not less than the number of credits required at the previous school.

Early Graduation

The Board of Education highly recommends students attend high school for a minimum of eight semesters before graduation. In cases where the student and the family believe there are extenuating circumstances that would override this recommendation, the student may leave school early and earn a diploma after graduation requirements are met. Students must fill out an Early Graduation Request form available in the Student Services Office.

Graduation Recognition Programs

Illinois State Seal of Biliteracy

The Illinois State Seal of Biliteracy recognizes high school graduates who have attained a high level of proficiency in one or more languages in addition to English. All District 158 students who choose to take an AP world language exam or ELL students who take the ACCESS exam and meet qualifying scores are eligible for the Illinois State Seal of Biliteracy. Students may also earn Commendation toward Biliteracy for making great strides toward language proficiency. The seal is designated on both the high school transcript and diploma.

Qualifying Scores for the Seal of Biliteracy

To qualify for the Seal of Biliteracy, a student must achieve one of the following in addition to reaching a score of 480 or higher on the ELA portion of the SAT:

- Advanced Placement Exam (Spanish, Chinese, French) – Score of 4 or 5
- ACCESS for ELLs – 5 overall composite score and 4.2 in both reading and writing
- STAMP Test – A score of Intermediate High or above

To qualify for Commendation toward Biliteracy, a student must achieve one of the following:

- Advanced Placement Exam (Spanish, Chinese, French) – Score of 3
- ACCESS for ELLS – 3.5 literacy score
- STAMP Test – A score of Intermediate Low

Applying for the Seal of Biliteracy

Students do not need to apply for the Seal of Biliteracy. Students only need to take the ACCESS (for ELL students) or AP exam and have the scores reported to Huntley High School. The District Biliteracy Coordinator will use the scores to determine whether students meet the Seal or Commendation requirements, and the appropriate designation will be made on the transcript and diploma in the students' graduation year.

If scores are not available at the time of graduation, the District will still award the Seal of Biliteracy or Commendation toward Biliteracy to eligible students after graduation.

Costs for the Seal of Biliteracy

The only cost incurred by the student is for Advanced Placement testing or STAMP Testing. Please see the Counseling Department for more information about costs and testing dates.

Who to Contact with Questions

Please contact one of the following staff members with questions regarding the Illinois State Seal of Biliteracy Program:

Ms. Shelly Kish, District Seal of Biliteracy Coordinator: skish@district158.org
Ms. Kinsey Wright, ELL Instructor: kwright@district158.org

Silver Cord

Every student at HHS has the opportunity to earn a Silver Cord. A Silver Cord signifies that the wearer has earned 50 hours of community service throughout high school. A Silver cord represents the dedication and commitment a student has for their community.

Food Services and Cafeteria Expectations

Food Services Staff

The Food Services Department is made up of a team of food and nutrition professionals dedicated to students' health, well-being and their ability to learn. Meals, foods and beverages sold or served at schools meet State and federal requirements which are based on the USDA Dietary Guidelines. Students have access to a variety of affordable and appealing foods that meet the health and nutrition needs of students.

Free and Reduced-Price Food Services Eligibility Criteria and Selection

A student's eligibility for free and reduced-price food services shall be determined by the income eligibility guidelines and family-size income standards set annually by the U.S. Department of Agriculture. Those who feel they are in need are encouraged to complete the Application for Free and Reduced Meals form. Eligibility requirements, the application process and other required information is made available through a secure, private, online form. Individuals who do not have access to a computer or are unable to apply online may pick up an application at the District Administrative Office. Once the application is processed, the parent will receive a notification letter regarding eligibility status.

Breakfast and Lunch Menus

Monthly menus and meal prices, in addition to nutrition, fitness, and education information, the District Wellness Policy, and prepayment options are available on the Food Services webpage. All students are offered a complete meal that includes milk, grains, meat and meat alternatives, fruits, and vegetables that meet federal guidelines. Additional food items are also offered at a la carte pricing.

Delivery of Foods

Lunches and food not provided by the school should be limited to just your child. Large quantities of lunches/food brought in during the school day cause an unnecessary disturbance in the building. No deliveries of outside food will be allowed unless approved by a school administrator.

MySchoolbucks

District 158 schools offer MySchoolBucks as a convenient method to pay for student meals. This online payment service provides parents with a quick and easy way to add money to your child's meal account by using a credit/debit card or electronic check wherever you have Internet access.

By creating a secure online account, parents can manage their child's account easily and conveniently by taking advantage of some of its popular features:

- Spending History – View a seven day history of your child's purchases.
- Low Balance Email Notification – Receive email notification when your child's account balance is low.
- Smart Pay – Set accounts to automatically replenish.
- Expired Credit Card Notification – Receive email notification prior to credit card expiration.
- Multi Student Funding – Fund multiple children at the same time.
- Spending Limit Settings – Set daily and weekly spending limits for your child by calling the District's Food Service Office at (847) 659-6158.

~~*Nutritious Food*~~¶

~~All students are offered a complete meal that includes milk, grains, meat and meat alternatives, fruits, and vegetables that meet federal guidelines. Additional food items are also offered at a la carte pricing.~~

Purchasing Food

District 158 uses an electronic system for purchasing lunch which **requires all students to use their ID card** to make purchases in the cafeteria. Funds may be added to the account by creating a secure online account at MySchoolbucks.com (funds may take 24 to 48 hours to be available) or by bringing cash or a check (made payable to Huntley School District 158) to the cafeteria. The cafeteria staff will place these payments on the student's lunch account. No change will be given.

Cafeteria Expectations

Students are expected to be courteous and mannerly. Parents will be advised of inappropriate behavior, which, if not corrected, will be followed up with appropriate school consequences such as, but not limited to, the loss of the privilege of eating in the cafeteria. Students are also expected to cooperate with the following procedures:

1. Deposit litter in the garbage cans provided. Failure to do so will result in detention.
2. Return all trays and utensils to the dishwashing area.
3. Leave the table and floor around the area in a clean condition for others.
4. Cafeteria lines will move with order and efficiency if all students have their ID card ready at the cash register and are patient and polite while waiting their turn.

5. Be considerate of others.

Health Services

Health Office Staff

The health program is designed primarily to maintain health and prevent serious injury or illness. A Registered Nurse is employed by the District in each school to be on duty when children are present during school hours.

> The Health Office is to be used for acute illness or injury, emergencies, or medication administration.
> It is **NOT** to be used by students to sleep, congregate with others, or eat due to missed meals.
> Our goal is to ensure the best possible education for our students by keeping students in class.

Accident, Illness or Injury Procedure

When a student becomes ill at school, the student **MUST** visit the Health Office with a hall pass. The nurse will assess the seriousness of the illness or injury and administer first aid. If warranted, parents will be notified. Possible outcomes after being assessed by the nurse: (1) the student may return to class, (2) the student may be picked up by the parent, or (3) the student may be sent to the hospital via EMS.

If the student has a fever of 100.4° F or greater, the student **MUST** be picked up from school. Other situations where a student must be picked up from school include, but are not limited to: vomiting, diarrhea, open lesions that cannot be covered, lethargy, serious head injuries, undiagnosed persistent or disruptive cough, eye drainage or redness, undiagnosed or new rashes, and serious limb injuries.

Students are required to call their parent from the Health Office if they desire to leave the building due to illness.

High school students may be allowed to drive themselves home **after** an assessment by the nurse and with parental consent. If the student reports symptoms such as dizziness, lightheadedness, weakness, exhaustion or shakiness, they may NOT drive and must be picked up by the parent or designee. Students are required to sign out in the Attendance Office before leaving the building. A student who does not sign out in the Attendance Office may face school consequences, including receiving an unexcused absence and/or other consequences according to the attendance policy.

Unless it is deemed to be an emergency, the nurse will not interrupt classes to check on the health status of a student at the request of a parent. Students can be notified to report to the Health Office during the next passing period.

Administering Medication to Students

Every attempt should be made to schedule medication administration outside of school hours. However, if under exceptional circumstances a child is required to take prescribed medication during school hours, all medication shall be transported to and from school by a parent. Students are not to transport or have medications in their possession except for the self-administration of diabetes medication, asthma medication, or epinephrine auto-injectors, as outlined below. The nurse, principal, or designee will administer the medication in compliance with the following regulations:

Prescription Medication

- A "Request for Administration of Medication Form" (available on the District website) signed by the parent.
- A "Request for Administration of Medication Form" (available on the District website) *signed by the medical doctor*, renewed annually at the beginning of the school year.
- The original prescription bottle must be brought to school by the parent (students may NOT carry the medication to school).
- The prescription bottle label must contain the student's name, name of medication, time to be administered, dosage, possible side effects and termination date of administering the medication.
- Except for diabetes medication, asthma medication and epinephrine auto-injectors maintained by students authorized to self-medicate, all student prescription medication must be stored in an appropriate locked cabinet in the Health Office, accessible to authorized personnel only.

Non-Prescription Medication

- A "Request for Administration of Medication Form" (available on the District website) signed by the parent.
- A "Request for Administration of Medication Form" (available on the District website) *signed by the medical doctor*, renewed annually at the beginning of the school year.
- The school will supply Tylenol or Ibuprofen. Other non-prescription medication needs to be supplied by the parent.
- All medication needs to be labeled with the student's name and brought to school by a parent.

- Except for diabetes medication, asthma medication and epinephrine auto-injectors maintained by students authorized to self-medicate, all student non-prescription medication must be stored in an appropriate locked cabinet in the Health Office, accessible to authorized personnel only.

Administration of Medical Cannabis

The Compassionate Use of Medical Cannabis Program Act allows a medical cannabis infused product to be administered to a student on school property or on the school bus by a parent under the following guidelines:

1. The parent of a student who is a minor must be registered with the Ill. Dept. of Public Health (IDPH) as a *designated caregiver* to administer medical cannabis to their child.
2. Both the student and parent possess valid registry identification cards issued by the IDPH.
3. Copies of the registry identification cards are provided to the Health Office.
4. A "School Medication Authorization Form - Medical Cannabis" (available on the District website) signed by the parent and medical doctor.
5. After administering the product to the student, the parent must immediately remove the product from school property.

Medical cannabis infused products include oils, ointments, foods, and other products that contain usable cannabis but are not smoked or vaped. Smoking and/or vaping medical cannabis on school property or on the school bus is prohibited.

The product may not be administered in a manner that, in the opinion of the District, would create a disruption to the educational environment or cause exposure of the product to other students. A school employee shall not be required to administer the product.

Discipline of a student for being administered a product by a designated caregiver pursuant to this policy is prohibited. The District may not deny a student attendance at school solely because they require administration of the product during school hours.

Undesignated Asthma Medication

Public Act 100-0726 (the Act) amends the school code 105 ILCS 5/22-30 and 27A-5, to include undesignated asthma medication to the other undesignated emergency medications in Illinois schools. The Act permits schools to stock a supply of asthma medication and spacers; authorizes physicians to provide school districts and non-public schools with a standing order; and gives School Nurses or other trained personnel the authority to provide/administer Albuterol to any person (including parents, visitors and guests) that the School Nurse believes in good faith is experiencing respiratory distress. Undesignated Albuterol multi-dose inhalers and spacers are available in all school health offices during school hours.

Undesignated Epinephrine Auto Injectors (Epi-Pens)

The Emergency Epinephrine Act, P.A. 97-0361 (the Act) became law in Illinois in 2011. The Act permits schools to stock a supply of Epinephrine Auto-Injectors, authorizes physicians to provide school districts and non-public schools with a prescription to obtain the emergency auto-injectors from local pharmacists, and gives School Nurses or other trained personnel the authority to provide/administer the epinephrine to any person (including parents, visitors, and guests) the nurse believes in good faith is having an anaphylactic reaction. Undesignated epi-pens are available in all schools during school hours. The standing order and emergency auto-injectors are kept in the Health Office.

Undesignated Opioid Antagonists

Illinois School Code (105 ILCS 5/22-30(f)) and District Policy 7:270, *Administering Medicines to Students*, permits schools to maintain a supply of undesignated opioid antagonists in the name of the District and provide or administer them as necessary according to State law. Opioid antagonist means a drug that binds to opioid receptors, including, but not limited to, naloxone hydrochloride (Narcan) or any other similarly acting drug approved by the U.S. Food and Drug Administration. A School Nurse or trained personnel, as defined in State law, may administer an undesignated opioid antagonist to a person when they, in good faith, believe that person is having an opioid overdose.

A copy of Policy 7:270, *Administering Medicines to Students*, is available on the District's website.

Huntley District 158 and its employees and agents, including the physician, physician assistant, or advance practice nurse providing the standing protocol or prescription for School District Supply of Undesignated medications, shall incur no liability or professional discipline, except for willful and wanton conduct, as a result of any injury arising from the administration of an undesignated medication, including, but not limited to, asthma medication (inhaler), epinephrine auto injectors (Epi-Pen), diabetes medication (glucagon), or opioid antagonists, regardless of whether authorization was given by a student's parent/guardian, the student's physician, physician assistant, or advance practice nurse.

Self-Administration of Medication

Students are permitted by law to carry and self-administer diabetes medication, asthma inhalers, pancreatic enzymes and epinephrine auto-injectors, where appropriate. The parent must sign a statement acknowledging that the District shall incur no liability as a result of any injury or claim arising from the self-administration of the medication or use of an epinephrine auto-injector regardless of whether authorization was given by the student's parent or by the appropriate medical official, and that the parent will indemnify and hold harmless the District and its employees and agents against any such claims.

Asthma Medication

Students may carry and self-administer their own asthma inhaler.

- The parent must provide:
  - Written authorization through the "Request for Self Administration of Asthma Medication" form (available on the District website) signed by the parent, submitted annually at the beginning of the school year.
  - A prescription label with the name of the medication, the prescribed dosage and the time(s) or circumstances under which the medication is to be administered.
- Please also provide an Asthma Action Plan form (available on the District website) completed by the student's physician and submitted every year at the beginning of the school year.

Diabetes Medication

Students may carry and self-administer their own diabetes medication.

- The parent must provide:
  - Written authorization through the "Request for Self Administration of Diabetic Insulin and Glucose Testing" form (available on the District website) signed by the parent documenting the student has been instructed in the use and self-administration of the medication and glucose meter.
  - A "Request for Self Administration of Diabetic Insulin and Glucose Testing" form (available on the District website) *signed by the medical doctor*, renewed annually at the beginning of the school year.
  - A prescription label with the name of the medication, the prescribed dosage and the time(s) or circumstances under which the medication is to be administered.

Epinephrine Auto Injectors (Epi-Pens)

Students may carry and self-administer an Epi-pen.

- The parent must provide:
  - Written authorization through the "Request for Self Administration of Anaphylactic Medication" form (available on the District website) signed by the parent documenting the student has been instructed in the use and self-administration of the anaphylactic medication.
  - A "Request for Self Administration of Anaphylactic Medication" form (available on the District website) *signed by the medical doctor*, renewed annually at the beginning of the school year.

If a student requires assistance with their Epi-pen during a severe allergic reaction, a nurse or other trained staff member may administer the Epi-pen.

Anaphylaxis Prevention

While it is not possible for the school or District to completely eliminate the risks of an anaphylactic emergency, the District maintains a comprehensive policy on anaphylaxis prevention, response, and management in order to reduce these risks and provide accommodations and proper treatment for anaphylactic reactions. Parents and students who desire more information may contact the School Nurse.

Board Policy 7:285, *Anaphylaxis Prevention, Response, and Management Program,* is available on the District's website or a copy can be obtained by calling the District 158 Administrative Office at (847) 659-6158.

Communicable Diseases

Please notify the school office as soon as possible if your child contracts any contagious disease. If such a disease is contracted, the child must be excluded from school. Communicable diseases such as chicken pox, German measles, impetigo, influenza, measles, mumps, scarlet fever, infectious mononucleosis, norovirus, coronavirus, and strep throat are contagious before they reach a stage where they can be recognized and diagnosed. Certain communicable diseases will require a doctor's release for the student to re-enter school or may require documentation from the County Department of Health to re-enter school or school related activities. Please check with the school Health Office for specifics.

Concussions

If a student sustains a concussion, please notify the Health Office. The school will support a student with a concussion working with the student's physician and by providing a Return-to-Learn protocol. The student will check in with the nurse daily to evaluate symptom severity. Student athletes will also complete a Return-to-Learn protocol under the supervision of the Athletic Trainer.

The Illinois Department of Public Health (IDPH) has adopted the U.S. Centers for Disease Control and Prevention's (CDC) *Heads Up* campaign brochures which include concussion fact sheets for parents available on the IDPH website.

If an accident or illness merits being excused from school and/or physical education or recess, a doctor's note is required that specifies when the student may return to normal activity. **The School Nurse will not be able to write a note to excuse the student from PE.** A physician's release to return to PE and/or extracurricular athletic activities is required whenever a doctor's note for no PE has been issued for a concussion or other reason.

Emergency Contact Information

There are times when a student's illness or injury requires transportation to the hospital. The local rescue squad will transport the student to the appropriate medical facility. Every attempt will be made to notify the parent before transport. In order to contact parents quickly, it is required that we have complete and current information in PowerSchool on the following items:

- Your home address and telephone number
- Working status of parent(s), including the name of the company, the address and phone number where you can be reached
- The name and phone number of a neighbor, friend, or relative who is willing to attend to your child in an emergency.

It is the responsibility of the parent to notify the Registration Department at studentupdate@district158.org of any changes in the aforementioned items.

Epilepsy or Seizure Disorder

Parents of students who are diagnosed with epilepsy or a seizure disorder must submit a Seizure Action Plan (available on the District website) at the beginning of each school year.

Life-Threatening Food Allergies or Life-Threatening Chronic Illnesses

State law requires District 158 to annually inform parents of students with life-threatening allergies or life-threatening chronic illnesses of the applicable provisions of Section 504 of the Rehabilitation Act of 1973 and other applicable federal statutes, state statutes, federal regulations and State rules.

Parents of students with food allergies should provide a Food Allergy Emergency Action Plan and Treatment Authorization form (which can be obtained on the District website) completed by the student's physician and submitted every year at the beginning of the school year.

Federal law protects students from discrimination due to a disability that substantially limits a major life activity. If your student has a qualifying disability, an individualized Section 504 Plan will be developed and implemented to provide the support needed for your student to access their education effectively.

While not all students with life-threatening allergies and life-threatening chronic illnesses may be eligible under Section 504, we may be able to appropriately meet a student's needs through other means.

Physical Examination and Immunization Requirements

In accordance with the Illinois Department of Public Health (IDPH) and the Illinois School Code, physical examinations are required for all students entering Kindergarten, sixth grade and ninth grade, and students transferring from out-of-state. Physicals are also required for students trying out for or participating in extracurricular athletics. The physical examination must include a record of all immunizations the child has received**.**

Every child who enters Preschool, Kindergarten, sixth or ninth grade and every child who enters an Illinois school for the first time, irrespective of grade, must present evidence of immunization as prescribed by the rules and regulations of the Illinois Department of Public Health (IDPH) and the Illinois State Board of Education (ISBE).

Students failing to meet the required immunizations against measles, tetanus, diphtheria, poliomyelitis, varicella, pertussis (whooping cough), meningitis, rubella, mumps, and Hepatitis B, will be excluded from all District schools. There are two exceptions to this State law:

- Children whose parents object to immunizations on religious grounds must present the IDPH's Certificate of Religious Exemption form to the Superintendent or designee. Upon receipt of the form, the Superintendent or

designee shall immediately inform the parent of exclusion procedures if there is an outbreak of one or more diseases from which the student is not protected.

- Per Illinois School Code, if the physical condition of the child is such that any one or more of the immunization agents should not be administered on medical grounds, the examining physician responsible for the performance of the health examination shall endorse such fact upon the health examination form.

All physical and immunizations must be submitted prior to the first day of school or students will not be allowed to attend school. The Illinois Certificate of Child Health Examination (school physical) form is available on the District website.

Dental and Vision Exam Requirements

A dental exam must be provided to the Health Office before May 15 of the current year for students in Kindergarten, second, sixth, and ninth grades. A vision exam must be provided to the Health Office for students entering Kindergarten or transfer students entering Illinois schools for the first time. The Dental Exam and Vision Exam forms are available on the District website. A student may be exempt from the dental or vision examination requirements if the student's parent shows an undue burden or lack of access to a dentist or qualified physician/optometrist. Examination waiver forms are available on the Forms page of the District website.

Reporting to the Health Office

Except in emergencies, students need a hall pass from their teacher to visit the Health Office. If a student decides they need to see the nurse during a passing period, the student should report to class and receive a hall pass from the teacher.

Restrictions for Activity or Physical Education

At times, individual students may require special restrictions to their activity level due to a medical condition. Restrictions for activity or physical education class need to be submitted by a medical physician and must specify the amount of time the student is restricted from participation. Please note any physician directives for activity restrictions need to be reviewed and resubmitted each school year.

When To Keep Your Child at Home

Please keep your child at home during an illness to decrease the number of students who are exposed to the illness. Students who have been running a fever (100.4° F or greater) should be kept home fever-free for 24 hours before they return to school unless guidelines from the CDC or IDPH increase this timeframe. Students should also remain at home for 24 hours after vomiting has stopped and the student can tolerate a solid diet, and/or until diarrhea-free for 24 hours.

Internet and Technology

Access and Use

All use of the District's electronic networks shall be consistent with the District's goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. These procedures do not attempt to state all required or prohibited behaviors by users. However, some specific examples are provided. **Failure of any user to follow these procedures will result in the loss of privileges, disciplinary action, and/or legal action.**

Privileges

Use of the District's electronic network is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges, disciplinary action, and/or appropriate legal action. The technology administrator will make all decisions regarding whether or not a user has violated these procedures and may deny, revoke, or suspend access at any time. The decision of the technology administrator is final. The technology administrator will work with the building administrator and the building administrator will deal directly with the violator.

Terms and Conditions for Internet Access

The term electronic networks includes all of the District's technology resources, including, but not limited to:

1. The District's local-area and wide-area networks, including wireless networks (Wi-Fi), District-issued Wi-Fi hotspots, and any District servers or other networking infrastructure;
2. Access to the Internet or other online resources via the District's networks or to any District-issued online account from any computer or device, regardless of location;
3. District-owned or District-issued computers, laptops, tablets, phones, or similar devices.

Acceptable Use

Access to the District's electronic network must be: (a) for the purpose of education or research, and be consistent with the District's educational objectives, or (b) for legitimate business use. Use of the Internet, email, and other communication and collaboration tools to enhance productivity and enhance student learning is encouraged.

If students have been provided with a 1:1 technology device, the following are guidelines for the expectation of using technology responsibly:

a. Bringing a charged device to school every day;
b. Storing the device in the provided case when not in use;
c. Moving safely through the hallway while carrying the device;
d. Respecting the property and privacy of others by not using another student's device or account;
e. Using the device, app, and other information resources to support learning, complete school assignments, and gain understanding of how technology works; and
f. Using the Internet to gather information related to school, and to communicate with other students, teachers, and experts as it relates to school work.

Unacceptable Use

Staff and students are responsible for their own actions and activities involving the use of computers and the network. Some examples of unacceptable uses include, but are not limited to, the following:

a. Using the electronic networks for any illegal activity, including violation of copyright or other contracts, or transmitting any material in violation of any State or federal law;
b. Using the electronic networks to engage in conduct prohibited by Board policy;
c. Unauthorized downloading of software or other files, regardless of whether it is copyrighted or scanned for malware;
d. Unauthorized use of personal removable media devices (such as flash or thumb drives);
e. Downloading of copyrighted material for other than personal use;
f. Using the electronic networks for private financial or commercial gain;
g. Wastefully using resources, such as file space;
h. Hacking or attempting to hack or gain unauthorized access to files, accounts, resources, or entities by any means;
i. Invading the privacy of individuals, including the unauthorized disclosure, dissemination, and use of information about anyone that is of a personal nature, such as a photograph or video;
j. Using another user's account or password;
k. Disclosing any network or account password (including your own) to any other person, unless requested by the system administrator;
l. Posting or sending material authored or created by another without their consent;
m. Posting or sending anonymous messages;
n. Creating or forwarding chain letters, spam, or other unsolicited messages;
o. Using the electronic networks for commercial or private advertising;
p. Accessing, sending, posting, publishing, or displaying any abusive, obscene, profane, sexual, threatening, harassing, illegal, or knowingly false material;
q. Misrepresenting the user's identity or the identity of others; and
r. Using the electronic networks while access privileges are suspended or revoked.

Indemnification

The user agrees to indemnify the District for any losses, costs, or damages, including reasonable attorney fees, incurred by the District relating to, or arising out of, any violation of these procedures.

Internet Safety

Internet access is limited to only those acceptable uses as detailed in these procedures. Staff members shall supervise students while students are using District Internet access to ensure students abide by the Terms and Conditions for Internet access contained in these procedures.

Each District computer with Internet access has a filtering device that blocks entry to visual depictions that are: (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by the Children's Internet Protection Act and as determined by the Superintendent or designee. The technology administrator and Building Principal shall monitor student and staff Internet use.

Internet and Network Security

Internet and network security is a high priority. If the user can identify a security problem on the network or Internet, the user must notify the Technology Department or Building Principal. If reported to the Building Principal, the Building Principal is responsible for notifying the Technology Department. Do not demonstrate the problem to other users. Attempts to log-on to the network or Internet as a system administrator will result in cancellation of user privileges. Any user identified as a security risk may be denied access to the network. **Keep your accounts and passwords confidential and do not use another individual's account.**

Network Etiquette

Staff and students are expected to abide by the generally accepted rules of network etiquette while using any means of electronic communication such as email, blogs, wikis, discussion boards, instant messaging, etc. These include, but are not limited to, the following:

a. Be polite. Do not become abusive in messages to others.
b. Use appropriate language. Do not swear, use vulgarities, or any other inappropriate language.
c. Do not reveal personal information, including the addresses or telephone numbers of students or colleagues.
d. Recognize that the District's electronic networks are not private. People who operate the District's technology have access to all email and other data. Messages or other evidence relating to or in support of illegal activities may be reported to the authorities.
e. Do not use the network in any way that would disrupt its use by other users.
f. Consider all communications and information accessible via the network to be private property.

No Warranties

The District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The District will not be responsible for any damages the user suffers. This includes loss of data resulting from delays, non-deliveries, missed-deliveries, or service interruptions caused by its negligence or the user's errors or omissions. Use of any information obtained via the Internet is at the user's own risk. The District specifically denies any responsibility for the accuracy or quality of information obtained through its services.

Telephone Charges

The District assumes no responsibility for any unauthorized charges or fees, including telephone charges, texting or data use charges, long-distance charges, per-minute surcharges, and/or equipment or line costs.

Use of Email

The District's email system, and its constituent software, hardware, and data files, are owned and controlled by the District. The District provides email to aid students and staff members in fulfilling their duties and responsibilities, and as an education tool.

a. The District reserves the right to access and disclose the contents of any account on its system, without prior notice or permission from the account's user. Unauthorized access by any student or staff member to an email account is strictly prohibited.
b. Each person should use the same degree of care in drafting an email message as would be put into a written memorandum or document. Nothing should be transmitted in an email message that would be inappropriate in a letter or memorandum.
c. Electronic messages transmitted via the District's Internet gateway carry with them an identification of the user's Internet domain. This domain is a registered name and identifies the author as being with the District. Great care should be taken, therefore, in the composition of such messages and how such messages might reflect on the name and reputation of the District. Users will be held personally responsible for the content of any and all email messages transmitted to external recipients.
d. Any message received from an unknown sender via the Internet, such as spam or potential phishing emails, should either be immediately deleted or forwarded to the technology administrator. Downloading any file attached to any Internet-based message is prohibited unless the user is certain of that message's authenticity and the nature of the file so transmitted.
e. Use of the District's email system constitutes consent to these regulations.

Vandalism

Vandalism will result in cancellation of privileges and other disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or any other network. This includes, but is not limited to, the uploading or creation of malware, such as viruses and spyware.

Web Publishing Copyright Rules

Copyright law and District policy prohibit the re-publishing of text or graphics found on the Internet or on District websites or file servers/cloud storage without explicit written permission.

a. For each re-publication (on a website or file server) of a graphic or a text file that was produced externally, there must be a notice at the bottom of the page crediting the original producer and noting how and when permission was granted. If possible, the notice should also include the web address of the original source.
b. Students and staff engaged in producing web content must have written permission from the original producer before adding the material to their web page.

c. The absence of a copyright notice may not be interpreted as permission to copy the materials. Only the copyright owner may provide the permission. The manager of the website displaying the material may not be considered a source of permission.
d. The fair use rules for student reports in classrooms are less stringent and permit limited use of graphics and text.
e. Student work may only be published if there is written permission from both the parent and student.

Rights and Responsibilities¶

Uniform Grievance Procedure ¶

Any individual may file a sex equity, sexual harassment, Section 504 disability, or other discrimination complaint by using the procedure described in Board Policy 2:260, *Uniform Grievance Procedure*, a copy of which is available in the District Administrative Office, on the District website, or by contacting any of the individuals named below. ¶

Concerns or complaints related to potential violations should be directed to:¶

Nondiscrimination Coordinators/Title IX Coordinators:¶

Dr. Adam Zehr	Mrs. Karrie Baughman
650 Dr. John Burkey Drive	650 Dr. John Burkey Drive
Algonquin, IL 60102	Algonquin, IL 60102
(847) 659-6158	(847) 659-6158¶

Complaint Managers:¶

Dr. Amy MacCrindle	Mrs. Karrie Baughman	Mrs. Deanna Gill	Mr. Mark Altmayer¶
650 Dr. John Burkey Drive	650 Dr. John Burkey Drive	650 Dr. John Burkey Drive	650 Dr. John Burkey Drive¶
Algonquin, IL 60102	Algonquin, IL 60102	Algonquin, IL 60102	Algonquin, IL 60102¶
(847) 659-6158	(847) 659-6158	(847) 659-6158	(847) 659-6158¶

A student may appeal the Board's resolution of a complaint filed to the Regional Superintendent of Schools, and thereafter, to the State Superintendent of Education.¶

For concerns or complaints against District 158 or its employees other than a discrimination complaint, parents are encouraged to first contact the appropriate staff member directly. If the problem is not resolved, parents should then contact the Building Principal. If the problem remains unresolved, the parent should then contact the District Administrative Office.¶

Safety and Security

All District operations, including the education program, shall be conducted in a manner that will promote the safety and security of everyone on District property or at a District event. As such, District 158 has developed and maintains a comprehensive safety and security plan that includes, without limitation:

1. An emergency operations and crisis response plan addressing prevention, preparation, response, and recovery for each school;
2. Provisions for a coordinated effort with local law enforcement, fire officials, and emergency medical services personnel;
3. A school safety drill plan;
4. Instruction in safe bus riding practices; and
5. A clear, rapid, factual, and coordinated system of internal and external communication.

Campus Resource Officers

District 158 has established a Campus Resource Officer (CRO) program in partnership with the Algonquin, Huntley, and Lake in the Hills Police Departments. As part of an intergovernmental agreement, this partnership helps create "effective and positive school student discipline that: (1) is part of District 158's larger effort to address school safety and climate, (2) includes proactive and restorative methods rather than only punitive, and (3) is clear, consistent and equitable."

Each CRO is equipped with a body worn camera as provided by law in accordance with Police Department policies. The CRO's body worn camera will not record during the school day unless and until the CRO has reason to believe that a crime has been or is in the process of being committed. Further, in the event a CRO is in a hostile situation or perceives that a complaint will be raised, at the CRO's discretion, the body worn camera can begin recording.

Emergency Procedure Terms

- **Lockdown:** A lockdown is declared when, in the opinion of an administrator, Campus Resource Officer, or staff member, a situation exists that threatens the safety of students and staff and requires them to take appropriate protective action – locking down in a classroom, hiding from the danger or safely getting out of the building.

- **Hold in Place and Teach:** This protocol is enacted when there is a situation *inside the building* that requires immediate action for all persons to remain in place. It is non-life threatening to the general population and to the school.
- **Secure the Building and Teach:** This protocol is enacted when there is a situation *outside the building* that requires all persons to remain inside the school building.
- **Severe Weather/Shelter in Place:** This protocol is enacted when there is a severe weather/tornado warning indicated in the area of the school(s). All staff and students, inside or outside of the school, will be advised to move to their designated safe areas within the school.

  Should a severe weather/tornado warning occur at dismissal time, students will be kept in the building until conditions improve or an all-clear signal is issued.

  In the event buses are in transit and a severe weather/tornado warning is announced, buses will go to the closest school building or predetermined location based on movement of the potential weather.

  - **Tornado Watch:** A tornado watch is used when conditions are favorable for tornadoes to form.
  - **Tornado Warning:** A tornado warning is used when a tornado funnel is signed or indicated by weather radar. Shelter should be taken immediately.

School Safety Dog

The campus is routinely visited by school safety dogs certified in the detection of narcotics, alcohol, gunpowder, commonly abused prescriptions, and over-the-counter medications. These visits are random and do not interfere with instruction. While safety dogs are on campus, the school will be placed in a Hold and Teach protocol and students will not be allowed to leave or enter campus.

School Safety Drill Plan

In accordance with the School Safety Drill Act (105 ILCS 128/) and Board Policy 4:170, *Safety*, the following drills will be conducted:

1. Three school evacuation drills;
2. Two bus evacuation drills;
3. One severe weather and shelter-in-place drill;
4. One law enforcement lockdown drill.

Emergency drill procedures will be discussed with all students by their classroom teachers prior to each drill. If a parent would like to opt their child out of participating in the law enforcement lockdown drill, they must request this in writing to the Building Principal each school year.

School Bus Safety

All students shall be provided with instruction in safe bus riding practices at least twice during each school year. The instruction shall include two emergency bus evacuation drills, as well as the operation and use of the emergency door, windows (as a means of escape), and fire extinguisher.

Student Drop-Off and Pick-Up

In the interest of safety and security of all students and staff, parents are asked to please review the following drop-off and pick-up procedures:

Morning Drop-Off

Parents are asked to follow the flow of traffic in a single line to drop off students at the back of the school by the Field House. Students will enter the building through Door #10. Please use the entire sidewalk area next to the building to drop off, helping to efficiently drop off as many students in the quickest time possible.

No student should be dropped off in the parking lot.

Afternoon Pick-Up

All students being picked up must be picked up in the single lane pick up area as designated curbside in the front of the school. Please use the entire front of the building to pick up, helping to efficiently pick up as many students in the quickest time possible.

No student should be picked up in the parking lot. Students not involved in a school-sponsored activity may not remain on campus. If you cannot pick up your child by this time, please arrange for them to ride the bus home.

Vehicles MAY NOT be parked or located in the bus lanes or fire lanes at ANY TIME.
Vehicles located in these locations may be ticketed and/or towed by the police.

Search and Seizure

In an effort to maintain order and security in the schools, school authorities are authorized to conduct reasonable searches of school property and equipment, as well as of students and their personal effects. School authorities include school liaison police officers (Campus Resource Officers).

School Property and Equipment As Well as Personal Effects Left by Students

School authorities may inspect and search school property and equipment owned or controlled by the school (such as lockers, desks, and parking lots), as well as personal effects left there by a student, without notice to or consent of the student. Students have no reasonable expectation of privacy in these places or areas or in their personal effects left there.

The Superintendent may request the assistance of law enforcement officials to conduct inspections and searches of lockers, desks, parking lots, and other school property and equipment for illegal drugs, weapons, or other dangerous substances or materials, including searches conducted through the use of specially trained dogs.

Search of Student Accounts or Profiles on Social Networking Websites

In accordance with the Right to Privacy in the School Setting Act, 105 ILCS 75/:

1. School officials may not request or require a student or the student's parent to provide a password or other related account information to gain access to the student's account or profile on a social networking site.
2. School officials may conduct an investigation or require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates the school's disciplinary rule or policy. In the course of the investigation, the student may be required to share the content that is reported in order for the school to make a factual determination.

A social networking website means an Internet-based service that allows students to: (1) construct a public or semi-public profile within the bounded system created by the service; (2) create a list of other users with whom they share a connection within in the system; and (3) view and navigate their list of connections and those made by others within the system. Social networking websites include, but are not limited to, Facebook, Instagram, Twitter, TikTok, Snapchat, and ASKfm.

Searches of Students and/or Student's Personal Effects

School authorities may search a student and/or the student's personal effects in the student's possession (purses, wallets, backpacks, lunch boxes, etc.), when there is reasonable grounds for suspecting that the search will produce evidence the particular student has violated or is violating either the law or the school or District's rules and policies.

The search will be conducted in a manner that is reasonably related to its objective of the search and not excessively intrusive in light of the student's age and sex, and the nature of the infraction. When feasible, the search will be conducted as follows:

- Outside the view of others, including students;
- In the presence of a school administrator or adult witness; and
- By a certificated employee or school liaison police officer (Campus Resource Officer) of the same sex as the student.

Seizure of Property

Immediately following a search, a written report shall be made by the school authority who conducted the search and given to the Superintendent or designee.

If a search produces evidence that a student has violated or is violating either the law or the school or District's rules or policies, such evidence may be seized and impounded by school authorities, and disciplinary action may be taken. When appropriate, such evidence may be transferred to law enforcement authorities. The student's parent(s) shall be notified of the search as soon as possible.

A copy of Board Policy 7:140, *Search and Seizure*, can be found on the District's website or may be obtained by calling the District 158 Administrative Office at (847) 659-6158.

Special Education

Education of Children with Disabilities

The District shall provide a free appropriate public education in the least restrictive environment and any necessary related services to all students with disabilities enrolled in District 158, as required by the Individuals with Disabilities Education Act (IDEA). The term "children with disabilities" means children between ages 3 and the day before their 22nd birthday for whom it is determined that special education services are needed, except those children with disabilities who turn 22 years of age during the school year are eligible for special education services through the end of the school year. It is the intent of the school to ensure that students with disabilities are identified, evaluated and provided with appropriate educational services.

Once a student is determined to have a disability under IDEA, an Individualized Education Program (IEP) will be developed by a team of educators along with parents.

For additional information, please contact the Special Services Department at (847) 659-6158.

Services and Programs

District 158 provides a continuum of services to students with IEPs. Every effort is made to educate the student within their home school and classroom environment. The Individualized Education Program team, including the student's parent(s) and educators, meets annually to determine the needs of the student and the least restrictive environment. Students who move into District 158 with an IEP will be provided with the services listed in the Individualized Education Program plan.

Students with IEPs are afforded the safeguards and rights described in the parent guide, *Educational Rights and Responsibilities: Understanding Special Education in Illinois*, available on the Illinois State Board of Education (ISBE) website.

Students with disabilities who do not qualify for an Individualized Education Program, as required by the federal Individuals with Disabilities Education Act and implementing provisions of this Illinois law, may qualify for services under Section 504 of the federal Rehabilitation Act of 1973 if the student: (1) has a physical or mental impairment that substantially limits one or more major life activities, (2) has a record of a physical or mental impairment, or (3) is regarded as having a physical or mental impairment.

Access to Classroom for Special Education Observation or Evaluation

The parent of a student receiving special education services, or being evaluated for eligibility, is afforded reasonable access to educational facilities, personnel, classrooms, and buildings. This same right of access is afforded to an independent educational evaluator or a qualified professional retained by or on behalf of a parent or child.

For further information, please contact the Building Principal.

Discipline of Special Education Students

The District will comply with the Individuals With Disabilities Education Improvement Act of 2004 and the Illinois State Board of Education's Special Education rules when disciplining special education students. No special education student shall be expelled if the student's particular act of gross disobedience or misconduct is a manifestation of the student's disability.

Additional information, including laws, regulations, and guidance, is available at the Illinois State Board of Education (ISBE) website.

- ***Behavioral Interventions***

  Behavioral interventions shall be used with students with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors. The Board will establish and maintain a committee to develop, implement, and monitor procedures on the use of behavioral interventions for children with disabilities.

- ***Physical Restraint, Time Out, and Isolated Time Out (RTO)***

  Isolated time out, time out, and physical restraint shall only be used if the student's behavior presents an imminent danger of serious physical harm to the student or others, and other less restrictive and intrusive measures were tried and proven ineffective in stopping it. The school may not use isolated time out, time out, or physical restraint as discipline or punishment, convenience for staff, retaliation, as a substitute for appropriate educational or behavioral support, a routine safety matter, or to prevent property damage in the absence of imminent danger of serious physical harm to the student or others. The use of prone restraint is prohibited.

  Additional information for parents, including *The Physical Restraint, Time Out, and Isolated Time Out Bill of Rights*, is available on the Illinois State Board of Education (ISBE) website.

Exemption From PE Requirement for Special Education Students

A student who is eligible for special education may be excused from physical education courses in either of the following situations:

1. The student (a) is in grades 3-12, (b) has an IEP that requires that special education support and services be provided during physical education time, and (c) the parent agrees or the IEP team makes the determination; or
2. The student (a) has an IEP, (b) is participating in an adaptive athletic program outside of the school setting, and (c) the parent documents the student's participation as required by the Superintendent or designee.

A student requiring adapted physical education will receive that service in accordance with the student's Individualized Education Program.

Related Service Logs

For a student with an IEP, the District must create related service logs that record the type of related services administered under the student's IEP and the minutes of each type of related service that has been administered.

Student Privacy Protections

Surveys

All surveys requesting personal information from students, as well as any other instrument used to collect personal information from students, must advance or relate to the District's educational objectives, or assist students' career choices. This applies to all surveys, regardless of whether the student answering the questions can be identified or who created the survey.

Surveys by Third Parties

Before a school official or staff member administers or distributes a survey or evaluation created by a third party to a student, the student's parent may inspect the survey or evaluation, upon their request and within a reasonable time of their request. This applies to every survey: (1) that is created by a person or entity other than a district official, staff member, or student, (2) regardless of whether the student answering the questions can be identified, and (3) regardless of the subject matter of the questions.

Parents who object to disclosure of information concerning their child to a third party may do so in writing to the Building Principal.

Surveys Requesting Personal Information

School officials and staff members will not request, nor disclose, the identity of any student who completes any survey or evaluation (created by any person or entity, including the school or District) containing one or more of the following items:

1. Political affiliations or beliefs of the student or the student's parents.
2. Mental or psychological problems of the student or the student's family.
3. Behavior or attitudes about sex.
4. Illegal, anti-social, self-incriminating, or demeaning behavior.
5. Critical appraisals of other individuals with whom students have close family relationships.
6. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers.
7. Religious practices, affiliations, or beliefs of the student or the student's parent.
8. Income other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such programs.

The student's parent may: (1) inspect the survey or evaluation upon, and within a reasonable time of, their request, and/or (2) refuse to allow their child to participate in the survey. The school will not penalize any student whose parent exercised this option.

Instructional Material

A student's parent may inspect, upon their request, any instructional material used as part of their child's educational curriculum within a reasonable time of their request.

The term "instructional material" means instructional content that is provided to a student, regardless of its format, printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

Prohibition on Selling or Marketing Students' Personal Information

No school official or staff member may market or sell personal information concerning students (or otherwise provide that information to others for that purpose). The term personal information means individually identifiable information

including: (1) a student or parent's first and last name, (2) a home or other physical address (including street name and the name of the city or town), (3) a telephone number, (4) a Social Security identification number or (5) driver's license number or State identification card.

Unless otherwise prohibited by law, the above paragraph does not apply: (1) if the student's parent have consented; or (2) to the collection, disclosure or, use of personal information collected from students for the exclusive purpose of developing, evaluating or providing educational products or services for, or to, students or educational institutions, such as the following:

1. College or other postsecondary education recruitment, or military recruitment.
2. Book clubs, magazines, and programs providing access to low-cost literary products.
3. Curriculum and instructional materials used by elementary schools and secondary schools.
4. Tests and assessments to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments.
5. The sale by students of products or services to raise funds for school-related or education-related activities.
6. Student recognition programs.

Under no circumstances may a school official or staff member provide a student's personal information to a business organization or financial institution that issues credit or debit cards.

A parent who desires to opt their child out of participation in activities provided herein or who desires a copy or access to a survey or any other material described herein may contact the Building Principal.

A complete copy of the District's Student and Family Privacy Rights policy is available on the District's website.

Student Records

The District will maintain two sets of records for each student: a permanent record and a temporary record.

Permanent Records

All student permanent records are maintained for at least 60 years after the student transfers, graduates, or permanently withdraws.

A student's permanent record may include:

- basic identifying information
- academic transcripts
- attendance records
- accident and health reports
- honors and awards
- school-sponsored activities and athletics
- information pertaining to the release of this record

Temporary Records

Student temporary records are 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 parent or to the student when the student reaches 18 years of age, graduates from high school, marries, or enters military service, whichever comes first. Such students are called *eligible students*.

A student's temporary record may include:

- family background information
- intelligence and aptitude test scores
- psychological reports
- achievement test results
- participation in extracurricular activities, including any offices held in school-sponsored clubs or organizations
- honors and awards received
- teacher anecdotal records
- disciplinary information
- special education files
- records associated with plans developed under Section 504 of the Rehabilitation Act of 1973

- verified reports of information from non-educational persons, agencies or organizations of clear relevance to the student's education
- information pertaining to the release of this record

Rights and Privacy Regarding Student Records

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

1. **The right to inspect and copy the student's education records within 10 business days after the date the District receives a request for access.**
   A parent or student 18 years of age has the right to inspect and copy their permanent record. The parent or student should submit to the Building Principal or the Official Records Custodian a written request that identifies the record(s) they wish to inspect. The Building Principal will make arrangements for access and notify the parent or student of the time and place where the records may be inspected.

   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, 105 ILCS 10/5a, and 750 ILCS 60/214(b) (15).

2. **The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, irrelevant, or improper.**
   A parent or eligible student may ask the District to amend a record that they believe is inaccurate, misleading, irrelevant, or improper. They should write to the Building Principal or the Official Records Custodian, clearly identify the part of the record they want changed, and specify the reason.

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

3. **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 without consent is permitted 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 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 parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record to fulfill 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 individuals, the parent 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.

   Academic grades and references to expulsions or out-of-state suspensions cannot be challenged at the time a student's records are being forwarded to another school to which the student is transferring.

   Disclosure is also permitted without consent to: any person for research, statistical reporting or planning, provided that no student or parent(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; and juvenile authorities when necessary for the discharge of their official duties who request information before adjudication of the student.

4. **The right to a copy of any school student record proposed to be destroyed or deleted.**
   Student temporary records are reviewed every four years or upon a student's change in attendance centers, whichever occurs first.

5. **The right to prohibit the release of directory information.**
   Throughout the school year, the District may release directory information regarding students, limited to: name, address, grade level, birth date and place, parent names and addresses, academic awards, degrees, and honors, information in relation to school-sponsored activities, organizations, and athletics, major field of study, or period of attendance in school.

Any parent 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 or eligible student is specifically informed otherwise.

6. **The right 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 any right secured under State law.**

7. **The right to file a complaint with the U.S. Department 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

Student Services

Student Services are available through the Student Services Department for every student in the school. These services include: assistance with educational planning, interpretation of test scores, occupational information, career information, study help, assistance with home, school or social concerns, or any question a student may feel they would like to discuss with a counselor. Counselors and social workers are available to students, parents, and teachers for special conferences about students, problems, and programs.

Academic Advisement

Graduating on time with all the credits needed and having the courses required for college admission is no accident. Each Spring, students (with their parent) will need to choose classes for the next year, but throughout the year students and parents need to work together with the counselor to develop and/or revise a four year plan that meets the student's goals. Graduation Status Reports will be reviewed with students to inform them of their progress toward graduation requirements.

Students are encouraged to complete the college application process by mid-October in order to meet early consideration deadlines. Some public universities may also reach their enrollment quotas for incoming Freshmen in late Fall.

College Representatives

The best source of information, of course, is the first-hand visitation to the area of interest. This however, is not always possible; therefore, we try to bring the area of interest to students by having a representative come to HHS for a college visit. Students are encouraged to login to Naviance and view college visits by selecting the "Colleges" tab.

A college/career fair is also offered at McHenry County College in mid-October. Over 100 schools, universities, and other educational opportunities are represented at the fair. These are our best sources of information on specific schools and occupations. Other information can be obtained from a counselor or by reading resource materials in the Student Services Office. Please listen for announcements of representative visits and participate in them. If there is a school or occupational area of interest you wish to have visit HHS, please make us aware of this interest.

Counseling and Guidance

The guidance counseling staff are a resource to students in educational, social/emotional development, and career awareness activities. Academic counseling is available when students appear to have organizational or motivational problems in school. The counseling staff will help coordinate home-school communication as necessary and also act as a liaison between students and teachers.

Individual counseling may be provided upon request of the student, parent, or teacher. Such confidential discussions may be on any topic of concern including school adjustment problems and personal problems. Counselors do not provide therapy for students, but can and will provide referrals as needed.

In addition to the above services, it is the goal of the counseling staff to provide for the personal growth and development of all students regarding such issues as self-esteem, decision making, social skills, life safety, etc.

Erin's Law Counseling Options, Assistance, and Intervention

The counseling staff has identified counseling options for students who are affected by sexual abuse and grooming behaviors, along with District and community-based options for victims of sexual abuse and grooming behaviors to obtain assistance and intervention.

Naviance

Naviance is an Internet-based career and college exploration and planning tool students can utilize to explore career and college options, and develop a post-secondary plan. It can be accessed from anywhere there is access to the Internet. To login, go to the HHS webpage and click "Students" on the main page and select "Counseling Department" from the dropdown options. Click the "Naviance" banner and you will be brought to the "Family Connection" page for Naviance login. To login, enter your student district email. Your password is your Student ID number (without the S).

Problem Solving Team

Students who are experiencing academic, behavioral or social/emotional concerns, which affect academic performance, may be referred to our Problem Solving Team (P.S.T.) This program is designed to assist and support students at-risk of academic failure. Staff and/or parents may refer students for this program to the student's guidance counselor. Based on the student's needs, an action plan will be developed and monitored to assist the student in achieving academic success.

Transportation

School bus transportation is an important part of each student's education experience and the Transportation Department will assist in making this experience as pleasant as possible. It is the responsibility of the Transportation Department to design and implement routes and stops according to guidelines set forth by the Illinois State Board of Education and Illinois State Law. Decisions regarding special education students will take into account related disabilities and the student's IEP pertaining to transportation.

Transportation Department Staff

The District 158 Transportation Department and its staff are dedicated to the service, safety and well-being of all students that it transports. Bus drivers are responsible for the students riding their buses just as teachers are responsible for the students in their classrooms. The bus driver is required to report students who violate the bus rules of proper behavior and conduct while riding the bus.

Bus drivers are not authorized to change routes or make unauthorized stops unless approved through the Transportation Department.

Bus Conduct, Expectations, and Discipline

Every student has a right to a safe and enjoyable ride to and from school free from intimidation, threat or harassment. Bus drivers are responsible for the lives of all students on their bus and will not be required to transport any student who is a disciplinary problem. The school discipline system applies to students at the bus stop, bus loading and unloading locations, on the ride, and throughout the school day. If a student's behavior is not acceptable, the right of riding the bus may be suspended and the student may face further consequences.

Bus Expectations

- Be on time
- Walk to and away from the bus
- Find a seat immediately and remain seated
- Maintain an appropriate noise level and use appropriate language
- Keep your hands, arms, feet, and all objects inside the bus and to yourself
- Follow directions from the bus driver and other adults
- Help keep the bus clean
- Report unsafe behavior to the bus driver
- Use only approved items on the bus

Bus Discipline

The bus is an extension of the school and classroom in which all school rules, regulations and discipline policies and procedures apply.

- Transportation is a right that can be suspended.
- Each student is responsible for their behavior while on the bus and in the school bus loading and unloading areas.
- Unacceptable conduct on the school bus or at a school stop may result in a warning, detention, suspension or expulsion from school.

Should a student's bus riding privilege be suspended, it then becomes the responsibility of the parent to transport the student. Revocation of a student's bus riding privilege is not considered an exclusion, expulsion or suspension from school. Students suspended from the school bus who do not have alternate transportation to school will have the opportunity to make up missed school work for equivalent academic credit. It is the responsibility of the parent to notify the school that the student does not have alternate transportation.

Bus Routes

Students are required to ride their designated routes and get on and off at their designated stops. Students must be picked-up and dropped-off at the same location Monday through Friday. Transportation needs to keep track of students riding their designated routes in the event of an emergency (i.e. bus collision, lost or missing students, etc.). Due to the number of students being transported, it is not feasible to let students ride home on routes other than their designated routes.

In the event of an emergency, the parent must call the Transportation Department at (847) 659-3000 to request a change in their child's designated route. Requests for changes will be accepted or denied based on the number of students assigned to a particular bus route. If the request is approved, the Transportation Department will notify the school of the change.

Bus Stops

~~Students need to be at their designated bus stop five minutes prior to the scheduled bus arrival time. Bus drivers are required to report any student who is consistently tardy for their bus, as corrective action may be necessary. It is important that buses maintain a timely schedule.~~

The Transportation Department requires that students be at the bus stop five (5) minutes before the regular pick-up times. The five minutes compensates for any variance in the bus run and allows the bus to stay on schedule. When the bus comes to a stop, the students can board the bus, and it can be on its way to the remaining stops. It is important for students to be present at their designated bus stop at least five minutes before the scheduled arrival time to ensure timely pick-ups. Due to multiple circumstances, the bus may arrive three to five minutes earlier or later than the posted time.

In areas where sidewalks are provided, students need to stand a safe distance on the sidewalk away from the curb and street. In areas where sidewalks are not provided, students need to stay off the road and out of harm's way of motorists using the roadway. The private property of those living near the bus stop is to be respected. Students waiting for the bus are not to approach the bus until the bus has come to a complete stop and the driver has opened the door. Students are to get on the bus in single file in an orderly fashion without pushing and shoving, and find a seat immediately.

When students need to cross a road before boarding or after exiting the bus, they must wait on the curb or edge of the roadway until the driver signals the student giving them permission to cross the road. Students should cross the road far enough in front of the bus (approximately 10 feet) so the driver can see the student and the student can see the driver.

Not following these guidelines is a serious safety offense and drivers have been directed to submit bus conduct reports of students who do not follow these guidelines.

Danger Zones Surrounding School Buses

Statistically school bus transportation is the safest means of transportation that a student can take to and from school. A student has a 150 times greater risk of being in an accident to and from school via another vehicle other than a school bus.

The area within 10 feet in the front, sides, and rear of the bus are known as the DANGER ZONE. As such, precautionary guidelines must be adhered to when students are loading and unloading. At no time should a student walk directly alongside the bus nor should a student cross the road behind the bus. Students need to remain at least 10 feet away from the bus before loading. When unloading, students must exit and immediately step at least 10 feet away from the bus and proceed immediately to their destination. If a student drops an item in front of, alongside of, or at the rear of the bus, the student should not retrieve the item until notifying the driver. The driver will then decide if it is safe for the student to retrieve the dropped item.

Not following these guidelines is a serious safety offense and drivers have been directed to submit bus conduct reports for students not following these guidelines.

Electronic Recordings on School Buses

The Board of Education has adopted a policy authorizing the use of electronic recordings on school buses when transportation is provided for a school activity.

Electronic video and audio recordings are viewed to investigate incidents reported by a bus driver, administrator, CRO, supervisor, student, or other person. They are also viewed at random.

Viewing and/or listening to electronic video and/or audio recordings is limited to CROs and District personnel. These individuals must have (1) a law enforcement, security, or safety reason, or (2) a need to investigate and/or monitor student

or driver conduct. A written log will be kept of those individuals viewing the recording stating the time, name of individual viewing, and date the recording was viewed.

The content of the recordings are student records and are subject to District policies and procedures concerning school student records. If the content of a recording becomes the subject of a student disciplinary hearing, it will be treated like other evidence in the proceeding.

Transportation of Students with Disabilities

All students with an IEP are provided transportation entirely at District expense. The mode of transportation will be determined via the IEP conference. A parent wishing to waive the right to District approved transportation and desiring reimbursement for such services must seek reimbursement through the State of Illinois. District 158 will not provide reimbursement for expenses incurred by the parent.

HHS EXTRACURRICULAR ACTIVITIES AND ATHLETICS HANDBOOK

Mr. Tom Kempf, Activities Director
tkempf@district158.org
(847) 659-6696

Msr. Rita Castens~~Glen Wilson~~, Athletic Director
rcastans@district158.org ~~gwilson@district158.org~~
(847) 659-6516

Mr. Matt Landvick, Asst. Athletic Director
mlandvick@district158.org
(847) 659-6791

TABLE OF CONTENTS

Philosophy, Objectives, and Expectations of Extracurricular Participation

Activities and Clubs

Athletic Teams

Attendance Requirement for Extracurricular Activities

Consent to Random Drug Testing

- District 158 Drug and Alcohol Testing Program
- IHSA Performance-Enhancing Substance Testing Program

Activity/Participation Fees

Sports Physical Requirement for Athletics

Code of Conduct

Hazing

Sportsmanship

Athletic Practice Schedules

Eligibility for Participation in IHSA Contests

Transportation

Awards

Information for Parents

- Booster Organizations
- Parent and Coach Communication

ULTIMATE AUTHORITY DISCLAIMER

Circumstances that arise, which are not covered in this handbook or become a matter of interpretation, will be decided by a meeting of the Activity Director, and/or Athletic Director and Building Principal. The appeal process for any decision is described in The Code of Conduct Section of this handbook.

PHILOSOPHY, OBJECTIVES, AND EXPECTATIONS OF EXTRACURRICULAR PARTICIPATION

Huntley High School's extracurricular programs (athletics, activities, and clubs) are provided as a privilege to those students having the desire to engage in and/or compete in programs to enhance their overall abilities. Students who choose to participate are considered representatives of the school and District 158 and are expected to demonstrate good character, high morals, and an attitude of giving their best. In addition, student representatives are expected to show good sportsmanship and self-discipline. Because the Board of Education, administration, and staff expect these attributes, the HHS Extracurricular Code of Conduct is used to ensure these qualities are demonstrated by all participants.

The objectives of the extracurricular programs at Huntley High School are to:

1. Provide a highly engaging/competitive experience grounded in sound educational practice.

2. Assist in the safe and healthy development of the participant.
3. Create an enjoyable experience for the participants, student body, fans, and community by promoting sportsmanship, morale, and school spirit.
4. Instill qualities such as teamwork, pride, work ethic, personal responsibility, and self-discipline in its participants.
5. Promote the education and development of students through extracurricular participation.

ACTIVITIES AND CLUBS

Huntley High School currently sponsors more than 45 extracurricular activities and clubs for students to participate in. These activities are designed to enrich the student experience, provide opportunities for teamwork, personal growth, and social inclusivity, and to offer skill-building. A student may participate in as many clubs/activities as interest and schedule allows. Participation is subject to guidelines as outlined in the Athletic and Activities Handbook section.

Listed below is a list of activities and clubs available to students. Please note activities and club offerings are subject to change depending on student interest. For more information, visit the Activities page of the HHS website.

After School Choir: Mixed & Treble
Art Club
Band (Marching/Pep)
Buddies Club
Chess Team
Color Guard
Community Service Club
Competitive eSports
Computer Club
Contest Theatre
Creative Writing Club
Culinary Club
Orchesis Dance Program
Dungeons and Dragons Club
Drone Club
Environmental Club
Fishing Club
Film Club
Freshman/Sophomore One Acts
Genders Sexualities Alliance (GSA)
Hope Squad
HOSA (Future Healthcare Professionals) Medical Club
Investing and Economics Club
Jazz Band
Leos Club
Math Team
Mock Trial
Model UN (United Nations)
MSA (Muslim Student Association)
NHS (National Honor Society)
Philosophy Club
Play (All-school)
RAD Student Committee
Raider Nation
Red Raider Robotics
Scholastic Bowl Team
Silver Cord
SnowRaiders (Ski/Snowboarding)
Spanish Honor Society
Speech Team
Spring Musical (All-school)
Student Council (STUCO)
Technical Theatre Club
Thespian Show
Thespian Troupe Club
TV Production Club
Yearbook
Zoology Club

ATHLETIC TEAMS

The HHS Athletics Department offers a full slate of fall, winter, and spring interscholastic sports for students to participate in under the Illinois High School Association (IHSA). Participation is subject to guidelines as outlined. For more information, visit the Athletics page of the HHS website.

Fall Sports
Cross Country (Boys & Girls)
Football
Golf (Boys)
Golf (Girls)
Soccer (Boys)
Swimming (Girls)
Tennis (Girls)
Volleyball (Girls)

Winter Sports
Basketball (Boys)
Basketball (Girls)
Bowling (Boys)
Bowling (Girls)
Cheerleading
Dance Team
Swimming (Boys)
Wrestling

Spring Sports
Baseball (Boys)
Lacrosse (Boys)
Lacrosse (Girls)
Soccer (Girls)
Softball
Tennis (Boys)
Track & Field (Boys)
Track & Field (Girls)
Volleyball (Boys)

ATTENDANCE REQUIREMENT FOR EXTRACURRICULAR ACTIVITIES

Attendance is a factor in a student's eligibility to participate in extracurricular activities. A student must be in school at least the second-half of the school day. A student who goes home sick is ineligible to participate that day.

A student who has a medical appointment that may cause absence from school for more than one-half of the school day may still be eligible to participate that day. To assure eligibility, arrangements should be made ahead of time with the Activities Director or Athletic Director.

- **Absence Due to Participation in School-Sponsored Activity:** A student's absence from school due to participation in school-sponsored activities or trips will be recorded in PowerSchool as ***SA*** (school activity), and the student remains eligible to participate in after school, co-curricular, and/or extracurricular activities.

- **In-School Intervention/Suspended Students:** A student who is serving an in-school intervention (ISI) or an out-of-school suspension (OSS) is ineligible to participate in any school-related activities on the days of the intervention or suspension.

CONSENT TO RANDOM TESTING PROGRAM

District 158 Drug and Alcohol Testing Program

The District 158 Board of Education instituted an extracurricular drug and alcohol testing program to promote healthy and drug-free participation of students in extracurricular activities. Each student and the student's parent must consent to having the student submit to random drug and alcohol testing in order to participate in any extracurricular activity.

Consent forms for the District 158 Drug and Alcohol Testing Program and District 158's testing partner, Partnering for Prevention, LLC are available on the Forms page of the District 158 webpage. Forms should be returned to the coach or activities sponsor and will be kept on file in the Athletic Director's Office, Mr. Glen Wilson or the Activities Director's Office, Mr. Tom Kempf. Failure to sign the required forms will result in non-participation.

IHSA Performance-Enhancing Substance Testing Program

In accordance with the work of its Sports Medicine Advisory Committee and Public Act 096-0132, the Illinois High School Association (IHSA) has implemented a performance-enhancing substance testing program for student-athletes at IHSA member schools.

The IHSA will test randomly selected individuals and teams throughout the school year and those participating in State series competitions for banned substances. Any student athlete who ingests or otherwise uses substances from the IHSA banned drug classes, without written permission by a licensed physician to treat a medical condition, violates IHSA By-law 2.170 and its subsections, and is subject to IHSA penalties, including ineligibility from competition.

No student-athlete may participate in an IHSA competition unless the student and the student's parent consent to random testing. The consent is part of the Huntley High School Sports Participation Information sheet. A list of IHSA Banned Substances is available on the IHSA website.

ACTIVITY/PARTICIPATION FEES

An activity fee assessed by the Board of Education for participation in athletics, plays, musicals, and other activities is required. Activity fees should be paid online through the District Webstore or by check or cash directly to the coach or activity sponsor. Activity fees will not be refunded for any student who quits or is dismissed from a sport or activity.

Participation fees may be required for specific activities or clubs based on expenses incurred. Participation fees should be paid directly to the activity/club sponsor and will be credited to the group's activity account. Any student who quits or is dismissed from a club will not have a fee refunded.

SPORTS PHYSICAL REQUIREMENT FOR ATHLETICS

All students are required to have a current sports physical on file at school before they can tryout or participate in any extracurricular athletics. The physical must remain current during the entire duration of the athletic season for the particular sport (i.e. volleyball season, basketball season, cheerleading season, etc.), meaning it has been completed within the past 12 months of the tryout or participation date. If a student's physical lapses prior to the end of that sports season, the student will be excluded from future participation until a new sports physical form is submitted.

An IESA/IHSA Pre-participation Examination form or an Illinois Certificate of Child Health Examination (school physical) form must be completed by the physician and parent. Both forms are available on the District website.

CODE OF CONDUCT

Participation in activities at Huntley High School is a privilege and students who choose to take part are considered representatives of the school and District 158. It is the hope of the Board of Education, administration, and staff that students participate in activities in such a manner as to not abuse the privilege of participation. In addition, the Code of Conduct places an emphasis on the values and commitments necessary to create a safe and healthy environment for participation.

- The Code of Conduct takes effect the first time a student becomes a member of a club/activity.
- The Code of Conduct is in effect year round, in and out of season, on and off school grounds, until graduation.

- A verifiable violation of the Code of Conduct is deemed to have occurred when a District 158 employee or a law enforcement agency (or representative thereof) confirms the student's involvement; an internet posting depicts inappropriate behavior; or a student admits guilt.

Code of Conduct Violations

1. Use, possession, or distribution of illegal substances, including, but not limited to, alcohol, marijuana, anabolic steroids, non-prescription drugs, and the abuse of prescription drugs.
2. Use or possession of tobacco, electronic smoking devices, similar look-a-like devices, or nicotine based products.
3. Theft or vandalism of any school, personal, or public property.
4. Inappropriate conduct in which the student is directly or indirectly involved, such as fighting, harassment, or verbal/physical abuse of others.
5. Academic dishonesty or misconduct in which the student is involved, such as obtaining or attempting to obtain credit by dishonest, deceptive, fraudulent, or unauthorized means.
6. An Internet posting on a social network that disrupts the educational or athletic/activity environment and may be threatening to or abusive of others.
7. Association with or attendance at activities involving a violation of the Code of Conduct in which the student does not leave immediately upon learning of said activities.
8. A verified positive test result in the IHSA or D158 random drug testing programs. This will include a refusal to participate or complete the IHSA or D158 random drug testing.

Code of Conduct Violation Consequences

First Offense: Suspension from 20% (or closest percentage to 20%) of the regularly scheduled contests. The suspension will include continued participation in practice, attending any events/meets/matches, and supporting the team during the length of the suspension. The suspension carries over to the next activity if it is not completed during the current activity.

Second Offense: Suspension of 50% from the regularly scheduled contests. The suspension will include continued participation in practice, attending any events/meets/matches, and supporting the team during the length of the suspension. The suspension will carry over to the next activity in which the student is involved if not completed in the current activity.

Third Offense: Suspension from all activities for one calendar year (365 days).

Fourth Offense: Dropped from all activities for the remainder of the student's high school career.

Self-Reporting: If a student self-reports a first offense to an administrator, the student will be suspended from 10% of the regularly scheduled contests. The student must make their report immediately. The student will not be eligible for the terms of self-reporting after school authorities have been notified of the violation.

Clarifications/Definitions

- For suspensions that carry over from a previous activity or that occur before the next activity, the student must complete the next season in good standing to fulfill the terms of the suspension.
- A violation will be considered a second, third, or fourth offense if it is committed within 365 days of the previous violation. After one calendar year (365 days), a violation will be dropped.
- One calendar year is defined as 365 days from the date on the letter notifying the student and parent of the suspension.
- A first violation in a season will not automatically result in forfeiting eligibility for school awards. A second violation in a season will result in forfeiture of all school awards.

- A suspended student is expected to attend practice.
- A suspended student is expected to sit with the team, out of uniform, during contests.
- In circumstances when a student is participating in a combination of more than one athletic, activity, or club, the Athletic Director, Administration, or their designees will work together to discuss the current disciplinary action and determine the appropriate consequence.

Appeal Process

1. If the student and parent(s) wish to appeal a decision, they may do so by contacting the Activity/Athletic Director within three school days of being notified of the suspension.
2. The appeal process must follow:

a. Appeal to the Associate Principal
b. Appeal to the Building Principal
c. Appeal to the Associate Superintendent or Designee
d. Appeal to the Board of Education

3. If, during any step of the appeal process, the original suspension is reversed, the suspension will be declared void and all records of the suspension will be purged. The student shall return to the activity in good standing and without further consequence.

HAZING

The District does not condone any form of initiation, known as hazing, as part of any school sponsored student activity. No student, coach, sponsor, volunteer, or employee shall solicit, plan, direct, encourage, assist or engage in any hazing activity. In addition, the District directs that no administrator, coach, sponsor, volunteer, or employee shall permit, condone, or tolerate any form of hazing.

Delegation of Responsibility

District administrators shall promptly investigate all complaints of hazing and administer appropriate discipline to any individual who violates this policy.

Administrators, coaches, sponsors, employees, and volunteers shall be alert to incidents of hazing and shall report such conduct to the Activity Director, Athletic Director, or Building Principal.

The District shall annually inform students, parents, coaches, sponsors, volunteers, and employees that hazing of students is prohibited by means of:

- Publication in this handbook
- Verbal instruction from the coach

Complaint Procedure:

1. When a student believes they have been subject to hazing, the student shall promptly report the incident orally or in writing to their coach and the Activity Director or Athletic Director.
2. The Activity Director or Athletic Director shall conduct a timely, impartial, thorough, and comprehensive investigation of the alleged hazing.
3. The Activity Director or Athletic Director shall prepare a written report summarizing the investigation and recommending disposition of the complaint. Copies of the report shall be provided to the complainant, the accused, and others directly involved, as appropriate.
4. If the investigation results in a substantiated finding of hazing, the Activity Director or Athletic Director shall recommend appropriate disciplinary action, including possible suspension or expulsion, as circumstances warrant.

SPORTSMANSHIP

Huntley High School will emphasize and enforce all District 158, Illinois High School Association (IHSA), and Fox Valley Conference policies on sportsmanship. Students are expected to adhere to the highest standards for behavior at all school-sponsored activities.

ATHLETIC PRACTICE SCHEDULES

The start of practice for each sport will be announced well in advance of the first practice date. Practice schedules will be distributed to participants the first day of practice. District 158 does not allow mandatory practices on Sundays except under special circumstances and only with the permission of the Activity Director and/or Athletic Director.

Because of the necessity to share facilities, practice times may need to be staggered. Efforts will be made to equally distribute practice times among the various levels of programs. Likewise, unforeseen circumstances may force a change in practice schedules. Participants will be notified, as soon as possible, of any schedule changes.

Conflicts in regard to practices will be handled in the following manner:

1. Educational Field Trips
   Should a conflict arise with an educational field trip, the coach and teacher should be in communication with each other and attempt to minimize the impact of the conflict. Participants should not be penalized for missing a practice, or arriving late to a practice, due to attending an educational field trip.
2. School Sponsored Social Activities
   Attendance at school sponsored social activities does not exempt participants from team responsibilities. Participants who miss events or practices to attend school sponsored social activities, without the coach/sponsor's permission, will be considered unexcused and be subject to established team policy regarding unexcused absences.
3. Non-School Activities
   Each coach/sponsor will establish an attendance policy, with approval from the Activity/Athletic Director, and inform participants of the policy in regard to excused and unexcused absences.
4. Skiing and Similar Activities
   Coaches should inform participants of the dangers of participating in skiing/similar activities but may not make a policy prohibiting participation in these activities during non-school hours. A participant injured during skiing/similar activities holds no right to their position upon returning to their team.

ELIGIBILITY FOR PARTICIPATION IN IHSA COMPETITIONS

Huntley High School is a member participant of the Illinois High School Association (IHSA) and as such, follows IHSA guidelines regarding eligibility as follows:

Weekly Eligibility

A student participating in a sport is subject to the weekly eligibility check during the season for that activity. A student must pass 25 credit hours of high school work per week (Monday through Sunday). Generally, 25 credit hours is the equivalent of five .5 credit courses (2.5 full credits).

Weekly eligibility is based on a student's grades as they accumulate from the first week to the last week of the semester. The criterion used by the IHSA is what the student's grade would be if they transferred to another school during the course of the semester.

Semester Eligibility

By IHSA regulations, a student must pass 2.5 credits per semester to be eligible for the next semester. This is the equivalent of five (5) .5-credit classes. The criterion for weekly and semester eligibility is detailed in the IHSA eligibility rules.

TRANSPORTATION

The sponsors will make transportation arrangements for all extracurricular events through the District 158 Transportation Department. Participants are required to ride district-provided transportation to and from away events.

Parents may transport their child home from away events by signing the transportation sign-out sheet provided at the event. Parents may only sign-out their own child. A parent may grant permission for their child to ride home with another parent by providing advanced written notification to the Principal, Activity/Athletic Director, or coach/sponsor. The parent who is being granted permission will, in turn, need to sign the participant out after the event. Under no circumstances will District 158 take the responsibility of releasing a participant to be transported by anyone other than a parent.

If a participant misses the bus, they may only be transported to the event by their parent. Upon arriving at the site of the event, the participant's parent needs to present the participant to the coach. Under any other conditions, the student will not be permitted to participate. Any student missing the bus due to a detention will not be allowed to participate. Unforeseen or extenuating circumstances will require permission of the Activity/Athletic Director.

AWARDS

Awards acknowledge the achievement, participation, and membership of the participants in interscholastic competition. To be eligible for these awards, participants must be in good standing in school and the activity. Students who drop out of the activity or are dismissed by the coach/sponsor before the end of the season will not be eligible to receive any awards. A coach may deny a participant, who meets minimum letter requirements, their letter if that participant's conduct is deemed detrimental to the school and the program. A participant who becomes injured or ill during the season, but remains a member of the team, may be issued an award at the discretion of the coach.

Award Distribution

1. First year participants will receive Numerals if not already received by participation in another sport/activity.
2. A student who has not previously received a Letter in the activity will receive a Letter and Bar.

3. If a student has previously received a Letter, the student will be issued a Bar representing another year's participation.
4. Plaques are presented to any Senior who has participated all season, all 4 years of high school.

Special Awards

The sponsor may distribute awards to individual students as they so choose.

INFORMATION FOR PARENTS

BOOSTER ORGANIZATIONS

The HHS Athletic Boosters is a parent organization that supports all high school athletic programs. Parents volunteer to work concessions at football games, basketball games, and other events. In addition, the Boosters sell HHS spiritwear at various events throughout the year including home football games, RaiderFest, and Freshman Orientation Nights. Funds raised provide for Student Athlete Scholarships for graduating Seniors. For more information, visit their website, like them on Facebook, or follow them on Twitter and Instagram.

The Huntley High School Band Boosters is a very active group supporting the marching band, color guard, and other band programs at the school. The organization's goal is to provide the support needed to assist with funding a successful, educational and fun band, marching band, and color guard program. Parents volunteer their time and efforts to build props for the annual marching band competition programs, fundraise for scholarships, instrument and equipment purchases, new music, professional clinicians, and so much more. See how you can get involved by visiting their website.

The Fine Arts Boosters is a parent organization supporting, encouraging, and promoting the Theatre, Choir, and Speech fine arts programs at Huntley High School. The Fine Arts Boosters work as an independent organization to raise funds to provide scholarships to graduating Seniors and grants and mini-scholarships to current students participating in fine arts activities beyond those offered at HHS. The group also assists in a variety of ways for theater performances and student participation in Contest Theatre. To inquire about the HHS Fine Arts Boosters, please visit their Facebook page.

PARENT AND COACH COMMUNICATION

Philosophy

Participation in extracurricular activities provides the possibility to extend and enhance student learning and personal growth beyond the classroom setting. Participation often includes important lessons about working together toward shared goals, communicating effectively, overcoming challenges, maintaining a positive attitude, practicing sportsmanship, and winning or losing with dignity. Regardless of the amount of level of participation/playing time or whether the team has a winning season, these lessons remain embedded within the experience.

While acknowledging that "winning isn't everything," coaches are committed to providing teams with the best opportunity to win within the rules of the game, and representing the school and communities of District 158 in a manner which inspires and exemplifies pride.

Parent/Coach Relationship

Both parenting and coaching are very difficult vocations. Each role offers unique perspectives of a child's involvement in activities. While there are times when perceptions of parents and coaches are aligned, it is unrealistic to expect this will always be the case. We believe it is important to clearly define what you can expect of our coaches. It is also important for you to have an understanding of the procedures for communication between you and your child's coach. Finally, providing support for all students participating in extracurricular activities is an important role played by both parents and coaches.

Coach's Communication to the Parent

You may expect to receive the following information in writing from the coach no later than the first practice:

- Brief statement of the coach's philosophy
- Expectations the coach has for all team members
- Location and times of scheduled practices and games
- Procedure to be followed if your child is injured
- Discipline procedures the coach may implement
- Anticipated costs associated with participation and possible fundraising activities

Parents' Communication to the Coach

- Communicate directly with the coach about any concerns
- Provide written notification of schedule conflicts well in advance

As your child becomes involved in activities at HHS, the inevitable highs and lows that are a part of extracurricular competition are bound to occur. These experiences will provide your child with an opportunity to grow and learn skills and lessons they may apply in aspects of their life beyond the competitive/performing arena. If the lows, however, begin to get your child down, we encourage you to speak with the coach.

Appropriate Concerns to Discuss with Coaches

- The treatment of your child – mentally, emotionally, and physically
- Ways to help your child improve
- Concerns about your child's behavior, attitude, and performance

One of the most potentially problematic issues between coaches, students, and parents is competitive level/performance time. Decisions regarding these are at the sole discretion of the coach. As professionals, coaches make decisions based on what they believe to be best for the team and for all students involved. Obviously, there may be times when you do not agree with a coach's decisions, but it is important to recognize that decisions about the student's role and the student's role on the team are decisions which are not negotiable between a parent and a coach.

Inappropriate Concerns to Discuss with Coaches

- Level of participation/playing time
- Team strategy
- Play calling
- Other student-athletes (unless verbal/physical harassment occurs)

Setting up a Conference

There are situations that may require a conference between the parent(s), student, and coach. **It is necessary that all three entities – parent(s), student, and coach – be involved in the meeting.** Such a meeting can lead to increased understanding. When a conference is needed, please follow these steps:

- Call the coach to schedule an appointment
- If the coach cannot be reached, contact the Activity/Athletic Director and they will arrange a time for you, your child, and the coach to meet.

Communication between the coach and parent(s) can play a vital role in resolving concerns; however, before, during, or immediately following a practice or competition is not the appropriate time for addressing concerns. Please do not attempt to discuss a concern with a coach at these times, as they are not conducive to the successful resolution of a problem.

While, ideally, it is hoped that a conference with the coach will alleviate concerns, it should be recognized there may be times when the coach and the parent do not achieve a shared understanding as a result of their conference.

The Next Step

Contact the Activity/Athletic Director. A meeting will be scheduled for the parent(s), student, coach and Activity/Athletic Director.

Support

Your child's participation in extracurricular activities should be extremely rewarding. You are invited to support students by becoming involved in the Parent Booster Organizations available at Huntley High School. You are also invited to attend events, and cheer in a positive and encouraging manner. By supporting everyone involved in competition and displaying good sportsmanship, you provide an important and wonderful example for students. It is hoped this information will serve as the foundation of a rewarding experience in activities for your child.

HUNTLEY
COMMUNITY SCHOOL DISTRICT 158

20234-20245

Middle School Student Academic, Activities, and Athletics Handbook

Square Barn Road Campus
Heineman Middle School

Reed Road Campus
Marlowe Middle School





MISSION: OUR LEARNING COMMUNITY WILL INSPIRE, CHALLENGE AND EMPOWER ALL STUDENTS ALWAYS

Updated: 08.30.23

Huntley School District 158 Middle Schools

Heineman Middle School

725 Dr. John Burkey Drive
Algonquin, IL 60102
(847) 659-4300 - Office
(847) 659-4311 - Attendance Line

Office Hours: 7:00 am to 3:00 pm
School Day: 7:30 am to 2:25 pm

Mr. Andrew Gibbs, Principal
~~Ms. Rebecca La Porta~~, _____, Assistant Principal
~~Mrs. Alicia Parker~~, Ms. Shannon Seibert, Assistant Principal

Marlowe Middle School

9625 Haligus Road
Lake In The Hills, IL 60156
(847) 659-4700 - Office
(847) 659-4711 - Attendance Line

Office Hours: 7:00 am to 4:00 pm
School Day: 7:30 am to 2:25 pm

~~Mr. William Johnson~~, Mrs. Dana Halper, Principal
~~Ms. Teresa Brandt~~, Ms. Sally Mueller, Assistant Principal
Ms. Gabrielle Clark, Assistant Principal
Mrs. Jillian Pearce, Assistant Principal





HUNTLEY
COMMUNITY SCHOOL DISTRICT 158

Schedule of Events 2024-2025

Institute Days
August 12, 2024
August 13, 2024
October 11, 2024
January 6, 2025

Non Attendance Days - No School
November 27, 2024
February 14, 2025
April 18, 2025

Waived Holidays - School in Session
Veterans Day - November 11, 2024
Casimir Pulaski Day - March 3, 2025

Holidays - No School/Offices Closed
Independence Day - July 4, 2024
Labor Day - September 2, 2024
Columbus Day - October 14, 2024
Election Day - November 5, 2024
Thanksgiving Holiday - November 28-29, 2024
Christmas Holiday - December 24-25, 2024
New Year Holiday - December 31, 2024 and January 1, 2025
March 21, 2025 – Last day before Spring Break
Dr. Martin Luther King's Birthday - January 20, 2025
Marchl 31, 2025 – First day after Spring Break
Presidents Day - February 17, 2025
Memorial Day - May 26, 2025

8th Grade Promotions
Junteenth - June 19, 2025
May 21, 2025 - Marlowe Middle School

May 22, 2025 - Heineman Middle School

SIP Early Release Days
September 24, 2024
December 20, 2024
February 13, 2025
March 4, 2025
April 17, 2025
May 23, 2025

Middle School Dismissal at 12:30 pm on SIP Early Release Days

School Begins
August 14, 2024

Middle School Grading Periods
October 10, 2024 - End of 1st Quarter (41 days)
December 20, 2024 - End of 2nd Quarter (43 days)
March 14, 2025 - End of 3rd Quarter (46 days)
May 23, 2025 - End of 4th Quarter (44 days)

Parent Teacher Conferences - No School
November 25, 2024 – 9:00 am to 8:00 pm
November 26, 2024 – 7:00 am to 12:00 pm

Winter Break - No School
December 23, 2024 – January 6, 2025

Spring Break - No School
March 24, 2025 – March 28, 2025

Miscellaneous
December 20, 2024 – Last day before Winter Break
January 7, 2025 – First day after Winter Break



* Friday, May 23, 2025 will be the earliest last day of school if NO emergency days are used.

* Monday, June 2, 2025 will be the last day of school if ALL 5 emergency days are used.

★ 2024-2025 Yearly Calendar

★ District 158 Interactive Calendar

TABLE OF CONTENTS

General Information and Notices

- Accommodating Individuals with Disabilities
- Animals on School Property
- Awareness and Prevention of Child Sexual Abuse, Grooming Behaviors, and Boundary Violations
- Education of Homeless Children
- Equal Educational Opportunities
- Sex Equity Policy
- Video and Audio Monitoring System
- Weapons Policy

Emergency Communication

- Emergency Notifications
- School Day Cancellations

Enrollment Information

- Birth Certificate Requirement
- Custody Arrangements
- Fees and Waivers
- Homeless Child's Rights
- Student Transfers to and from Non-District Schools

School & Community Relations

- Care Solace
- Faith's Law Notifications - Employee Conduct Standards
- Gun-Free, Tobacco, Alcohol, and Drug-Free Zones
- Mandated Reporter
- Pesticide Application Notice
- PowerSchool
- Sex Offender ~~& Violent Offender~~ Notification Law
- Suicide and Depression Awareness and Prevention
- Visitor Guidelines
- Visits to Classrooms and Conferences
- Volunteers

School Guidelines

- School Hours
- Access to Student Social Networking Passwords and Websites
- After School Hours
- Closed Campus
- Hall Passes
- Homework
  - Academic Limitations on Homework
  - Academic Dishonesty
  - Consequences for Academic Dishonesty
- Identification Cards
- Lockers
- Messages and Dropping Off Items for Students
- Peer Relationships

Personal Electronic Devices
Prohibited Personal Items
Respect for Property
School Dance Guidelines
Student Appearance, Clothing, and Hygiene
Appearance/Dress Code
Telecommunication Device Possession and Use
Trespassing
Uniforms for Physical Education Class

Parents' Rights Notifications
Annual Report Card
Assessments/Standardized Testing
Local Assessments
State Assessments
School Visitation Rights for Parents
Student Data Privacy; Notice to Parents About Educational Technology Vendors
Teacher Qualifications

Absences, Attendance, and Tardies
Absences
~~Excused Absences~~
Excused ~~Acceptable~~ Absences (EA)
Unexcused ~~Unacceptable~~ Absences (UA)
Procedures for Communicating Absences
Make-Up Work
Illnesses
Family Emergencies
Release Time for Religious Instruction & Observance
After School, Co-Curricular, or Extracurricular Activities Attendance Requirements
Truancy
Diagnostic Procedures for Identifying Student Absences and Support Services to Truant or Chronically Truant Students
Extended Absences
~~Attendance Requirements for Participation in After School, Co-Curricular, or Extracurricular Activities~~
~~Prearranged Absences¶~~
~~Release Time for Religious Instruction/Observance~~
~~Requests for Make-Up of Missed School Work¶~~
~~Tardy to School or Class¶~~
~~Truancy¶~~

Behavior and Discipline
School Code of Conduct
Parent-Teacher Advisory Committee (PTAC)
Rights and Responsibilities
Multi-Tiered Systems of Support Framework
Restorative Practices
Discipline of Special Education Students
Aggressive Behavior
Bullying, Harassment, Hazing, and Sexting
Conduct Motivated by Prohibited Discrimination
Dangerous Weapons
Gang and Gang-Related Activity
Teen Dating Violence Prohibited

~~Discipline Plan¶~~
~~Discipline of Special Education Students¶~~
~~Disciplinary Measures¶~~
~~Level/Step Disciplinary System¶~~
Disciplinary Consequences

Educational Programs
English Learners
Transitional Bilingual Education (TBE)
Transitional Program of Instruction (TPI)
Family Life and Sex Education Classes
Field Trips
Gifted and Talented Program
Home and Hospital Instruction
Library Resource Center
Multi-Tiered Systems of Support
Physical Education
School Wellness
Section 504

Food Services and Cafeteria Expectations
Food Services Staff
Free and Reduced-Price Food Services Eligibility Criteria and Selection
Breakfast and Lunch Menus
MySchoolBucks
Nutritious Food
Providing Lunch/Food for Your Child
Purchasing Food
Cafeteria Expectations

Health Services
Health Office Staff
Accident, Illness or Injury Procedure
Administering Medication to Students
Prescription Medication
Non-Prescription Medication
Administration of Medical Cannabis
Undesignated Asthma Medication
Undesignated Epinephrine Auto Injectors (Epi-Pens)
Undesignated Opioid Antagonists
Self-Administration of Medication
Asthma Medication
Diabetes Medication
Epinephrine Auto Injectors (Epi-Pens)
Anaphylaxis Prevention
Communicable Diseases
Concussions
Emergency Contact Information
Epilepsy or Seizure Disorder
Life-Threatening Food Allergies or Life-Threatening Chronic Illnesses
Physical Examination and Immunization Requirements
Dental and Vision Exam Requirements
Reporting to the Health Office
Restrictions for Activity or Physical Education

When to Keep Your Child at Home

Internet and Technology
Access and Use
Privileges
Terms and Conditions for Internet Access
Acceptable Use
Unacceptable Use
Indemnification
Internet Safety
Internet and Network Security
Network Etiquette
No Warranties
Telephone Charges
Use of Email
Vandalism
Web Publishing Copyright Rules

Progress Reports, Report Cards, Grading, Retention, and Promotion
Progress Reports
Report Cards
Grade Point Average (GPA) Calculation
Grade Point Average (GPA) Calculation with Honors Courses
Honor Roll
Remediation, Retention, and Promotion

Rights and Responsibilities
Student Responsibilities
Uniform Grievance Procedure

Safety and Security
Campus Resource Officers
Emergency Procedure Terms
School Safety Drill Plan
School Bus Safety
Student Drop-Off and Pick-Up
Walking or Riding Bicycles To and From School

Search and Seizure
School Property and Equipment As Well as Personal Effects Left by Students
Search of Student Accounts or Profiles on Social Networking Websites
Searches of Students and/or Student's Personal Effects
Seizure of Property

Special Education
Education of Children with Disabilities
Services and Programs
Access to Classroom for Special Education Observation or Evaluation
Discipline of Special Education Students
Behavioral Interventions
Physical Restraint, Time Out, and Isolated Time Out (RTO)
Exemption From PE Requirement for Special Education Students
Related Service Logs

Student Privacy Protections
Surveys

Surveys by Third Parties
Surveys Requesting Personal Information
Instructional Material
Prohibition on Selling or Marketing Students' Personal Information

Student Records
Permanent Records
Temporary Records
Rights and Privacy Regarding Student Records

Student Services
Counseling and Guidance
Erin's Law Counseling Options, Assistance, and Intervention
Problem Solving Team

Transportation
Transportation Department Staff
Bus Conduct, Expectations, and Discipline
Bus Routes
Bus Stops
Danger Zones Surrounding School Buses
Electronic Recordings on School Buses
Transportation of Students with Disabilities

Extracurricular Handbook for Activities, Clubs, and Athletics
Activities and Clubs
Athletic Teams
Philosophy and Objectives
Eligibility for Participation
- Sports Physical Requirement for Extracurricular Athletics
- Athletic Clearance/Concussion Screening

Code of Conduct for Extracurricular Activity, Club, and Athletic Participants
Code of Conduct Violations
Consequences for Code of Conduct Violations
- Clarifications/Definitions
- Ultimate Authority
- Suspension Appeal Process

Additional Information for Extracurricular Athletics
Athletic Dual Participation
Organization of Teams
Athletic Uniforms
General Practice Schedule
- Schedule Conflicts

Parent/Coach Relationship
- Coach Communications to the Parent
- Parent Communications to the Coach

Supporting All Athletes

Handbook Disclaimer

To ensure continued compliance with federal, state or local regulations, the rules, guidelines, and Board Policies published in this handbook are subject to review and may be amended during the year without notice as necessary for the routine operation of the school or District. Any amendment(s) made during the year will be posted to the school website.

Nothing in this handbook shall be construed in a manner contrary to Board of Education Policies, State, or federal law.

General Information ~~and Notices~~

Accommodating Individuals with Disabilities

Individuals with disabilities will be provided an opportunity to participate in all school-sponsored services, programs, or activities. Individuals with disabilities should notify the Superintendent or Building Principal if they have a disability that will require special assistance or services and, if so, what services are required. This notification should occur as far in advance as possible of the school-sponsored function, program, or meeting.

Animals on School Property

In order to ensure student health and safety, animals are not allowed on school property except in the case of a service animal accompanying a student or other individual with a documented disability. This rule may be temporarily waived by the Building Principal in the case of an educational opportunity for students, provided that: (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.

Awareness and Prevention of Child Sexual Abuse, Grooming Behaviors, and Boundary Violations

Child sexual abuse, grooming behaviors, and boundary violations harm students, their parent, the District's environment, its school communities, and the community at large, while diminishing a student's ability to learn.

Warning Signs of Child Sexual Abuse

Physical signs:

- Sexually transmitted infections (STIs) or other genital infections
- Signs of trauma to the genital area, such as unexplained bleeding, bruising, or blood on the sheets, underwear, or other clothing
- Unusual weight gain or loss

Behavioral signs:

- Excessive talk about or knowledge of sexual topics
- Keeping secrets
- Not talking as much as usual
- Not wanting to be left alone with certain people or being afraid to be away from primary caregivers
- Regressive behaviors or resuming behaviors that the child had grown out of, such as thumb sucking or bedwetting
- Overly compliant behavior
- Sexual behavior that is inappropriate for the child's age
- Spending an unusual amount of time alone
- Trying to avoid removing clothing to change or bathe

Emotional signs:

- Change in eating habits or unhealthy eating patterns, like loss of appetite or excessive eating
- Signs of depression, such as persistent sadness, lack of energy, changes in sleep or appetite, withdrawing from normal activities, or feeling "down"
- Change in mood or personality, such as increased aggression
- Decrease in confidence or self-image
- Anxiety, excessive worry, or fearfulness
- Increase in unexplained health problems such as stomach aches and headaches
- Loss or decrease in interest in school, activities, and friends
- Nightmares or fear of being alone at night
- Self-harming behaviors or expressing thoughts of suicide or suicidal behavior
- Failing grades
- Drug or alcohol use

Warning Signs of Grooming Behaviors

School and District employees are expected to maintain professional and appropriate relationships with students based upon students' ages, grade levels, and developmental levels.

Prohibited grooming is defined as (i) any act, including but not limited to, any verbal, nonverbal, written or electronic communication or physical activity, (ii) by an employee with direct contact with a student, (iii) that is directed toward or with a student to establish a romantic or sexual relationship with the student. Examples of grooming behaviors include, but are not limited to, the following:

- Sexual or romantic invitations to a student
- Dating or soliciting a date from a student
- Engaging in sexualized or romantic dialog with a student
- Making sexually suggestive comments that are directed toward or with a student
- Self-disclosure or physical exposure of a sexual, romantic, or erotic nature
- Sexual, indecent, romantic, or erotic contact with a student
- Failing to respect boundaries or listening when a student says "no"
- Engaging in touching that a student or student's parents have indicated as unwanted
- Trying to be a student's friend rather than filling an adult role in the student's life
- Failing to maintain age-appropriate relationships with students
- Talking with students about personal problems or relationships
- Spending time alone with a student outside of their role in the student's life or making up excuses to be alone with a student
- Expressing unusual interest in a student's sexual development, such as commenting on sexual characteristics or sexualizing normal behaviors
- Giving a student gifts without occasion or reason
- Spending a lot of time with a student
- Restricting a student's access to other adults

<u>Warning Signs of Boundary Violations</u>

School and District employees breach employee-student boundaries when they misuse their position of power over a student in a way that compromises the student's health, safety, or general welfare. Examples of boundary violations include:

- Favoring a certain student by inviting the student to "hang out" or by granting special privileges
- Engaging in peer-like behavior with a student
- Discussing personal issues with a student
- Meeting with a student off-campus without parent knowledge and/or permission
- Dating, requesting, or participating in a private meeting with a student (in person or virtually) outside of a professional role
- Transporting a student in a school or private vehicle without administrative authorization
- Giving gifts, money, or treats to an individual student
- Sending a student on personal errands
- Intervening in a serious student problem instead of referring the student to an appropriately trained professional
- Sexual or romantic invitations toward or from a student
- Taking and using photos/videos of students for non-educational purposes
- Initiating or extending contact with a student beyond the school day in a one-on-one or non-group setting
- Inviting a student to an employee's home
- Adding a student on personal social networking sites as contacts when unrelated to a legitimate educational purpose
- Privately messaging a student
- Maintaining intense eye contact with a student
- Making comments about a student's physical attributes, including excessively flattering comments
- Engaging in sexualized or romantic dialog
- Making sexually suggestive comments directed toward or with a student
- Disclosing confidential information
- Self-disclosure of a sexual, romantic, or erotic nature
- Full frontal hugs
- Invading personal space

If you believe you are a victim of child sexual abuse, grooming behaviors, or boundary violations, or you believe that your child is a victim, you should immediately contact the Building Principal, a school counselor, or another trusted adult employee of the school.

Board Policy 4:165, *Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors*, is available on the District website and a copy may be obtained by calling the District 158 Administrative Office at (847) 659-6158.

Education of Homeless Children

Each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths, including a public pre-school education. Any homeless child shall be immediately admitted, even if the child or child's parent is unable to produce records normally required for enrollment. Board Policy 6:140, *Education of Homeless Children*, and its implementing administrative procedures govern the enrollment of homeless children.

~~*Equal Educational Opportunities*¶~~

~~Equal educational, co-curricular, and extracurricular opportunities shall be available for all students without regard to actual or perceived race, color, race, religion, sex, national origin, ancestry, physical appearance, socioeconomical status, academic status, pregnancy, parenting status, homelessness, age, marital status, physical or mental disability, military status, nationality, religion, sex, sexual orientation, gender-related identity or expression, ancestry, age, physical or mental disability, gender identity, status of being homeless, immigration status, or order of protection status , actual or potential marital or parental status, including pregnancy. Any student may file a discrimination grievance by using Board Policy 2:260, *Uniform Grievance Procedure*, or by completing and submitting a Formal Public Complaint form.¶~~

Sex Equity Policy

No student shall, on the basis of sex, sexual orientation, or gender-related identity or expression be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational, co-curricular, and extracurricular programs and activities. Any student may file a sex equity complaint by using Board Policy 2:260, *Uniform Grievance Procedure,* or by completing and submitting a Title IX Complaint form available here. A student may appeal the Board's resolution of the complaint to the Regional Superintendent of Schools (pursuant to 105 ILCS 5/3-10) and, thereafter, to the State Superintendent of Education (pursuant to 105 ILCS 5/2-3.8).

Uniform Grievance Procedure

Any individual may file a sex equity, sexual harassment, Section 504 disability, or other discrimination complaint by using the procedure described in Board Policy 2:260, *Uniform Grievance Procedure*, a copy of which is available in the District Administrative Office, on the District website, or by contacting any of the individuals named below.

Concerns or complaints related to potential violations should be directed to:

Nondiscrimination Coordinators/Title IX Coordinators:

Dr. Adam Zehr
650 Dr. John Burkey Drive
Algonquin, IL 60102
(847) 659-6158

Mrs. Karrie Baughman
650 Dr. John Burkey Drive
Algonquin, IL 60102
(847) 659-6158

Complaint Managers:

Dr. Amy MacCrindle
650 Dr. John Burkey Drive
Algonquin, IL 60102
(847) 659-6158

Mrs. Karrie Baughman
650 Dr. John Burkey Drive
Algonquin, IL 60102
(847) 659-6158

Mrs. Deanna Gill
650 Dr. John Burkey Drive
Algonquin, IL 60102
(847) 659-6158

Mr. Mark Altmayer
650 Dr. John Burkey Drive
Algonquin, IL 60102
(847) 659-6158

A student may appeal the Board's resolution of a complaint filed to the Regional Superintendent of Schools, and thereafter, to the State Superintendent of Education.

For concerns or complaints against District 158 or its employees other than a discrimination complaint, parents are encouraged to first contact the appropriate staff member directly. If the problem is not resolved, parents

should then contact the Building Principal. If the problem remains unresolved, the parent should then contact the District Administrative Office.

~~***Video and Audio Monitoring System***¶~~

~~A video and audio monitoring system is in use on school buses and a video monitoring system is in use in public areas of the school building. These systems have been put in place to protect students, staff, visitors and school property. If a discipline problem is captured on audiotape or videotape, these recordings may be used as the basis for imposing student discipline. If criminal actions are recorded, a copy of the tape may be provided to law enforcement personnel.~~ ¶

~~***Weapons Policy***¶~~

~~It is the policy of District 158 to prohibit the possession or the assistance of possession of weapons on school grounds, at any school activity, on school transportation vehicles, or in any designated school transportation waiting area.~~ ¶

Enrollment Information

Birth Certificate Requirement

Illinois law requires at registration, or within 30 days of registration, a certified copy of the student's birth certificate to be on file with the District. If a certified copy is not available at the time of registration, the District must be furnished at a minimum: the student's full legal name and date of birth. If a person enrolling a student fails to provide a certified copy of the student's birth certificate within 30 days of registration, the Superintendent or designee shall immediately notify the local law enforcement agency, and shall also notify the person enrolling the student in writing that, unless the person complies within 10 days, the case will be referred to the local law enforcement authority for investigation. If compliance is not obtained within that 10-day period, the Superintendent or designee shall refer the case.

Custody Arrangements

In order for school personnel to be aware of any custody arrangements, please provide legal custody/divorce settlement documents to the school prior to the beginning of the school year or as situations change.

Fees and Waivers

Waiver of student fees will be granted to those students who qualify. Parents may apply for waiver of school fees by completing and submitting the Application for Fee Waiver form and proof of current income.

Please note: In order to be eligible for a waiver of student registration fees, applications must be received *within thirty (30) days of the date your child enters school for the current school year*. Fees will not be waived until the Application for Fee Waiver form is received, reviewed and approved. If approved, other fees incurred after the date the application is received will be eligible for a fee waiver.

Board Policy 4:140, *Waiver of Student Fees*, is available on the District website and a copy may be obtained by calling the District 158 Administrative Office at (847) 659-6158.

Homeless Child's Rights

When a child loses permanent housing and becomes a homeless person as defined by law, or when a homeless child changes his or her temporary living arrangements, the parent of the homeless child has the option of either:

1. continuing the child's education in the school of origin for as long as the child remains homeless or, if the child becomes permanently housed, until the end of the academic year during which the housing is acquired; or
2. enrolling the child in any school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.

For additional information, please contact:

Molly Berendt, D158 Homeless Liaison 455

mberendt@district15.org or (847) 659-6596

Student Transfers to and from Non-District Schools

A student may transfer into or out of the District according to State law and procedures developed by the Superintendent. A student seeking to transfer into the District must serve the entire term of any suspension or expulsion, imposed for any reason by any public or private school, in this or any other state, before being admitted into the District.

Emergency Communications

Emergency Notifications

District 158 will send out notification alerts in critical situations, such as emergency weather closures, crisis incidents, and other incidents affecting school operations through the ~~SwiftReach SwiftK12~~ School Messenger/Communicate program. This system integrates with PowerSchool, and parents can manage their contact information and preferences through the PowerSchool Parent Portal. For more information, please visit the Safety and Security webpage and select "Alerts" from the dropdown menu ~~or click Managing Your Information and Preferences in SwiftK12 to view instructions~~.

School Day Cancellations

The Superintendent is authorized to close school(s) in the event of hazardous weather or other emergency that threatens the safety of students, staff members, or school property. Should the need to close occur, parents will be notified via ~~SwiftReach SwiftK12~~ School Messenger/Communicate, the District's automated messaging system. Information will also be posted to the District 158 website at www.huntley158.org. In the event school is closed, all after-school, co-curricular, and extracurricular activities are also cancelled.

School and Community Relations

Care Solace

We are committed to the well-being of our students, staff and families to create a safe and healthy learning environment. In support of this ongoing commitment, Huntley 158 has partnered with **Care Solace** to provide an additional layer of care for our community.

If students, staff or their family members are looking for help with mental health or substance use, Care Solace can help you quickly find treatment options matched to your needs regardless of the circumstance. Care Solace is a complimentary and confidential service provided to students, staff, and their families by District 158. Care Solace's team is available 24 hours a day, 7 days per week, 365 days a year and can support you in any language.

If you would like to use Care Solace to help find a provider:

- Call 888-515-0595
- Visit www.caresolace.com/huntley and either search on your own OR click "Book Appointment" for assistance by video chat, email, or phone.

Care Solace is not an emergency response service or mental health services provider. In the event of a life threatening emergency, please call 9-1-1 or the National Suicide Hotline 1-800-273-8255.

Faith's Law Notifications – Employee Conduct Standards

School districts are required to include in their student handbook notification of the District's Employee Code of Professional Conduct. These standards, in part, define appropriate conduct between school employees and students.

Board Policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*, Board Policy 4:165, *Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors,* and a link to the Sexual Abuse Response and Prevention Resource Guide is available on the District website. Copies may be obtained by calling the District 158 Administrative Office at (847) 659-6158.

Gun-Free, Tobacco, Alcohol, and Drug-Free Zones

All District 158 buildings and grounds are gun-free, tobacco, alcohol, and drug-free zones. Cigarettes and alternative nicotine products are not permitted. This includes all after school activities and school-related events.

Mandated Reporter

All school personnel, including teachers, administrators, and support staff members, are required by law to immediately report any and all suspected cases of child abuse or neglect to the Illinois Department of Children and Family Services (DCFS).

Pesticide Application Notice

District 158 maintains a registry of employees and parents of students who have registered to receive written or telephone notification prior to the application of pesticides to school grounds. To be added to the list, please contact the Director of Communications and Public Engagement at (847) 659-6158.

Notification will be given before application of the pesticide. Prior notice is not required if there is imminent threat to health or property.

PowerSchool

Huntley 158 uses an internet-based student information system called PowerSchool. The PowerSchool Parent Portal gives parents access to real-time information including their child's schedule, attendance, assignments, and grades. Students also have their own accounts to access school information from home or at school.

Instructions to create a PowerSchool account, to add/link a student, along with information on the PowerSchool app and a login link is available on the PowerSchool page of the District website. Password information for students and parents is available from the District Registration Office at (847) 659-6147.

Sex Offender ~~& Violent Offender~~ Notification Law

State law prohibits a convicted child sex offender from being present on school property when children under the age of 18 are present, except in the following circumstances as they relate to the individual's child:

1. To attend a conference at the school with school personnel to discuss the progress of their child.
2. To participate in a conference in which evaluation and placement decisions may be made with respect to their child's special education services.
3. To attend conferences to discuss issues concerning their child, such as retention or promotion.

In all other cases, convicted child sex offenders are prohibited from being present on school property unless they obtain written permission from the Superintendent or Board.

Any time a convicted child sex offender is present on school property for any reason – including the three reasons above – the individual is responsible for notifying the Building Principal upon arrival and upon departure. The convicted child sex offender must remain under the direct supervision of a school official at all times while in the presence or vicinity of children. A violation of this law is a Class 4 felony.

In addition, State law requires schools to notify parents that information about sex offenders and violent offenders against youth is available to the public on the Illinois Department of State Police (ISP) website. The ISP website contains the following:

- Illinois Sex Offender Registry, https://isp.illinois.gov/Sor/Disclaimer
- Illinois Murderer and Violent Offender Against Youth Registry, https://isp.illinois.gov/MVOAY/Disclaimer
- Frequently Asked Questions Concerning Sex Offenders, https://isp.illinois.gov/Sor/FAQs

Suicide and Depression Awareness and Prevention

Youth suicide impacts the safety of the school environment. It also affects the school community, diminishing the ability of surviving students to learn and the school's ability to educate. Suicide and depression awareness and prevention are important goals of the District.

The District maintains resources on suicide and depression awareness and prevention. Much of this information, including Board Policy 7:290, *Suicide and Depression Awareness and Prevention*, is available on the District website and a copy may be obtained by calling the school office.

In the event of a life threatening emergency, please call **9-8-8** or the National Suicide Hotline at **1-800-273-8255**.

Visitor Guidelines

The safety and security of your children is our number one concern. In an effort to maintain a safe, disruption free educational environment for all students, we ask all visitors to use the same procedures when entering the building. The District expects mutual respect, civility, and orderly conduct among all individuals on school property or at a school event.

- All schools are accessible only via the secured main entrance (Door #1).
- All visitors to elementary and middle school buildings must press the call button outside the front door, state their purpose for visiting, and wait to be buzzed into the building.
- All visitors must provide valid ID and be scanned into the Raptor Visitor Management System which will run an instant background check. You will be issued a visitor pass that should be worn visibly. At the conclusion of your visit, you will need to stop in at the office, sign-out and turn in your visitor's pass.
- Visitors with histories that appear on the Raptor check will be either denied access to the building, limited to conducting business in the front office, or will be provided escorted access to other parts of the building as is necessitated by circumstances and/or applicable law.
- Student Visitors - Students are not permitted to bring guests to school during the school day.
- Any person who engages in prohibited conduct may be ejected from or denied admission to school property in accordance with State law. The person may also be subject to being denied admission to school athletic or extracurricular events for up to one calendar year.

Visits to Classrooms and Conferences

- All visits to classrooms must be pre-arranged with the teacher.
- Conferences will be held outside school hours or during the teacher's conference/preparation period.
- All visitors must follow the Visitor Guidelines as outlined above.

Volunteers

District 158 is fortunate to have extensive community and parent involvement. Those interested in volunteering must complete a Volunteer Registration form each school year. In keeping with District guidelines, younger siblings are not permitted to accompany volunteers during volunteer activities. We appreciate everyone's understanding.

The Volunteer Registration form along with additional information is available on the Volunteer webpage. If you are interested in volunteering, please contact the District's Volunteer Coordinator at (847) 659-6152.

School Guidelines

School Hours

School hours for students in grades 6-8 are 7:30 am to 2:25 pm, and 7:30 am to 12:30 pm on early release days. We ask that students arrive no earlier than 30 minutes prior to the start of the school day. Students remaining in the building after school hours are to report to a club, sport, or activity directly supervised by a staff member.

Access to Student Social Networking Passwords and Websites

Social networking websites and platforms means an Internet-based service that allows students to: (1) construct a public or semi-public profile within a bounded system created by the service, (2) create a list of other users with whom they share a connection within the system, and (3) view and navigate their list of connections and those made by others within the system. Social networking websites include, but are not limited to, Facebook, Instagram, Twitter, TikTok, Snapchat, and ASKfm.

If a student has an account on a social networking website, school officials may conduct an investigation or require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates a school behavior rule or policy. In the course of an

investigation, the student may be required to share the content that is reported in order to allow school officials to make a factual determination. School officials may not request or require a student or the student's parent to provide a password or other related account information to gain access to the student's account or profile.

After School Hours

Students who are in the building after school is dismissed must be there for a specific activity or reason, including, but not limited to, participating in an extracurricular activity, meeting with a teacher for academic reasons, an assigned detention, or staying as a spectator for an athletic or other special event. All students staying after school are subject to the student behavior expectations and discipline consequences.

➔ *Students must make arrangements in advance for a ride home from school. If an activity concludes early, students must report to the supervised area until their ride arrives.*

Closed Campus

The middle schools maintain a closed campus policy. This means all students eat lunch at school. Students may only leave school with a written excuse for a doctor or dental appointment and must be signed out at the office by a parent.

Hall Passes

With the exception of passing periods, students in the halls must have a pass issued by a staff member.

Homework

Homework is an extension of learning in the classroom and is assigned to challenge, reinforce and motivate, and is not given for disciplinary reasons. The quantity of homework will increase throughout the grade school years as students are able to assume greater responsibilities and independence. Whenever possible, supervised study time will be given in the classroom to help students get off to a good start on their assignments. Homework is a good way of involving parents in the learning process and keeping them informed about their child's progress. It is important, however, that assignments be completed by the student in order for the teacher to make an accurate assessment of the student's learning. Both long-term and short-term homework assignments will help students establish regular study habits, learn to budget time, develop an interest in the work assigned and learn the importance of accomplishing and turning in the work on time.

Academic Limitations on Homework

- Homework will not account for more than 40% of a student's overall grade.
- Late assignments are defined as assignments not turned in to the teacher when they are requested.
- Late assignments may be accepted for partial credit during a particular unit of study. Assignments may not be accepted for credit when that unit of study has been completed.
- Extra credit may or may not be available in any given class at the discretion of the classroom teacher or team. Extra credit assignments shall not exceed 2% of a student's overall grade.

Academic Dishonesty

District 158's middle schools promote academic honesty. Students are expected to complete their own work. Therefore, credit will only be assigned to those students who submit their own original work.

Academic dishonesty is defined as, but is not limited to, the following:

Plagiarism – using another person's ideas, expressions, or writings as one's own.

Cheating includes, but is not limited to:

- cheat sheets for tests or quizzes
- copying another person's work and turning it in
- using notes or technology without permission and turning it in
- telling other students what's on tests or quizzes

Consequences for Academic Dishonesty

Students who are academically dishonest will be subject to one or more of the following consequences:

- phone call to parent(s)

459

- notification of and consequence assigned by a school administrator
- parent conference with parent(s), student, teachers, and administrator(s)

Identification Cards

Students will be given an identification card and a breakaway lanyard at the beginning of the school year. Students are required to wear and properly display the ID for the current school year. The ID card must be attached to a breakaway lanyard, worn around the neck, and visible at all times during the school day except when specifically exempted on a temporary basis by a staff member. Students may not embellish their ID card with any drawing or writing. Students without an ID card or lanyard must obtain a replacement card or lanyard immediately upon entering the school building. Lost ID cards must be replaced at the student's expense by reporting to the Main Office.

Lockers

Lockers are school property and are to be used only for the purpose of storing books, notebooks, lunches, coats, and other school related items. Students have no reasonable expectation of privacy in the locker assigned to them. Students may not display or store inappropriate or illegal materials in their lockers. Sharing of lockers is not permitted. Opening another student's locker or locker tampering of any kind may result in disciplinary action. Backpacks should be kept in lockers at all times unless authorized by an administrator due to a specific intervention or other special need.

School lockers are subject to random search, without notice or consent. Individual lockers may be searched where there is reasonable suspicion to do so. Additional information regarding locker searches is available under the "Search and Seizure" section of this Handbook and Board Policy 7:140, *Search and Seizure*, is available on the District website and a copy may be obtained by calling the District 158 Administrative Office at (847) 659-6158.

Messages and Dropping Off Items for Students

Delivering messages to students during class time is disruptive to the teaching and learning process. With this in mind, parents are urged to reserve such requests only for serious emergency situations. Arranging for medical appointments, transportation requests, or family activities is best done before school. If an urgent and necessary message must be sent to your child, please call the school's main office.

Occasionally, students may forget homework or other school related items and may ask that you drop these items off. Please note that we will not interrupt classroom instruction to call the student down. The school has two general call-down times during the day in which students will be asked to pick up items.

Peer Relationships

In order that peer relationships remain at the highest level, the middle schools have established a "Hands Off Policy." Public displays of affection and inappropriate or unwanted touching are unacceptable behaviors and subject to disciplinary consequences. This policy is strictly adhered to in the building, on the campus, and at school related events.

Personal Electronic Devices

Electronic devices are prohibited from being seen, heard, or used during school hours unless the Building Principal has expressly authorized the use of a particular device. Cell phones and other electronic devices are not to create a disturbance to the educational environment. Students choosing to bring these items to school must store them in backpacks in the "off" position. Smartphones, e-readers, and other educational electronic devices may be used for instructional purposes when deemed appropriate by the classroom teacher.

Consequences for inappropriate cell phone or device usage may result in confiscation of the device, loss of privileges to have such device on school grounds, and/or parent pick-up of the device. Please be aware the school is not liable for the loss, damage, or theft of personal property.

Prohibited Personal Items

Personal items that students may not bring to school include, but are not limited to, cards (playing, trading, magic, etc.), electronic games, matches, lighters, fireworks, over the counter and prescription medications.

Respect for Property

Students are to respect the property of others including that of students, staff and school. School issued materials such as textbooks, lab materials, etc. are on loan to students. Any damage or replacement costs are the student's responsibility. Student storage areas are school property and are to be used only for the purpose of storing books, notebooks, lunches, coats, etc. These areas are subject to search by school authorities.

School Dance Guidelines

Student Council, the staff for grades 6-8, and the school's parent organization sponsor a variety of school dances each year. It is expected that parent transportation will arrive and depart within 15 minutes of starting and ending times of the dance.

Student Appearance, Clothing, and Hygiene

Students are expected to keep themselves well-groomed and neatly dressed at all times. A student's appearance, including dress and hygiene, must not disrupt the educational process or compromise standards of health and safety. The District does not prohibit hairstyles historically associated with race, ethnicity, or hair texture, including, but not limited to, protective hairstyles such as braids, locks, and twists. Students who disrupt the educational process or compromise standards of health and safety must modify their appearance.

Both research and experience have shown that a student's personal appearance and mode of dress impact student conduct, identification with the school's purposes and activities, personal pride and self-respect, and even the student's level of learning responses. Students should dress neatly but simply for school, rejecting extreme fads concerning hairstyles, make-up or clothing.

We ask parents and students to become involved in supporting a "level of dress" that helps to promote a good atmosphere for learning. Through our health curriculum and in cooperation with community programs, we share in the effort of prevention and education regarding drug, marijuana and alcohol use and abuse among school age children. In view of this effort, the school does not view as appropriate dress clothing that advertises drugs, marijuana or alcoholic beverages. Articles of clothing that are considered inappropriate include, but are not limited to, shoes with wheels, overly revealing clothing, dangerous or disruptive accessories, and clothing making reference to drugs, marijuana, or alcoholic beverages. Outerwear (jackets) must be kept in the student's locker and not carried around or worn during school hours.

In addition to dress, cleanliness is of utmost importance. Since the physical well-being of all individuals in the school setting is at stake, building administration may at any time take disciplinary action against any student if the administrator reasonably believes the student's clothing or physical cleanliness is unsafe or interferes with the educational process.

Appearance/Dress Code

District 158 middle schools recognize there is a direct correlation between a student's appearance and the student's academic achievement. Our dress code is designed to eliminate distractions to students, staff, or other visitors that make up our school community while allowing for student comfort by promoting an environment that is conducive to academic success.

Acceptable clothing for students to wear:

- T-shirts that are free from inappropriate language, symbols, or graphics that make reference to drugs, marijuana, alcohol, tobacco, gangs, or innuendos that are suggestive in nature
- Shorts, slacks, skirts, or dresses that are worn and kept at the waist, that are free from writing across the seat and preferably extend to the knees
- Shoes that do not pose potential safety problems
    - State law requires that shoes be worn at all times in public buildings
- Coats and jackets are to be worn only when entering and departing from the building

Unacceptable clothing for students to wear:

- Clothing, jewelry, or other garments that threaten the educational process and compromise the safety of the school's occupants including, but not limited to, hanging chains, protruding objects, or revealing attire

- Clothing that allows boxer shorts or undergarments to be seen
- Face painting or face drawings
- Halter tops, swim suit tops, tank tops with straps less than 1" in width, off the shoulder or one shoulder tops, open back tops, bare midriff blouses and shirts, or any other clothing that bares the chest or midriff are not to be worn in school or at school sponsored events.

The administration reserves the right to make the final interpretation of the dress code guidelines. In addition, exceptions to this appearance code may be made for special school functions. Students will not be allowed to attend class until dressed properly. Parents should recognize that fad and fashion are not always appropriate for school and advise their children that appearance that is likely to be disruptive or dangerous will be prohibited.

Telecommunication Device Possession and Use

Students are allowed to possess cellular, radio, and/or other telecommunication devices at school, on school property, or at school-sponsored activities, but use of these devices is restricted to areas designated by the Building Principal before and after school hours only. During the school day, students will be expected to leave these devices in their backpacks or lockers in the "off" position. Cellular, radio, and other telecommunication devices found in a student's possession during the school day or outside designated areas may be confiscated, and the student may be subject to additional discipline. Parents are required to pick up confiscated items.

Students will not be allowed to make phone calls during the school day except as permitted by a staff member. Students generally are not called to the telephone from classes except for emergencies.

The District also restricts parents' and/or visitors' use of cellular, radio, and other telecommunication devices to appropriate areas to be used only in such instances in which either an emergency exists or the use of the device is not disruptive to the ongoing activity. Parents or visitors who violate this policy may be asked to leave the school building.

Trespassing

Suspended students are not permitted to be on campus or at school sponsored activities, either on or off campus, without specific permission from the Building Principal's office. Failure to obtain permission may result in arrest for trespassing and/or appropriate school consequences.

Students in the building during non-school times must receive prior permission or be subject to a charge of trespass. Students should not be in the school building after school is dismissed unless participating in an extracurricular activity, meeting with a teacher for academic reasons, or for an assigned detention. Loitering can result in disciplinary action or possible arrest for trespassing.

Uniforms for Physical Education Class

All students in grades 6-8 are required to wear a PE uniform while participating in Physical Education classes. In addition, we ask that all students purchase gym shoes to be worn exclusively for use during PE class.

Parents' Rights Notifications

Annual Report Card

Each year, the District is required to disseminate an annual report card that includes information on the District as a whole and each school served by the District, with aggregate and disaggregated information for each required subgroup of students including: student achievement on academic assessments (designated by category), graduation rates, district performance, teacher qualifications, and other information required by federal law. We encourage you to explore illinoisreportcard.com to view the Illinois School Report Card for District 158 or your child's school.

Assessments/Standardized Testing

Assessments are essential to a student's learning experience as they assist in providing information for determining individual student achievement and instructional needs, curriculum and instruction effectiveness, and school performance measured against District student learning objectives and statewide norms. Testing includes local assessments and State assessments as required by federal law.

Local Assessments

Assessment	Purpose	Dates
AimsWeb Literacy & Math	Administered to select grade 6-12 students in order to better identify specific strengths and areas of support for math and literacy skills.	Fall, Winter, Spring
STAR Reading and Math	Administered to all grade K-11 students in order to better identify specific strengths and areas of support in reading and math standards.	Fall, Winter, Spring

State Assessments

Assessment	Purpose	Dates
ACCESS	Administered to grade K-12 English Learners. Scores are used to assess progress and proficiency in English as well as determine placement in the EL program the following school year.	January - March
DLM	Administered to grade 3-12 students eligible for alternative assessment in the areas of reading/language arts, mathematics, and science.	March 16 - May 4
IAR	Achievement assessment for grade 3-8 students for reading/language arts and mathematics.	April 11-22
ISA	Achievement assessment for grade 5, 8, and 11 students for science.	March 14-18

Additional information regarding student assessments and information regarding interpreting scores is available on the Curriculum webpage of the District website.

School Visitation Rights for Parents

The School Visitation Rights Act permits employed parents, who are unable to meet with educators because of a work conflict, the right to time off from work under certain conditions to attend necessary school functions such as parent-teacher conferences, academic meetings and behavioral meetings. Letters verifying participation in this program are available from the school office upon request.

Student Data Privacy; Notice to Parents About Educational Technology Vendors

School districts throughout the State of Illinois contract with different educational technology vendors for beneficial K-12 purposes such as providing personalized learning and innovative educational technologies, and increasing efficiency in school operations.

Under Illinois' Student Online Personal Protection Act, or SOPPA (105 ILCS 85/), educational technology vendors and other entities that operate Internet websites, online services, online applications, or mobile applications that are designed, marketed, and primarily used for K-12 school purposes are referred to in SOPPA as operators.

SOPPA is intended to ensure that student data collected by operators is protected, and it requires those vendors, as well as school districts and the Illinois State Board of Education, to take a number of actions to protect online student data.

Depending upon the particular educational technology being used, our District may need to collect different types of student data, which is then shared with educational technology vendors through their online sites, services, and/or applications. Under SOPPA, educational technology vendors are prohibited from selling or renting a student's information or from engaging in targeted advertising using a student's information. Such vendors may only disclose student data for K-12 school purposes and other limited purposes permitted under the law.

In general terms, the types of student data that may be collected and shared include personally identifiable information (PII) about students or information that can be linked to PII about students, such as:

- Basic identifying information, including student or parent name and student or parent contact information, username/password and student ID number
- Demographic information
- Enrollment information
- Assessment data, grades, and transcripts
- Attendance and class schedule
- Academic/extracurricular activities
- Special indicators (e.g., disability information, English Language Learner, free/reduced meals or homeless/foster care status)
- Conduct/behavioral data
- Health information
- Food purchases
- Transportation information
- In-application performance data
- Student-generated work
- Online communications
- Application metadata and application use statistics
- Permanent and temporary school student record information

Operators may collect and use student data only for K-12 purposes, which are purposes that aid in the administration of school activities, such as:

- Instruction in the classroom or at home (including remote learning)
- Administrative activities
- Collaboration between students, school personnel, and/or parents
- Other activities that are for the use and benefit of the school district

Board Policy 7:345, *Student Data Privacy; Notice to Parents About Educational Technology Vendors*, is available on the District website and a copy may be obtained by calling the District 158 Administrative Office at (847) 659-6158.

Teacher Qualifications

Under Title I of the Elementary and Secondary Education Act, parents may request the professional qualifications of their child's classroom teachers and the paraprofessionals, if any, who assist them, including:

1. Whether the teacher has met the State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
2. Whether the teacher is teaching under an emergency or other provisional status through which State qualification or licensing criteria have been waived;
3. Whether the teacher is teaching in the field of discipline of the teacher's licensure; and
4. Whether any instructional aides or paraprofessionals provide services to your child, and, if so, their qualifications.

This notice is required by federal law (20 U.S.C. §6312(e)(1)(A)). If you would like to receive any of this information, please contact the District 158 Administrative Office at (847)659-6158.

Absences, Attendance, and Tardies

~~Conscientious school attendance is one of the most important tasks of a student. The attendance maintained while in school will be looked upon by future employers as one of the basic criteria of employment.~~ Students who stay home for trivial illnesses or because they do not feel like attending school are, in effect, hurting no one but themselves. They are missing vital instruction in their education and, therefore, placing their future in jeopardy. We will closely monitor all absences and hope for the cooperation of parents in improving school attendance.

Absences

for students who are required to attend school there are two types of absences: excused and unexcused. The school may require documentation explaining the reason for the student's absence. The school administrator is the final decision maker as to whether an absence is Excused or Unexcused. ~~If your child will be absent because~~

of illness, you are required to call the school before 9:00 a.m. and report the absence each day. If your child is absent and we do not receive a call, we will call you at home or your place of employment to verify the absence. The purpose of this procedure is to determine if your child has arrived safely to school. ¶

During a long-term illness, a parent may call on the first day and notify the office of the anticipated length of the absence. School policy requires a doctor's written excuse for any student who is absent from school due to illness in excess of four days per quarter cumulative. **Any absences in excess of four days per quarter will be marked unexcused without a doctor's note.** A doctor's note provided for an illness will be changed to "Medical Verification" for attendance purposes. These days will not count towards the four days per quarter cumulative absences for illness. Parents are encouraged to communicate with their child's teachers if their child is absent three or more consecutive days. ¶

A student must be in attendance for a minimum of 5 consecutive hours (300 minutes) to be considered a full school day. When your child arrives after the official start time, parents are required to sign their child in at the office. Students who leave school early for reasons of illness, appointments, or notes from home will be released only to the parent unless prior arrangements have been made through the Building Principal. Parents are required to sign their child out in the office.

Excused Absences¶

An excused absence is defined as an absence due to sickness or an emergency in a family in accordance with State law. Students who have been excused from school are expected to hand in missed schoolwork. It is the student's responsibility to work with the teacher for missed assignments. Please contact the appropriate teacher(s) to make these arrangements.¶

Excused ~~Acceptable~~ Absences (EA)

For planned absences, such as family vacations during the school year, parents should notify the academic team and office in writing in advance. While such absences are discouraged, makeup work will be provided as long as teachers have sufficient notice. Please review the District calendar to view days of non-attendance and if possible, schedule appointments and vacations on these dates.¶

¶

Examples of absences that may be excused include, but are not limited to:¶

1. Illness of the student
2. Mental or Behavioral Health Days – Students may utilize up to five mental or behavioral health days. After use of the second mental or behavioral health day, the student may be referred to the appropriate school support personnel.
3. Medical or dental appointments (with a note from doctor or dentist)
4. Death in the immediate family
5. Family emergency*
6. Religious holiday observance
7. Attending a military honors funeral to sound TAPS
8. A student will be excused for up to 5 days in cases where the student's parent is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat-support postings.
9. Court appearance
10. Work or school sponsored activity approved by the school
11. Voting in a local, State, or federal election
12. College Visitation Days - Must be taken before May 1. A signed verification from the college or institution must be provided to excuse the absence as a college visit. Failure to follow the correct procedure will result in the absence being included as an excused day of absence by the parent. Only the day of the college visit can be excused under the "College Visit" (CV) excuse code. Days required to travel for a college visit do not count as excused absences.

* "Needed at home" is not a sufficient excuse. The note from the parent must indicate the reason for the emergency requiring the student to miss school.

Unexcused ~~Unacceptable~~ Absences (UA)

~~Examples of absences that cannot be excused include, but are not limited to:¶~~

1. ~~Errands which could be scheduled when a student is not required to be in school¶~~
2. ~~Oversleeping¶~~
3. ~~Car trouble or missing the bus~~

- All other absences are Unexcused.
- Tardies (late to school/class), vacations, and cultural trips are Unexcused Absences.

Procedures for Communicating Absences

In the event of any absence, the student's parent/guardian is required to call the school before school begins to explain the reason for the absence. If a call has not been made to the school by the start of the day of a student's absence, a school official will call the home or your place of employment to verify the absence. The purpose of this procedure is to determine if your child has arrived safely. If the parent/guardian cannot be contacted, the student will be required to submit a signed note from the parent/guardian explaining the reason for the absence. Failure to do so shall result in an unexcused absence. Upon request of the parent/guardian, the reason for an absence will be kept confidential.

Middle Schools: When your child arrives after the official start time, parents are required to sign their child in at the school office. Students who leave school early for reasons of illness, appointments, or notes from home will be released only to the parent unless prior arrangements have been made through the school office. Parents are required to sign their child out in the office.

Make-Up Work

Parents are urged to request missed school work if their child is absent two or more consecutive days. Homework must be requested by 9:00 a.m. and may be picked up in the office between 2:30 and 3:30 p.m. Please be aware that requests made after 9:00 a.m. may not be ready for pick up the same day.

Illnesses

If your child will be absent because of illness, you are required to call the school by the beginning of the school day and report the absence *each* day. If your child is absent and we do not receive a call, we will call you at home or your place of employment to verify the absence. The purpose of this procedure is to determine if your child has arrived safely to school.

During a long-term illness, a parent may call on the first day and notify the office of the anticipated length of the absence. After three consecutive days of illness, a written excuse from a doctor is required for an absence to be considered excused. If you are unable to take your student to the doctor, your student can be seen and excused by the school health office and they will determine if the student meets the definition for being too sick to be at school. A doctor's note and/or school health office verification will change the absence code to "Medical Verification" for attendance purposes. If a pattern of non-attendance has been established by the building administrator, a written excuse from a doctor and/or school health office verification of illness may be required as part of a student's individualized attendance plan.

Family Emergencies

A student may be excused for extenuating circumstances such as a family emergency. The following examples do not contitute a family emergency and would therefore be recognized as an Unexcused Absence:

- Errands, which could be scheduled when a student is not required to be in school
- Oversleeping
- Car trouble
- Leaving school without receiving proper authorization
- Missing the bus
- Being tardy to school without a valid excuse (as defined by the State of Illinois)

Release Time for Religious Instruction & Observation

A student will be released from school, as an excused absence, to observe a religious holiday or for religious instruction. The student's parent must give written notice to the Building Principal at least five (5) calendar days before the student's anticipated absence(s).

Students excused for religious reasons will be given an opportunity to make up any all missed work, including homework and tests, for equivalent academic credit.

After School, Co-Curricular, or Extra-Curricular Activities Attendance Requirements

Attendance is a factor in a student's eligibility to participate in extra-curricular activities. A student must be present at least the second-half of the school day. A student must be present at school a minimum of five (5) hours to be eligible for participation in after school, co-curricular, or extra-curricular activities such as athletics, concerts, presentations, plays, musicals, trips, etc. If a student goes home ill during the day, that student becomes ineligible for participation in any after school, co-curricular, or extra-curricular activities that day.

A student may not be on campus for any reason on a day they have been reported absent unless they have made arrangements with administration to do so. If there is a medical reason for missing school (and Physical Education), due to an extended illness/condition, a doctor's note will be required based on the nurse's recommendation. All notes should be turned into the Health Office.

Medical Appointments: A student who has a medical appointment that may cause absence from school for more than one-half of the school day may still be eligible to participate that day. This would be recorded in PowerSchool as MV (Medically Verified). To assure eligibility, arrangements should be made ahead of time with the school administrator (Activities Director, Athletic Director as applicable).

Absence Due to Participation in School-Sponsored Activity: A student's absence from school due to participation in school-sponsored activities or trips will be recorded in PowerSchool as SA (school activity), and the student remains eligible to participate in after school, co-curricular, and/or extracurricular activities.

In-School Intervention/Suspended Students: A student who is serving an in-school suspension (ISS) or an out-of-school suspension (OSS) is ineligible to participate in any school-related activities on the days of the intervention or suspension.

Truancy

A parent who knowingly and willfully permits a child to be truant is in violation of State law. Student attendance is critical to the learning process. Truancy is therefore a serious issue and will be dealt with in a serious manner by the school and District.

Students who miss more than 1% but less than 5% of the prior 180 regular school days without valid cause (a recognized excuse) are truant. Students who miss 5% or more of the prior 180 regular school days without valid cause are chronic truants. Students who are chronic truants will be offered support services and resources aimed at correcting the truancy issue. If chronic truancy persists after support services and other resources are made available, the school and District will take further action, including:

- Referral to the truancy officer
- Reporting to officials under the Juvenile Court Act
- Referral to the State's Attorney
- Appropriate school discipline

A student who misses 15 consecutive days of school without valid cause and who cannot be located OR, after exhausting all available support services, cannot be compelled to return to school is subject to withdrawal from school.

Diagnostic Procedures for Identifying Student Absences and Support Services to Truant or Chronically Truant Students

State law requires every school district to collect and review its chronic absence data and determine what systems of support and resources are needed to engage chronically absent students and their families to encourage the habit of daily attendance and promote success. This review must include an analysis of chronic absence data from each attendance center. Any student who has 10% or more absences of the school days each

month will receive a letter or phone call home to discuss attendance and determine if there is a need to develop a plan of support. A meeting may be set with the family and school to determine if further absences would be marked unexcused without documentation for the remainder of that trimester.

Furthermore, State law provides that school districts are encouraged to provide a system of support strategies to students who are at risk of reaching or exceeding chronic absence levels. School districts are also encouraged to make resources available to families such as those available through the State Board of Education's Family Engagement Framework to support and engage students and their families to encourage heightened school engagement and improved daily school attendance.

"Chronic absence" means absences that total 10% or more of school days of the most recent academic school year, including absences with and without valid cause, and out-of-school suspensions.

The school and District use the following diagnostic procedures for identifying the causes of unexcused student absences: Interviews with the student, the student's parent(s) and any school officials who may have information about the reasons for the student's attendance problems.

Supportive services to truant or chronically truant students include: parent conferences, student counseling, family counseling, and information about existing community services.

Attendance Requirements for Participation in After School, Co-Curricular, or Extracurricular Activities

A student must be present at school a minimum of five (5) hours to be eligible for participation in after school, co-curricular, or extracurricular activities such as athletics, clubs, concerts, plays, musicals, trips, etc. A student who goes home is ineligible to participate that day.

Extended Absences

For planned absences, parents should notify the academic team and office in writing in advance. This can be done through the "Extended Student Absence Form."

While such absences are discouraged, alternative assignments may be provided, when possible, as long as teachers have sufficient notice. Please review the District calendar to view days of non-attendance and if possible, schedule appointments and vacations on these dates.

~~***Prearranged Absences***¶~~

~~For planned absences, such as family vacations during the school year, parents should notify the academic team and office in writing in advance. While such absences are discouraged, makeup work will be provided as long as teachers have sufficient notice. Please review the District calendar to view days of non-attendance and if possible, schedule appointments and vacations on these dates.¶~~

~~***Release Time for Religious Instruction/Observation***¶~~

~~A student will be released from school, as an excused absence, because of religious reasons, including to observe a religious holiday, for religious instruction, or because the student's religion forbids secular activity on a particular day or time of day. The student's parent must give written notice to the Building Principal at least five (5) calendar days before the student's anticipated absence. Students excused for religious reasons will be given an opportunity to make up any missed work, including homework and tests. A parent may request that a student be excused from physical activity in PE during a period of religious fasting, by notifying the physical education teacher in writing. ¶~~

~~***Requests for Make-Up of Missed School Work***¶~~

~~Parents are urged to request missed school work if their child is absent two or more consecutive days. Homework must be requested by 9:00 a.m. and may be picked up in the office between 2:30 and 3:30 p.m. Please be aware that requests made after 9:00 a.m. may not be ready for pick up the same day.¶~~

~~***Tardy to School or Class***¶~~

~~It is very important that children arrive at school on time. The educational process is disrupted for all concerned when this does not occur. When tardy to school, a student must report to the office to sign in before attending~~

class. Excused tardies are orthodontist, dentist, doctor, eye doctor appointments, etc. Unexcused tardies include oversleeping or missing the bus. All tardies to school are cumulative each quarter.¶

A tardy to school will be entered in PowerSchool with the code of Unexcused Tardy (UT).¶

Tardiness to class is defined as when a student is not in their assigned seat by the time the bell rings at the start of the class period. If a student has a pass from a teacher or other staff member, the student will be excused for being late to class. Students may be held accountable for an unexcused tardy to class based on teacher, grade level, or team discretion. All tardies to class are cumulative each quarter.¶

A tardy to class will be entered in PowerSchool with the code of Hall Tardy (HT).¶

Truancy¶

Student attendance is critical to the learning process. Truancy is therefore a serious issue and will be dealt with in a serious manner by the school and District.¶

Students who miss more than 1% but less than 5% of the prior 180 regular school days without valid cause (a recognized excuse) are truant. Students who miss 5% or more of the prior 180 regular school days without valid cause are chronic truants. Students who are chronic truants will be offered support services and resources aimed at correcting the truancy issue.¶

If chronic truancy persists after support services and other resources are made available, the school and District will take further action, including:¶

- Referral to the truancy officer¶
- Reporting to officials under the Juvenile Court Act¶
- Referral to the State's Attorney¶
- Appropriate school discipline¶

A student who misses 15 consecutive days of school without valid cause and who cannot be located or, after exhausting all available support services, cannot be compelled to return to school is subject to expulsion from school. ¶

Behavior and Discipline

One of the core values of the middle school is the maintenance of a pleasant, orderly, supportive atmosphere. To achieve this requires a spirit of cooperation among students, teachers, parents, and administrators. This cooperation promotes an atmosphere that enables and encourages excellence in education. In an effort to support this cooperation, all students and their parents should review the student rules.¶

Effective discipline is necessary if a school is to function in the most constructive manner for students. Through good discipline and self-control, students can work with the school to form a productive partnership. Good discipline requires teamwork and is the combined responsibility of students, parents, and staff. **Students are responsible for following all school rules and regulations, as well as all District policies, while attending any school-sponsored activity**.

SCHOOL CODE OF CONDUCT

In order to support our students, parents, staff members, and school community, we want to take this opportunity to review our practices and expectations related to student conduct, including behavioral and social-emotional supports, behavioral interventions and discipline. The Code of Conduct is a multi-layered system that will require work by all stakeholders across all school and home settings to help our students with their social and emotional as well as academic needs. We want to create an environment where all stakeholders are aware of anc actively engage in their roles and responsibilities.

Parent-Teacher Advisory Committee

Per Policy 2:150, This committee shall assist in the development of student behavior policy and procedures, and provide information and recommendations to the Board. Its members may consist of parents/guardians, teachers, administrators and board members. Additional participants, whose expertise or experiences are needed, may be invited to participate in various meetings that are geared to specific topics. (For example when

discussing school bus safety policies, transportation staff may be included.) The committee reviews such issues as administering medication in schools, reciprocal reporting between the School District and local law enforcement agencies, student discipline/handbooks, disruptive classroom behavior, school bus safety procedures and the dissemination of student conduct information.

Per Policy 7:190, The Superintendent, with input from the parent-teacher advisory committee, shall prepare disciplinary rules implementing the District's disciplinary policies. These disciplinary rules shall be presented annually to the Board for its review and approval.

We Believe:

To support our learners' Social, Emotional, and Academic, & Behavior skills, we believe and understand the following:

1) Our school community will learn and behave at their best when they feel connected, cared for, and valued.
2) The purpose of discipline is to teach skills that empower learners to change their behaviors over time. If you expect it, you must teach it. Discipline is a meaningful response.
3) Learners will be empowered to be actively involved in identifying what went wrong and how they can help fix it.
4) Kids do well if they can. Challenging behaviors communicate unmet needs and/or areas where skills may be lacking which results in a need to determine the cause.
5) Dysregulated learners (learners who are having difficulty managing or regulating emotions and behaviors) need the supportive presence of a regulated adult to return to a regulated state.
6) A strong foundation in every school environment maximizes learners' access to instructional time and fosters a sense of belonging for all.
7) Proactively teaching social, emotional, and behavioral skills should be intentionally integrated across all environments and all aspects of learning.
8) Exclusionary forms of discipline (suspension, expulsion, and removal from the learning environment) can produce negative outcomes in students, schools, districts, and communities and therefore must be carefully used when intended to keep all learners safe.
9) It's important for us to work towards a shared understanding by using clear and specific language when discussing our thoughts and beliefs about social, emotional, and behavioral skills. This approach helps create a fair and inclusive system that supports all learners.
10) High expectations can be met for all learners when we appreciate, respect, and respond to the diverse needs within our schools and district. This ensures that each child receives the necessary support to reach their full academic and social potential.

We expect:

- Students to attend school each day, be conscientious in classroom work and take full advantage of the educational opportunities available
- Students, staff and families to build and sustain authentic, positive and meaningful relationships
- Student, staff and families to demonstrate civility and respect for one another and hold each other to high expectations
- Students, staff and families to all contribute to the safety of the learning environment for all
- Students to respect other people's property and exercise proper care when using public facilities and equipment
- Students to establish personal and educational goals with teachers, counselors, and family, and work consistently toward the achievement of your goals
- Students to be aware of the expectations for student behavior and accept personal responsibility for functioning successfully within these guidelines

We will:

- Implement strategies and supports that all students, staff and families to feel safe
- Promote a positive school comm
- Provide staff with the resources necessary to help with the implementation of this plan

- Partner with families to provide information for outside resources

Problem-Solving Suggestions for Students

- Talk with your parent about possible solutions
- Calmly discuss any issues with the teacher when other students are not present. This removes the pressure on both of you.
- If the matter is not resolved, talk with a trusted faculty member, Counselor, Dean, Associate Principal, or the Building Principal

Problem-Solving Suggestions for Parents

- Be sure of the facts. Although it may be difficult for you not to take sides, try to see the whole picture
- Contact the person with whom your child is having the problem
- If possible, include your child in conferences with teachers, Counselors, the Dean, Associate Principal, Building Principal, and other school personnel to help find solutions together
- Before you leave a conference, **be sure you understand** what is expected of you and your child and what the school staff will try to do
- Set a specific time when communication by phone or letter will be made on your child's progress

All violations of the school disciplinary policy will be maintained in the student's temporary record file.

Multi-Tiered Systems of Support Framework

Huntley 158 utilizes a Multi-Tiered System of Support (MTSS) framework to foster a positive learning environment and focuses on supporting the whole child.

MTSS is a term used to describe an evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. All students are part of MTSS, including students with disabilities, as part of their education. In MTSS, integrated instruction and intervention is delivered in varying intensities (multiple tiers) based on student need. "Need-driven" decision-making seeks to ensure that district resources reach the appropriate levels to accelerate the performance of ALL students to achieve and/or exceed proficiency levels.

Tier 1 - Universal Interventions are what all students receive. This Tier focuses on the implementation of the district's core curriculum and is aligned with the Illinois Social Emotional Learning Standards.

Tier 2 - Secondary Interventions are what some students receive in addition to Tier 1 instruction. These services are more concentrated and are targeted interventions for small groups.

Tier 3 - Tertiary Interventions are what a few students receive. This is the most intense level of intervention a school can provide a student through the MTSS model. These services are typically provided to a very small group and/or one on one.

Restorative Practices

Huntley 158 uses Restorative Practices in our schools, which helps to shift the focus to building relationships among school community members and helps move away from a punitive mindset when there is conflict. Restorative Practices are NOT a replacement for a system of consequences or a code of conduct. Restorative Practices are not intended to remove accountability for students. Students who have broken school rules or harmed other school community members are still held accountable for their actions and may receive traditional consequences **alongside** restorative solutions or in conjunction with restorative practices.

Discipline of Special Education Students

The District will comply with the Individuals With Disabilities Education Improvement Act of 2004 and the Illinois State Board of Education's Special Education rules when disciplining special education students. No special education student shall be expelled if the student's particular act of gross disobedience or misconduct is a manifestation of the student's disability. However, all students must conform to the Student Behavior policies as outlined in this Handbook.

Additional information regarding discipline of students with disabilities is located in the Special Education section of this handbook.

Aggressive Behavior

Illinois law requires school districts to notify the parent of a child who demonstrates behaviors that put the student at risk for aggressive behavior. Board Policy 7:190, *Student Behavior*, prohibits a student while at school or a school-related activity from: (1) engaging in any kind of behavior that causes physical or psychological harm to someone else, and/or (2) urging other students to engage in such conduct.

Bullying, Intimidation, Harassment, Hazing, and Sexting

Bullying, intimidation, harassment, hazing, and sexting 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

Bullying is defined as: (1) an act that is repetitive in nature (similar behavior which occurs more than once); (2) creates a power imbalance (by size, age, numbers or emotionally); and/or (3) is intended to hurt or harm the victim (socially, emotionally, or physically).

Bullying on the basis of actual or perceived race, color, religion, sex, national origin, ancestry, physical appearance, socioeconomic status, academic status, pregnancy, parenting status, homlessness, age, marital status, physical or mental disability, military status, ~~sex,~~ sexual orientation, ~~gender identity,~~ gender-related identity or expression, unfavorable discharge from military service, ~~ancestry, age, religion, physical or mental disability,~~ order of protection status, ~~status of being homeless, immigration status, or actual or potential marital or parental status, including pregnancy,~~ 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 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, 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.

Bullying includes *cyberbullying* 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 which can reasonably be expected to have one or more of the following effects:

1. Placing the student or students in reasonable fear of harm to their 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 ability to participate in or benefit from the services, activities, or privileges provided by the school.

Students who feel they have been bullied should report the incident by:

1. Contacting the Complaint Manager or other administrator, counselor, teacher, or social worker
2. Using the ***Student Helpline***: Heineman students (815) 889-0583; Marlowe students (815) 889-0576
3. Using the District Bullying Report form found on the District website.
4. Following the process outlined in Board Policy 2:260, *Uniform Grievance Procedure*, and this Handbook.

At its discretion, the District may make referrals of students who have demonstrated bullying behaviors to counselors or mental health professionals. Students determined to have committed an act of bullying may face disciplinary consequences up to and including a recommendation of expulsion, as well as possible referral to the appropriate law enforcement agency for criminal charges.

Questions or concerns should first be discussed with the staff member closest to the situation. It is always best to follow the chain of command to ensure that all parties involved are properly informed of the situation. Parents should expect a response from the staff member or their designee within 24 hours to discuss the concern. If no

contact has been made, please proceed to the next step in the chain.

Teacher or Trusted Adult

↓

Counselor or Social Worker

↓

Assistant Principal

↓

Building Principal

↓

Assistant Superintendent

↓

Superintendent

<u>Information Hotlines</u>:

District Tip Line: (815) 889-0584

National Suicide Prevention and Crisis Lifeline: Dial 988

Heineman Student Helpline: (815) 889-0583

Marlowe Student Helpline: (815) 889-0576

Board Policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*, is available on the District website and a copy may be obtained by calling the District 158 Administrative Office at (847) 659-6158.

Harassment

It is the policy of District 158 to provide an educational environment free of verbal, physical, or other conduct or communications constituting harassment. No person, including an employee or student, shall harass, intimidate, or bully a student on the basis of actual or perceived race, color, ~~nationality,~~ sex, national origin, ancestry, physical appearance, socioeconomic status, academic status, pregnancy, parenting status, homelessness, age, marital status, sexual orientation, ~~gender identity,~~ gender-related identity or expression, ~~ancestry, age, religion, physical or mental disability,~~ order of protection status, ~~status of being homeless, immigration status, marital status, pregnancy,~~ association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic.

Sexual harassment of students is prohibited. Sexual harassment means sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual or sex-based nature, imposed on the basis of sex, that:

1. Denies or limits the provision of educational aid, benefits, services, or treatment, or that makes such conduct a condition of a student's academic status; or
2. Has the purpose or effect of:
   a. Substantially interfering with a student's educational environment;
   b. Creating an intimidating, hostile, or offensive educational environment;
   c. Depriving a student of educational aid, benefits, services, or treatment; or
   d. Making submission to or rejection of such conduct the basis for academic decisions affecting a student.

The terms intimidating, hostile, and offensive include conduct that has the effect of humiliation, embarrassment, or discomfort. Examples of sexual harassment include touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, and spreading rumors related to a person's alleged sexual activities. The term sexual violence includes a number of different acts. Examples of sexual violence include, but are not limited to, rape, sexual assault, sexual battery, sexual abuse, and sexual coercion.

Students are encouraged to report claims or incidences of sexual harassment to the Non-Discrimination Coordinator or Complaint Manager. Any student who believes they are being harassed may file a complaint by using the process outlined in Board Policy 2:269, *Uniform Grievance Policy*, and this Handbook.

A student's good faith action in reporting harassment will not result in any adverse actions against the complainant. However, if a student or witness is found to have made an intentionally false report of harassment, the student or witness shall be subject to discipline.

Board Policy 7:20, *Harassment of Students Prohibited,* is available on the District website and a copy may be obtained by calling the District 158 Administrative Office at (847) 659-6158.

Hazing

Soliciting, encouraging, aiding, or engaging in hazing is prohibited. Hazing means any intentional, knowing, or reckless act directed to or required of a student for the purpose of being initiated into, affiliating with, holding office in, or maintaining membership in any group, organization, club, or athletic team whose members are or include other students.

Sexting

Sexting is defined as an electronic transfer of any material that depicts an individual or multiple individuals fully or partially nude or engaged in any sexual or lewd conduct. Electronic transfers include any transfers made via computer or any other electronic communications device including cellular telephones and other handheld devices. It is a violation of Illinois law for anyone to possess or electronically transfer any material that depicts a minor fully or partially nude or engaged in any sexual or lewd conduct. Further, it is against District policy for any student—minor or above the legal age of consent—to partake in sexting or be in possession of any image procured through sexting. The District prohibits students from engaging in sexting, including possessing sexually explicit photographs, videos, or images on any electronic device regardless of whether the depiction violates State law. Any electronic device may be searched upon reasonable suspicion of sexting. All students involved in sexting may be disciplined. In all cases where sexting is suspected, school administrators may contact the police.

Conduct Motivated by Prohibited Discrimination

Conduct motivated in whole or in part by prohibited discrimination may be subject to increased disciplinary measures where determined to be appropriate by the administration. The Board of Education may also consider whether conduct was motivated in whole or in part by prohibited discrimination when determining whether to expel a student based on such conduct.

Prohibited discrimination means conduct based upon actual or perceived ~~color,~~ race, color,~~nationality,~~ religion, sex, national origin, ~~sexual orientation,~~ ancestry, ~~age,~~ 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, or ~~status of being homeless, immigration status,~~ order of protection status~~, actual or potential marital or parental status, or pregnancy~~.

Board Policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited,* is available on the District website or a copy may be obtained by calling the District 158 Administrative Office at (847) 659-6158.

Dangerous Weapons

Board Policy 7:190, *Student Behavior*, prohibits the possession or the assistance of possession of weapons on school grounds, at any school activity, on school transportation vehicles, or in any designated school transportation waiting area. A student who is determined to have brought one of the following objects to school, any school-sponsored activity or event, ~~or~~ any activity or event that bears a reasonable relationship to school, onto school transportation or to a designated school bus stop, shall be expelled for a period of at least one calendar year but not more than two calendar years:

1. A *firearm*, meaning any gun, rifle, shotgun, or weapon as defined by Section 921 of Title 19 of the United States Code (18 U.S.C. §921), firearm as defined in Section 1.1 of the Firearm Owners Identification Card Act (430 ILCS 65/), or firearm as defined in Section 24-1 of the Criminal Code of 1961 (720 ILCS 5/24-1).
2. A knife, brass knuckles, or other knuckle weapon regardless of its composition, a billy club, or any other object if used or attempted to be used to cause bodily harm, including *look-alikes* of any *firearm* as defined above.

Nothing in this section shall prevent the administration from determining that an object not listed in paragraphs one or two is or is not intended to be used as a weapon, and assigning an appropriate penalty in accordance with the Behavior and Discipline section of this Handbook.

The expulsion requirement under either paragraph one or two above may be modified by the Superintendent, and the Superintendent's determination may be modified by the Board on a case-by-case basis. Any item determined to have been possessed, used, transferred, or controlled in violation of this policy will be confiscated and retained by school officials, and either turned over to a parent at the end of the school year, or to the appropriate local law enforcement agency.

Board Policy 7:190, *Student Behavior*, is available on the District website and a copy may be obtained by calling the District 158 Administrative Office at (847) 659-6158.

Gang and Gang-Related Activity

The Board of Education affirms its position that schools in District 158 shall provide an orderly place for learning. Board Policy 7:190, *Student Behavior*, prohibits students from engaging in gang activity on school property or at any activity associated with or under the general guidance of school authorities. Gangs are defined as any group of two or more persons who associate with each other primarily for criminal, disruptive and/or other activities prohibited by law and/or by the District's policies, rules, and regulations.

No student:

1. Shall wear, possess, use, distribute, display or sell any clothing, jewelry, emblem, badge, symbol, sign or other insignia which is evidence of membership or affiliation with any gang.
2. Shall draw gang graffiti or distribute gang related literature.
3. Shall use any speech, either verbal or non-verbal (such as gestures or hand-shakes), or act in furtherance of gang activity.
4. Shall solicit others for membership in any gang.
5. Shall request any person to pay protection or otherwise intimidate or threaten any person.
6. Shall commit any other illegal act or other violation of District policies in furtherance of gang related activities.
7. Shall incite other persons to inflict physical violence against any other person.
8. Shall participate in any activity that could be interpreted as relating to gangs or gang activity.

Penalties for Violations:

Any student found to have violated this policy shall be guilty of gross misconduct. All gang related paraphernalia or materials will be confiscated. Violation of this policy may result in disciplinary measures up to and including 10-days suspension with consideration for expulsion, and referral to appropriate law enforcement agency if a violation of the law is involved.

Board Policy 7:190, *Student Behavior*, is available on the District website and a copy may be obtained by calling the District 158 Administrative Office at (847) 659-6158.

Teen Dating Violence Prohibited

Engaging in teen dating violence that takes place at school, on school property, at school-sponsored activities, or in vehicles used for school-provided transportation is prohibited. For purposes of this policy, the term *teen dating violence* occurs whenever a student who is 13 to 19 years of age uses or threatens to use physical, mental, or emotional abuse to control an individual in the dating relationship; or uses or threatens to use sexual violence in the dating relationship.

The Superintendent or designee shall develop and maintain a program to respond to incidents of teen dating violence.

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

Board Policy 7:185, *Teen Dating Violence Prohibited,* is available on the District website and a copy may be obtained by calling the District 158 Administrative Office at (847) 659-6158.

The matrix below outlines student behaviors and corresponding levels of interventions or consequences that may be implemented in response to those behaviors. The list of behaviors and interventions/consequences is meant to be illustrative and non-exhaustive, and will not necessarily be implemented in progressive order. All interventions and consequences will be determined on a case-by-case basis and will take into consideration the developmental level of the student(s) involved. The matrix serves as a tool for administrators to respond appropriately when students have committed serious violations, per the Student Code of Conduct. This tool is designed to offer consistency at all levels across the District so that the students receive interventions and consequences fairly from school to school when their behaviors require.

BEHAVIOR CODES	INCIDENT TYPE (SUB-CODES)	LEVEL	INCIDENT DEFINITIONS	POTENTIAL RESPONSES
Academic Misconduct	Academic Misconduct: Daily work	1	Copying a peer's homework or practice activities in an attempt to defraud, deceive, or mislead the teacher and/or school administration in arriving at an honest evaluation of learning.	Teacher Managed
	Academic Misconduct: Cheating-Distribution	2	Aiding other students in cheating, soliciting another person to take an exam or write a paper, as well as the theft, damage, sale, and/or distribution of course materials.	Apology Conference with student Detention - with Office Explicit instruction of appropriate replacement behavior Loss of Privilege/Social Probation Parent Contact - Phone Call Parent/Student Conference Referral to counselor/social worker Restorative Practices Technology Restrictions
	Academic Misconduct: Cheating-Plagiarism	2	A form of cheating that involves presenting graded/assessed work as one's own, the ideas or work of another. Plagiarism is not a question of intent. Any use of the content or style of another's intellectual product without proper recognition of the source constitutes plagiarism. Includes the inappropriate use of technology that transmits data and the use of AI-created composition as a substitute for original thoughts.	Apology Conference with student Detention - with Office Explicit instruction of appropriate replacement behavior Loss of Privilege/Social Probation Parent Contact - Phone Call Parent/Student Conference Referral to counselor/social worker Technology Restrictions
Alcohol	Alcohol: In the presence of use and/or distribution	2	Student is knowingly in the presence of a peer who is using and/or distributing alcohol on school grounds and/or at school events and does not remove himself when given the opportunity.	Conference with student In-school Suspension Parent Contact - Phone Call Search of student and/or locker
	Alcohol: Possession and/or use (ISBE)	3	Student is under the influence or in possession of alcohol on school grounds and/or at school events	Behavior contract Conference with student In-school Suspension Law Enforcement Agency Referral Loss of Privilege/Social Probation Out-of School Suspension Parent Contact - Phone Call Referral to drug/alcohol counseling Search of student and/or locker

BEHAVIOR CODES	INCIDENT TYPE (SUB-CODES)	LEVEL	INCIDENT DEFINITIONS	POTENTIAL RESPONSES
	Alcohol: Distribution (ISBE)	3	Student is giving out/sharing/selling alcohol to students or others on school grounds and/or at school events.	Behavior contract Conference with student Expulsion In-school Suspension Law Enforcement Agency Referral Out-of School Suspension Parent Contact - Phone Call Referral to counselor/social worker Referral to drug/alcohol counseling Search of student and/or locker
Arson	Arson	3	Destruction of school property resulting from student use of fire regardless of intent or level of property damage	Behavior Contract Change of schedule Contact and/or referral to any other applicable outside agencies Expulsion In-school and/or Out-of School Suspension Law Enforcement Agency Referral Loss of Privilege/Social Probation Referral to counselor/social worker Safety plan developed Search of student and/or locker
Bullying	Conflict	1	Pattern of offending behavior where the student(s) is engaging in peer conflict with another student but shares equal power (physical/social), there is an equal emotional reaction and ownership over the conflict	Teacher managed May become leadership managed based on context
	Bullying	3	Board Policy 7.180: 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	Behavior Contract Change of schedule Class Removal Safety plan Expulsion Explicit Instruction of appropriate replacement behavior In-school and/or out-of-school suspension Law Enforcement Agency Referral Loss of Privilege/Social Probation Parent Contact Conference with student Restorative Practices Support / counseling services

BEHAVIOR CODES	INCIDENT TYPE (SUB-CODES)	LEVEL	INCIDENT DEFINITIONS	POTENTIAL RESPONSES
			without limitation one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive. Cyberbullying 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. Cyberbullying 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. Cyberbullying 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. In order for an incident to be deemed "bullying" a trained investigator must complete a full investigation and deem the situation "founded".	
Dress Code	Dress Code: Minor	1	A student's appearance that disrupts the educational process but easily corrected at the classroom level	Classroom Managed
	Dress Code: Health/Safety	2	A student's appearance that disrupts the educational process or compromises standards of health, and safety. Clothing that draws attention or interferes with the ability to identify or communicate with students OR clothing that includes print and pictures of items that are illegal to minors.	Conference with student Explicit Instruction of appropriate replacement behavior Parent Contact

BEHAVIOR CODES	INCIDENT TYPE (SUB-CODES)	LEVEL	INCIDENT DEFINITIONS	POTENTIAL RESPONSES
Drug Offenses	Drug Offenses: In the presence of use and/or distribution	2	Student is knowingly in the presence of a peer who is using and/or distributing illegal drugs, controlled substances, drug-related paraphernalia, prescription drugs not prescribed, or inhalants on school grounds and/or at school events and does not remove self when given the opportunity	Conference with student Loss of Privilege/Social Probation Parent Contact Search of student and/or locker
	Drug Offenses (ISBE): Possession and/or use	3	Student is under the influence or in possession of illegal drugs, look-alike drugs, drug-related paraphernalia, controlled substances, prescription drugs not prescribed, or inhalants or other controlled substances on school grounds and/or at school events	Athletic Suspension Behavior contract Law Enforcement Agency Referral Conference with student Expulsion In-school and/or out-of-school suspension Referral to drug/alcohol counseling Referral to counselor/social worker Loss of Privilege/Social Probation Parent Contact Restorative Practices Search of student and/or locker
	Drug Offenses (ISBE): Distribution	3	Student is giving out/sharing/selling illegal drugs, look-alike drugs, drug-related paraphernalia, controlled substances, prescription drugs not prescribed, or inhalants or other controlled substances to students or others on school grounds and/or at school events.	Athletic Suspension Behavior contract Conference with student Expulsion In-school and/or out-of-school suspension Law Enforcement Agency Referral Loss of Privilege/Social Probation Parent Contact Referral to counselor/social worker Referral to drug/alcohol counseling Restorative Practices Search of student and/or locker
Falsification of Information	Falsification of Information	2	Delivering false or misleading information on a document and/or in the course of a school investigation or staff inquiry. Includes falsifying records or signatures, impersonation of another individual over electronic communication (phone, email)	Athletic Suspension Behavior contract Conference with student In-school and/or out-of-school suspension Law Enforcement Agency Referral Loss of Privilege/Social Probation Parent Contact Referral to counselor/social worker Restorative Practices Search of student and/or locker

BEHAVIOR CODES	INCIDENT TYPE (SUB-CODES)	LEVEL	INCIDENT DEFINITIONS	POTENTIAL RESPONSES
Gang-Related	Gang-Related: Paraphernalia	2	Displaying gang symbols or paraphernalia	Behavior contract Change of schedule Class Removal Expulsion In-school and/or out-of-school suspension Loss of Privilege/Social Probation Parent Contact Conference with student Search of student and/or locker
	Gang-Related: Activity	3	Being involved in gangs or gang-related activities (Board Policy 7:190) where two or more individuals who use common symbols, identifiers or behavior, and/or who assemble to conduct illegal activity or violation of school policies and/or intimidate individuals or groups.	Athletic Suspension Behavior contract Conference with student Expulsion In-school suspension Law Enforcement Agency Referral Loss of Privilege/Social Probation Out-of-school suspension Parent Contact Referral to counselor/social worker Restorative Practices Search of student and/or locker
Harassment	Harassment	3	Board Policy 7:20: Harass, intimidate, or bully a student on the basis of actual or perceived: race; color; national origin; military status; unfavorable discharge status from military service; sex; sexual orientation; gender identify; gender-related identity or expression; ancestry; age; religion; physical or mental disability; order of protection status; status of being homeless; actual or potential marital or parental status, including pregnancy; association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic. Harassing, intimidating conduct, or bullying whether verbal, physical, sexual, or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice	Investigation conducted Behavior Contract Change of schedule Class Removal Safety plan Expulsion Explicit Instruction of appropriate replacement behavior In-school and/or out-of-school suspension Law Enforcement Agency Referral Loss of Privilege/Social Probation Parent Contact Conference with student Restorative Practices Support / counseling services

BEHAVIOR CODES	INCIDENT TYPE (SUB-CODES)	LEVEL	INCIDENT DEFINITIONS	POTENTIAL RESPONSES
			of one of the characteristics stated above. In order for an incident to be deemed "harassment" a trained investigator must complete a full investigation and deem the situation "founded".	
Insubordination/ Non-compliance	Insubordination/ Non-compliance: Low Intensity and/or Duration	1	Failure to act in accordance with given expectation or directive with increasing impact on learning environment (learning of the student and/or other students). Student engages in inappropriate verbal and/or non-verbal interruption to the environment that is low in duration and/or intensity.	Teacher Managed
	Insubordination/ Non-compliance: High Intensity and/or Duration	2	Prolonged refusal, refuses redirects, loss of instructional time Student engages in inappropriate verbal and/or non-verbal interruption to the environment that is high in duration and/or intensity	Class Removal Conference with student Detention - with Office In-school and/or Out-of School Suspension Loss of Privilege/Social Probation Parent Contact Referral to counselor/social worker Restorative Practices
	Insubordination/ Non-compliance: Gross Misconduct	3	Interferes with the regular operation of the school building or event. Includes indecent exposure, behavior that requires crisis plan to be activated and/or refusal to follow directions in crisis response situations, as well as calling emergency without an emergency (pulling fire alarm, calling 911)	Athletic Suspension Behavior contract Class Removal Conference with student Detention - with Office Expulsion In-school and/or Out-of School Suspension Loss of Privilege/Social Probation Parent Contact Peer Mediation Referral to counselor/social worker Restorative Practices Safety Plan
Language	Language: Non-directional swearing	1	Incidental swearing / nonverbal gesturing not directed at another person.	Teacher Managed
	Language: Directional swearing	2	Swearing / nonverbal gesturing or other abusive language directed at another person.	Behavior Contract Class Removal Conference with student Explicit Instruction of appropriate replacement behavior Loss of Privilege/Social Probation Parent Contact Referral to counselor/social worker Restorative Practices

BEHAVIOR CODES	INCIDENT TYPE (SUB-CODES)	LEVEL	INCIDENT DEFINITIONS	POTENTIAL RESPONSES
	Language: Non-directional inflammatory or sexual language	2	Incidental use of inflammatory language / nonverbal gesturing or sexual language / nonverbal gesturing not directed at another person	Behavior Contract Conference with student Detention - with Office Explicit Instruction of appropriate replacement behavior In-school and/or Out-of School Suspension Parent Contact Referral to counselor/social worker
	Language: Directional inflammatory or sexual language	3	Language and nonverbal gesturing, including sexual language and nonverbal gesturing, that does or could cause to alienate an individual related to protected class status covered under Illinois code. Could include, but is not limited to hate speech OR descriptions, racial slurs, slang terminology and/or labels commonly understood to be offensive, demeaning or derogatory.	Conference with student Detention - with Office In-school and/or Out-of School Suspension Law Enforcement Agency Referral Loss of Privilege/Social Probation Parent Contact Referral to counselor/social worker Restorative Practices
Location	Location: Failure to report to designated area on time	1	Failure to report on time to designated area	Teacher Managed
	Location: Unassigned area	2	Hiding in unsupervised area, in unassigned location, leaving an assigned area without permission in the school building, misuse of pass, entering school property without authorization (trespassing) Elopement in school building.	Class Removal Conference with student Detention - with Office In-school and/or Out-of School Suspension Loss of Privilege/Social Probation Parent Contact
	Location: Off campus	3	Failing to report to school building or leaving school building without permission. Elopement off campus.	Behavior contract Change of schedule Conference with student In-school and/or Out-of School Suspension Loss of Privilege/Social Probation Parent Contact Safety Plan
	Property: Misuse	1	Wasting materials or resources or using property in a way not intended. Includes not cleaning up after self. Does not include property damage.	Teacher Managed

Property

BEHAVIOR CODES	INCIDENT TYPE (SUB-CODES)	LEVEL	INCIDENT DEFINITIONS	POTENTIAL RESPONSES
	Property: Vandalism/Damage	3	Damage or destruction that occurs as a result of ignoring expectations. May require professional cleaning, repair or replacement. May disrupt the normal operations of the building. May include behavior that requires emergency response plan to be activated.	Behavior contract Change of schedule Conference with student Detention - with Office Expulsion In-school and/or Out-of School Suspension Law Enforcement Agency Referral Loss of Privilege/Social Probation Parent Contact Referral to counselor/social worker Restitution Restorative Practices Safety Plan Support / counseling services
Public Display of Affection	Public Display of Affection: Minor	1	Any consensual physical contact that includes kissing of any kind or for any length of time, having a student's arm/hands around another student's waist or any other body part, (head, neck, etc.), sitting between the legs of another student, rubbing up against another student	Teacher Managed
	Public Display of Affection: Major	2	Consensual groping of body parts, sexual activity	Behavior contract Class Removal Conference with student Explicit Instruction of appropriate replacement behavior In-school and/or Out-of School Suspension Loss of Privilege/Social Probation Parent Contact Referral to counselor/social worker Restorative Practices
Technology	Technology: Off-task or inappropriate purpose	1	Use of technology for off-task or inappropriate purpose	Teacher Managed
	Technology: Disruptive-School Issued Device	2	Use of school-issued devices or access to accounts that disrupts access to the learning of self and/or others	Class Removal Conference with student Detention - with Office In-school and/or Out-of School Suspension Loss of Privilege/Social Probation Parent Contact Referral to counselor/social worker

BEHAVIOR CODES	INCIDENT TYPE (SUB-CODES)	LEVEL	INCIDENT DEFINITIONS	POTENTIAL RESPONSES
	Technology: Disruptive - Personal Device	2	Use of personal devices (cell phone, watch, tablet, Airpod, other) or access to accounts that disrupts access to the learning of self and/or others	Class Removal Conference with student Detention - with Office In-school and/or Out-of School Suspension Loss of Privilege/Social Probation Parent Contact Referral to counselor/social worker
	Technology: Privacy or Acceptable Use Policy (AUP)	3	Any communication/media that includes sending, distributing, or viewing of unauthorized recording of videos and pictures with or without consent. This includes pornographic images (including sexting), violent images or materials that violate the rights of a protected class, and explicit language. This includes posting media of this nature on social media using school devices, personal devices, and/or infrastructure as well as to organize illegal activity, engage in illegal activity, or purchase illegal items.	Behavior Contract Conference with student Expulsion Law Enforcement Agency Referral Loss of Privilege/Social Probation In-school and/or Out-of School Suspension Referral to counselor/social worker Parent Contact Restorative Practices
	Technology: Infrastructure	3	Hacking, modification, or damage of the technology infrastructure of the district such as the wireless network and servers. Attempts to breach secured electronic information or resources.	Behavior Contract Conference with student Expulsion In-school and/or Out-of School Suspension Law Enforcement Agency Referral Loss of Privilege/Social Probation Parent Contact Referral to counselor/social worker Restorative Practices
Theft	Theft: Personal Property	2	Entering an individual's personal space or property (desk, bag, purse, locker, car etc.) to take an item of value	Behavior Contract Conference with student Detention - with Office Explicit Instruction of appropriate replacement behavior Expulsion In-school and/or Out-of School Suspension Loss of Privilege/Social Probation Parent Contact Referral to counselor/social worker Restitution

BEHAVIOR CODES	INCIDENT TYPE (SUB-CODES)	LEVEL	INCIDENT DEFINITIONS	POTENTIAL RESPONSES
	Theft: School Property	3	Stealing materials belonging to the school	Conference with student Detention - with Office Explicit Instruction of appropriate replacement behavior In-school and/or Out-of School Suspension Law Enforcement Agency Referral Loss of Privilege/Social Probation Parent Contact Referral to counselor/social worker Restitution
Threat Communicated	Threat: Communicated to Individual	3	Communication of a threat through any form (included but not limited to verbal, non-verbal, social media, written)	Apology Behavior Contract Class Removal Conference with student Expulsion Law Enforcement Agency Referral Loss of Privilege/Social Probation In-school and/or Out-of School Suspension Parent Contact Referral to counselor/social worker Restorative Practices Peer Mediation Safety Plan Developed Threat Assessment
	Threat: Communicated to Group	3	Communication of a threat through any form (included but not limited to verbal, non-verbal, social media, written)	Apology Behavior Contract Class Removal Conference with student Expulsion Law Enforcement Agency Referral Loss of Privilege/Social Probation In-school and/or Out-of School Suspension Parent Contact Referral to counselor/social worker Restorative Practices Peer Mediation Safety Plan Developed Threat Assessment
	Threat: Communicated with Access to Weapon	3	Communication of a threat including mention of weapon through any form (included but not limited to verbal, non-verbal, social media, written)	Conference with student Expulsion In-school and/or Out-of School Suspension Safety Plan Developed Parent Contact Referral to counselor/social worker Threat Assessment

BEHAVIOR CODES	INCIDENT TYPE (SUB-CODES)	LEVEL	INCIDENT DEFINITIONS	POTENTIAL RESPONSES
Tobacco	Tobacco: In the presence of use and/or distribution	2	Student is knowingly in the presence of a peer who is using and/or distributing tobacco, nicotine products, and/or vaping-related paraphernalia on school grounds and/or at school events and does not remove self when given the opportunity	Behavior Contract Conference with student Loss of Privilege/Social Probation Parent Contact Referral to counselor/social worker
	Tobacco: (ISBE) Possession and/or use	3	Student is under the influence of or in possession of tobacco, nicotine, look-alike product, and/or vaping-related paraphernalia on school grounds and/or at school events	Behavior Contract Conference with student Loss of Privilege/Social Probation In-school and/or Out-of School Suspension Parent Contact Referral to drug/alcohol counseling Referral to counselor/social worker
	Tobacco: (ISBE) Distribution	3	Student is giving out/sharing/selling tobacco products, nicotine products, look-alike product, and/or vaping-related paraphernalia to peers on school grounds and/or at school events	Behavior Contract Conference with student Loss of Privilege/Social Probation In-school and/or Out-of School Suspension Parent Contact Referral to drug/alcohol counseling Referral to counselor/social worker
Violence With Serious Physical Injury	Violence With Serious Physical Injury: Physical Aggression (ISBE)	3	Serious one-sided physical contact (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.) where either the offender(s) or victim(s) require off-site professional medical attention for extreme physical pain, protracted and obvious disfigurement, protracted loss or impairment of the function of a bodily member, organ, or faculty, or substantial risk of death. Sexual violence where either the offender(s) or victim(s) require off-site professional medical attention.	Apology Class Removal Conference with student Expulsion In-school and/or Out-of School Suspension Loss of Privilege/Social Probation Law Enforcement Agency Referral Parent Contact Referral to counselor/social worker Restorative Practices
	Violence With Serious Physical Injury: Physical Fighting	3	Mutual physical fight where either the offender(s) or target(s) require off-site professional medical attention for extreme physical pain, protracted and obvious disfigurement, protracted loss or impairment of the function of a bodily member, organ, or faculty, or substantial risk of death.	Apology Class Removal Conference with student Expulsion Loss of Privilege/Social Probation Law Enforcement Agency Referral In-school and/or Out-of School Suspension Parent Contact Referral to counselor/social worker Restorative Practices
Violence Without Serious Physical Injury/Physical	Inappropriate physical contact	1	Physical contact that is not serious but is inappropriate and unwelcomed.	Teacher Managed

BEHAVIOR CODES	INCIDENT TYPE (SUB-CODES)	LEVEL	INCIDENT DEFINITIONS	POTENTIAL RESPONSES
Aggression	Violence without Serious Physical Injury (ISBE): Physical Aggression with or without minor injury	2	Student engages in one-sided actions involving physical contact that is aggressive in nature (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.). It may include minor injury where either the offender(s) or victim(s) require school-based medical attention (not off-site professional medical attention)	Behavior Contract Class Removal Conference with student In-school and/or Out-of School Suspension Law Enforcement Agency Referral Loss of Privilege/Social Probation Parent Contact Referral to counselor/social worker Restorative Practices
	Violence without Serious Physical Injury (ISBE): Physical Fighting with or without minor injury	3	Mutual physical fight where the offender(s) or target(s) do not require off-site professional medical attention, regardless of intent. ("Professional medical attention" may include the school nurse but not for minor care that any staff member could provide.)	Conference with student In-school and/or Out-of School Suspension Law Enforcement Agency Referral Loss of Privilege/Social Probation Parent Contact Referral to counselor/social worker Restorative Practice
	Violence without Serious Physical Injury (ISBE): Serious sexual contact	3	Serious, non-accidental, and non-consensual physical contact of a sexual nature (e.g., groping, intimating sexual acts, touching private areas, exposing other's private areas) where the offender(s) or target(s) do not require professional medical attention. ("Professional medical attention" may include the school nurse but not for minor care that any staff member could provide.). Includes any intentional contact with private areas of an individual, regardless of intent.	Behavior Contract Conference with student Explicit instruction of appropriate replacement behavior Expulsion In-school and/or Out-of School Suspension Loss of Privilege/Social Probation Parent Contact Referral to counselor/social worker
Weapon	Weapon: Possession of Minor Weapon	2	Possession of a tool is readily capable of causing harm as determined by school administration but does not meet the state definition of a dangerous weapon. This could include pocket knives with blades less than 2.5 inches	Behavior Contract Conference with student Expulsion In-school and/or Out-of School Suspension Loss of Privilege/Social Probation Parent Contact Safety Plan Developed Search of student and/or locker
	Weapon: (ISBE) Possession of Dangerous - Other	3	Student possesses dangerous weapon or realistic-looking fake dangerous weapon (does not include firearms) A device, instrument, material, or substance that is readily capable of causing death or serious bodily injury, except a firearm.	Conference with student Expulsion In-school and/or Out-of School Suspension Parent Contact Referral to counselor/social worker Safety Plan Developed

BEHAVIOR CODES	INCIDENT TYPE (SUB-CODES)	LEVEL	INCIDENT DEFINITIONS	POTENTIAL RESPONSES
				Search of student and/or locker
	Weapon: (ISBE) Possession of Dangerous - Firearm	3	Possession of firearm on school grounds that is used for or readily capable of causing death (includes handgun, rifle, shotgun, multiple firearms)	Conference with student Expulsion In-school and/or Out-of School Suspension Parent Contact Safety Plan Developed Search of student and/or locker

Discipline Plan¶

A good plan for discipline includes organization to prevent problems along with praise, appreciation, and recognition for effort and achievement in addition to consequences for unacceptable behavior. The following disciplinary plan does not define all types and aspects of students' behavior, but rather basic areas to help each student conduct themself in a proper manner as a member of the school community, treating others as they want to be treated, with respect and courtesy.¶

Discipline of Special Education Students¶

The District will comply with the Individuals With Disabilities Education Improvement Act of 2004 and the Illinois State Board of Education's Special Education rules when disciplining special education students. No special education student shall be expelled if the student's particular act of gross disobedience or misconduct is a manifestation of the student's disability. However, all students must conform to the Student Behavior policies as outlined in this Handbook.¶

Additional information regarding discipline of students with disabilities is located in the Special Education section of this handbook.¶

Disciplinary Measures¶

Potential disciplinary measures include, without limitation, any of the following: ¶

1. Verbal warning¶
2. Notifying parent(s)¶
3. Disciplinary conference¶
4. Withholding of privileges¶
5. Temporary removal from the classroom¶
6. Lunch or teacher detention¶
7. Return of property or restitution for lost, stolen, or damaged property¶
8. Restorative Practices and Intervention strategies¶
9. After-school detention¶
10. In-school suspension¶
11. Seizure of contraband, confiscation and temporary retention of personal property that was used to violate Board Policy or school disciplinary rules¶
12. Suspension of bus riding privileges¶
13. Out-of-school suspension¶
14. Expulsion¶
15. Notifying juvenile authorities or other law enforcement¶
16. Other disciplinary action as deemed appropriate by the administration¶

Level/Step Disciplinary System¶

The middle school level-step disciplinary system identifies three levels of misbehavior and clearly states the consequences for each rule infraction. Consequences are progressively more serious as infractions accumulate

and severity increases. It is the hope and intent that this system will deter future misconduct and engender in students a respect for the rights of others and the need for the rule of law both in school and society.¶

The administrators, as they work through the discipline plan with staff, will at every stage be concerned with finding causes for misconduct for which the actions of the student are symptoms. It will be the goal to seek and find appropriate help for students who are in need. ¶

The administration will establish the discipline philosophy and procedures for the middle school. They will also serve as a resource for all discipline related problems. The Building Principal is the final level of appeal at the school in the due process procedure.¶

Level A - School Rule Infractions that Disrupt the Educational Environment¶

- Such as, but not limited to, classroom disruption, insubordination, personal dishonesty, academic dishonesty, throwing objects, public display of affection, profanity, failure to report to an assigned disciplinary action, bus violations, dress code violations, electronic device/cell phone violation, being in an unauthorized area, violation of normal school rules, unexcused tardiness to class or school, and unexcused absence from class.¶

Level A infractions may result in warnings, loss of a school privilege, detention, parent conference, Restorative Practices and Intervention strategies, or suspension in or from school.¶

Level B - Serious Rule Infractions that Infringe Upon the Rights or Safety of Others¶

- Such as, but not limited to, repeated Level A infractions, aggressive behavior (includes play fighting), fighting, aiding and abetting the violation of school rules, vandalism, locker tampering, theft or attempted theft, extortion, possession of inappropriate objects or material, technology violations, forgery, harassment of other students, chronic misbehavior, tampering with fire extinguisher or health safety equipment, false fire alarm, and truancy.¶

Level B infractions may result in disciplinary measures up to and including suspension in or from school (up to ten days), recommendation to the Board for expulsion (up to two years), and police notification and involvement.¶

Level C - Gross Disobedience / Illegal Behavior¶

- Such as, but not limited to, repeated Level B infractions, an act that endangers oneself or others, felonious acts, threats or physical attacks of a staff member on or off campus, threats towards others, possession or assisting in the possession of a weapon, arson, possession of or use of illegal drugs, marijuana or alcohol, participation in a transaction or transfer of or attempted transaction or transfer of drugs, marijuana or alcohol, use or possession of tobacco, tobacco products including, but not limited to, look-alike tobacco products, electronic cigarettes or vape devices, chewing tobacco, herbal cigarettes or alternative nicotine products, gambling, gang activity, and assault.¶

Level C infractions may result in disciplinary measures up to and including suspension from school (up to ten days), a recommendation to the Board of Education for expulsion (up to two years), and police notification and involvement. Any student who possesses a weapon, as defined in Section 10-22.6(d) of the School Code or Board Policy 7:190, *Student Behavior*, shall be expelled for not less than one year.¶

In the event any type of contraband (vape devices, cigarettes, drugs, marijuana, etc.) is discovered as part of an investigation, it will be retained by the school and may be turned over to local law enforcement for destruction.¶

Explanation of Disciplinary Consequences

Warning

A teacher/administrator/student conference may be held in hopes of eliminating further discipline consequences.

Lunch Restrictions/Isolated Lunch Detentions

Lunch restrictions/isolated lunch detentions ~~are 30-minute detentions during the lunch period~~ assigned by classroom teachers are ~~and~~ served during the student's lunch period with staff supervision. Students will be permitted to get their lunch and then should report to the supervising teacher for the remaining lunch period.

Lunch restrictions/isolated lunches detentions are assigned in cases of first time or infrequent misconduct of a lesser nature. The staff member will inform the student, and when appropriate, will call home.

Teacher Assigned Detentions

Teacher assigned detentions are detentions assigned by classroom teachers. They are served with the designated detention supervisor and are 75 minutes in length (1 hour and 15 minutes). Teacher assigned detentions are assigned in cases of first time or infrequent misconduct. The staff member will inform the student and parent, and when appropriate, will call home. Parents are responsible for providing transportation home. Transportation inconveniences are not a valid excuse for missing a detention. Failure to appear for an assigned detention may result in further disciplinary consequences.

Office Assigned Detentions

Detentions can be issued by any staff member. However, office assigned detentions are assigned in cases of serious misconduct and/or frequent misconduct of the same nature. An office assigned detention will be 75 minutes in length (1 hour, 15 minutes) and commence immediately after classes are dismissed for the day. Students and parents will be notified of the assigned date(s) of the consequence. Parents are responsible for providing transportation. Transportation inconveniences are not a valid excuse for missing a detention. Failure to appear for an assigned detention may result in additional disciplinary consequences.

Absence on the day of a detention will cause the detention to be served on the next detention day. Detentions will be assigned Tuesday through Thursday.

Behavior Contracts

An administrator may write a behavioral contract to provide a more structured setting for a student in hopes of eliminating inappropriate and unacceptable behaviors.

Restorative Practices and Interventions

The purpose of restorative practices is to engage students in an educational process including reflection, restoring the environment, and repairing relationships. Such interventions may include checking in with a teacher, administrator, or other staff member, targeted intervention groups with the counselor or social worker, peer mediation, peer mentoring, adult mentoring, reflection, apology, restorative projects such as reading articles, cleaning, or community service.

In-School or Out-of-School Suspension

Administration may assign a student an in-school suspension or out-of-school suspension for, but not limited to, chronic acts of misconduct, single acts of gross misconduct, gross insubordination, truancy, or dangerous and threatening actions to self and/or others. Parents will be notified of any in or out-of-school suspensions directly by an administrator, both in writing and by phone.

- ***In-School Suspension***
  Administration may assign a student an in-school suspension for serious misconduct or frequent misconduct of the same nature. The student will be assigned to the in-school suspension room for their classes that day. Students will be in a supervised location working on classroom assignments. Any disruption may result in further disciplinary consequences.

- ***Out-of-School Suspension***
  A student who has been suspended from school will not be readmitted to school or to classes without a parent conference. Students may not participate in or attend after school, co-curricular, or extra-curricular activities while under suspension. At the time of a suspension the student will remain in the office until a parent or their designee comes to pick up the student from school. Administration reserves the right to require a parent meeting prior to reentering the student population following the suspension. Students may not participate in or attend after school, co-curricular, or extracurricular activities while under suspension. At the time of an out-of-school suspension, the student will remain in the office until a parent or their designee comes to pick up the student from school.

A suspension may not exceed ten school days. Prior to a suspension, a student will be advised of the reason for the proposed suspension and afforded an opportunity to present information on their own behalf. It must be

determined that the student is guilty of noncompliance with the school rule of the conduct charged, and that suspension is reasonably justified. Parents will be given prompt notice of the suspension and the reason thereof. ~~A suspension may not exceed ten days. Prior to a suspension, a student will be advised of the reason for the proposed suspension and afforded an opportunity to present information on their own behalf. The student's parents will receive written notice that includes a statement of the reasons for the suspension.~~

A suspended student shall have the opportunity to make up any assignments and tests missed during the suspension period. The school will provide work for the student so that future learning is not affected by the suspension. A student will receive credit for these assignments.

Parents have a right to request a review before the Board or an appointed hearing officer.

Right to Review Suspension

The Appeals process must follow these 3 steps:

A. Appeal to the Building Principal
B. Appeal to the Associate Superintendent or Designee
C. Appeal to the Board of Education

Board Policy 7:200, *Suspension Procedure* is available on the District website and a copy may be obtained by calling the District 158 Administrative Office at (847) 659-6158.

Expulsion

A student may be expelled for gross disobedience or misconduct. Expulsion shall take place only after the parents have been requested by registered or certified mail to appear at a meeting of the Board, or to meet with a hearing officer appointed by the Board to discuss their child's behavior.

The request shall include:

a. Details regarding the specific act of gross disobedience or misconduct resulting in the recommendation for expulsion;
b. The time, date, and place of the hearing;
c. A brief description of what will happen during the hearing;
d. A list of the student's previous suspensions;
e. A statement indicating that the School Code allows the Board to expel a student for a definite period of time not to exceed two calendar years; and
f. A request that the student or parent inform the District if the student will be represented by counsel at the hearing.

During the hearing, the student and the student's parent(s) may be represented by counsel, offer evidence, present witnesses, cross-examine witnesses who testified on behalf of the administration, and otherwise present reasons why the student should not be expelled. After presentation of evidence, the Board shall decide the issue of guilt and take such action as it deems appropriate. If the Board decides to expel the student, the written expulsion decision will detail the specific reasons why removing the student from the learning environment is in the best interest of the school, as well as the rationale for the duration of the expulsion. If a hearing officer is appointed by the Board, the hearing officer shall provide a written summary of the evidence heard to the Board. A student may be readmitted to school after expulsion by official action of the Board.

Board Policy 7:210, *Expulsion Procedure* is available on the District website and a copy may be obtained by calling the District 158 Administrative Office at (847) 659-6158.

Educational Programs

English Learners

District 158 provides programs to meet the needs of students whose native language is a language other than English. Opportunities are offered to support the growth of English language skills and academic skills for students so they may achieve at high levels in academic subjects and meet the same challenging State standards expected of all students.

- ***Transitional Bilingual Education (TBE)***
  At attendance centers with more than 20 students who speak the same language and qualify for English Learner services, the District is required to establish a Transitional Bilingual Education Program (TBE) for those students. The TBE program is for English language learners who have not reached the language proficiency criteria required by the State. Students receive explicit language instruction in the four domains: listening, speaking, reading and writing. This program provides instruction in the student's native language to facilitate the transition into English, and helps students acquire the concepts in the core academic subjects and acquire English skills at the same time.
- ***Transitional Program of Instruction (TPI)***
  At attendance centers with less than 20 students who speak the same language and qualify for English Learner services, the District will implement a Transitional Program of Instruction (TPI). The TPI program is an English program that serves identified English learners by providing a full-time teacher certified to provide supplementary instruction for all content area instruction. The program integrates English-as-a-second-language instruction with subject-matter instruction that focuses not only in learning a second language, but also using that language as a medium to learn mathematics, science, social studies, or other academic subjects.
- ***Two-Way Dual Language***
  For our Spanish speaking English Learners, we implement the dual language two-way model. The Spanish Dual Language program is made up of approximately half Spanish-speaking students and half English-speaking students. Students have access to a specially trained bilingual teacher. Students are integrated for instruction so that both groups of students serve in the role of language model and language learner at different times. The goal of the Dual Language program is to develop bilingualism, biliteracy, academic achievement, and cross-cultural competencies for students.

Parent Advisory Committee for English Learners

Parents of English learners will be informed how they can: (1) be involved in the education of their children; (2) be active participants in assisting their children to attain English proficiency, achieve at high levels within a well-rounded education, and meet the challenging State academic standards expected of all students; and (3) participate and serve on the District's Transitional Bilingual Education Program's Parent Advisory Committee.

Family Life and Sex Education Classes

Students will not be required to take or participate in any class or courses in comprehensive sex education, including in grades 6-12, instruction on both abstinence and contraception for the prevention of pregnancy and sexually transmitted diseases, including HIV/AIDS; family life instruction, including in grades 6-12, instruction on the prevention, transmission, and spread of AIDS; instruction on diseases; recognizing and avoiding sexual abuse; or instruction on donor programs for organ/tissue, blood donor, and transplantation, if the student's parent submits a written objection. The parent's decision will not be the reason for any student discipline, including suspension or expulsion. Nothing in this Section prohibits instruction in sanitation, hygiene or traditional courses in biology.

Parents may examine the instructional materials to be used in any District sex education class or course by contacting the Building Principal.

Field Trips

We encourage all students to participate in field trips. We believe the whole world is a classroom and many sound educational activities that support the curriculum are best appreciated by actually visiting specific sites. Any admission fee and a prorated cost for transportation are assessed and payable prior to the trip. Occasionally a lunch stop is scheduled at a fast food restaurant and may be part of the fee. Students always have the option to bring a sack lunch if they so desire. Permission slips will be required and parents will be given appropriate time to complete the form and pay the fee.

Gifted and Talented Program

District 158 is committed to the belief that each student is a unique and valuable human being who possesses individual educational needs and abilities. It is the responsibility of the school to not only acknowledge this, but

to identify those needs and abilities and then to provide appropriate educational experiences to optimize each child's individual development.

Although formal identification of eligibility for the Gifted and Talented Program starts at the end of grade 2, identification of students for the Gifted Program is an ongoing process that uses both formal and informal data, and requires the collection of a body of evidence over time to substantiate a student's talent in specific areas.

Students identified are placed in the program based upon Standardized test scores in math, reading and language arts, teacher input and Student Ability Index (SAI) scores. These measures are placed on a matrix for final selection. Students selected for the Gifted and Talented Program are placed with a teacher who has formal gifted training or experience with gifted students whenever possible.

The program is based on the Consultation Model. Consultation is a collaborative problem solving process between the teacher(s) and coordinator(s) through a sharing of expertise with the ultimate goals of better serving students. This model is based upon best practice in the field of Gifted Education.

Home and Hospital Instruction

A student who is absent from school, or whose physician, physician assistant or licensed advanced practice registered nurse anticipates the student's absence from school, because of a medical condition may be eligible for instruction in the student's home or hospital.

Appropriate educational services from qualified staff will begin no later than five school days after receiving a written statement from a physician, physician assistant, or licensed advanced practice registered nurse. Instructional or related services for a student receiving special education services will be determined by the student's individualized education program.

Library Resource Center

The Library Resource Center (LRC) provides materials that support the mission and curriculum of the District as well as the mission, philosophy, and goals of the middle school. Materials circulate for a period of two weeks. A student ID is required for library check out. All materials will be due two weeks before the end of the school year for inventory. Periodicals, reference materials and media materials are available for students to use in the LRC but do not circulate.

Students are charged a fine of .10¢ per day for overdue books. Students having overdue materials or fines will not be allowed to check out additional materials until their account is clear. In addition, students will be required to pay for books that are lost or damaged before any more materials can be checked out.

The LRC is a classroom. Student conduct as mentioned in other sections of this handbook will apply to the LRC. The LRC staff work with both students and staff to provide reference/research assistance and bibliographic instruction to meet the needs of the curriculum.

Parents, employees, students, and community members who believe that library media program resources violate rights guaranteed by any law or Board policy may file a complaint using the procedure described in Board Policy 2:260, *Uniform Grievance Procedure*. Individuals who would like to submit feedback and/or complaints about the school's library media resources should complete and submit the Library Media Resource Objection form available on the District website.

Multi-Tiered Systems of Support

Multi-Tiered Systems of Support (MTSS) is a multi-tier approach for early identification and support of students with learning and behavior needs. The MTSS process begins with high-quality instruction and universal screening of all students. Students with identified needs are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These interventions may be provided by a variety of personnel, including general education teachers, special educators, paraprofessionals, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the dynamics, intensity and duration of interventions are based on individual student response to instruction. MTSS is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by student outcome data.

The State of Illinois provides districts and schools with a framework for using MTSS to determine a student's eligibility for and entitlement to special education services. Effective, research-based core instruction, interventions, and assessment plays a critical role in this process and data from the core curricula and instruction, as well as interventions, are used in the eligibility determination process. If the intervention plan shows the student demonstrates performance discrepancy as indicated by national, state and local assessments AND does not demonstrate educational progress through those established national, state or local norms, the team will then refer the student to the Individual Problem Solving Team to discuss the process of special education entitlement.

Physical Education

Physical education is taught in all grades and promotes the development of movement skills, enhances health-related fitness, increases students' knowledge, offers direct opportunities for students to learn how to work cooperatively in a group setting, and encourages healthy habits and attitudes for a healthy lifestyle.

All students will be expected to participate in PE except those who have a written doctor's excuse. Normally a student who provides a note from a parent can be excused from PE for up to three days. After three days, a doctor's note must be provided. Parent notes will only be honored twice per semester. **An excuse from PE class applies to extracurricular sports as well.** A parent may request that a student be excused from physical activity in PE during a period of religious fasting by notifying the physical education teacher in writing.

School Wellness

District 158 promotes student wellness, including good nutrition and physical activity, throughout the educational program, school activities, and meal programs. Schools will foster the positive relationship between healthy nutrition, physical activity, and the capacity of students to develop and learn. In addition, schools will support and promote an active lifestyle.

Physical education is taught in all grades and promotes 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.

Students will be offered and schools will promote nutritious food and beverage choices during the school day that are 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* rules).

Section 504

Students with disabilities who do not qualify for an Individualized Education Plan (IEP) under the Individuals with Disabilities Education Act and Illinois School Code may qualify for services under Section 504 of the Rehabilitation Act of 1973 if the child: (1) has a physical or mental impairment that substantially limits one or more major life activities, (2) has a record of a physical or mental impairment, or (3) is regarded as having a physical or mental impairment. Any parent who is deaf or does not typically communicate using spoken English and who participates in a Section 504 meeting with a District representative shall be entitled to the services of an interpreter. Parents seeking information about Section 504 rights and services should contact the Assistant Principal at their child's school.

Food Services and Cafeteria Expectations

Food Services Staff

The Food Services Department is made up of a team of food and nutrition professionals dedicated to students' health, well-being and their ability to learn. We support learning by promoting healthy habits for lifelong nutrition and fitness practices.

Meals, foods and beverages sold or served at schools meet state and federal requirements which are based on the USDA Dietary Guidelines. We provide students with access to a variety of affordable and appealing foods that meet the health and nutrition needs of students. All items are prepared and served by qualified child nutrition professionals.

Free and Reduced-Price Food Services Eligibility Criteria and Selection

A student's eligibility for free and reduced-price food services shall be determined by the income eligibility guidelines and family-size income standards set annually by the U.S. Department of Agriculture. Those who feel they are in need are encouraged to complete the Application for Free and Reduced Meals form. Eligibility requirements, the application process and other required information is made available through a secure, private, online form. Individuals who do not have access to a computer or are unable to apply online may pick up an application at the District Administrative Office. Once the application is processed, the parent(s) will receive a notification letter regarding eligibility status.

Breakfast and Lunch Menus

Monthly menus and meal prices are available on the Food Services webpage. Please visit the Food Services webpage to view menus, nutrition, fitness, and education information, the District Wellness Policy, or for information regarding prepayment options.

MySchoolbucks

District 158 schools offer MySchoolBucks as a convenient method to pay for student meals. This online payment service provides parents with a quick and easy way to add money to your child's meal account by using a credit/debit card or electronic check wherever you have Internet access.

By creating a secure online account, parents can manage their child's account easily and conveniently by taking advantage of some of its popular features:

- Spending History – View a seven day history of your child's purchases.
- Low Balance Email Notification – Receive email notification when your child's account balance is low.
- Smart Pay – Set accounts to automatically replenish.
- Expired Credit Card Notification – Receive email notification prior to credit card expiration.
- Multi Student Funding – Fund multiple children at the same time.
- Spending Limit Settings – Set daily and weekly spending limits for your child by calling the District's Food Service Office at (847) 659-6158.

Nutritious Food

All students are offered a complete meal that includes milk, grains, meat and meat alternatives, fruits, and vegetables that meet federal guidelines. Additional food items are also offered at a la carte pricing.

Providing Lunch/Food for Your Child

Lunches or food not purchased at school should be limited to just your child. Large quantities of lunches or food brought in during the school day causes an unnecessary disturbance in the building. If you choose to drop off food for your child, please note that we will not interrupt classroom instruction to call the student down. The school has two general call-down times during the day in which students will be asked to pick up items.

Purchasing Food

District 158 uses an electronic system for purchasing lunch which requires all students to use their ID card to make food purchases in the cafeteria. Parents may add funds to the student's lunch account by creating a secure online account at MySchoolbucks.com (funds may take 24 to 48 hours to be available in the students' account) or by bringing cash or a check (made payable to Huntley Community School District 158) to the designated area in an envelope marked with their name and student ID number. The cafeteria staff will place these payments in the student's lunch account.

Students should only be purchasing food and drink that they can consume during their regular lunch period. Open food and beverage items (excluding water bottles with a cap) are not to be taken to lockers for future consumption.

Cafeteria Expectations

Students are expected to cooperate with the following procedures:

1. Place all lunch account checks/cash in the designated area upon arrival to school.
2. Deposit litter in the garbage cans provided.

3. Return all trays and utensils to the dishwashing area.
4. Leave the table and floor around the area in a clean condition for others.
5. Cafeteria lines will move with order and efficiency if all students have their ID card ready at the cash register and are patient and polite while waiting their turn.
6. Be considerate of others.

Health Services

Health Office Staff

The health program is designed primarily to maintain health and prevent serious injury or illness. A Registered School Nurse is employed by the District in each school to be on duty when children are present during school hours.

Accident, Illness or Injury Procedure

When a student becomes ill at school, the student may visit the Health Office. The nurse will assess the seriousness of the illness or injury and administer first aid. If warranted, parents will be notified. Possible outcomes after being assessed by the nurse: (1) the student may return to class, (2) the student may be picked up by the parent, or (3) the student may be sent to the hospital via EMS.

If the student has a fever of 100.4° F or greater, the student MUST be picked up from school. Other situations where a student must be picked up from school include, but are not limited to: vomiting, diarrhea, open lesions that cannot be covered, lethargy, serious head injuries, undiagnosed persistent or disruptive cough, eye drainage or redness, undiagnosed or new rashes, and serious limb injuries. These situations will be given a "nurse home" attendance code. Parents are required to sign their child out in the office before leaving the building.

NOTE: Students must call their parents from the Health Office. Per school rules regarding cell phone use, students should not text or call their parents during the school day even if it pertains to illness.

Administering Medication to Students

Every attempt should be made to schedule medication administration outside of school hours. However, if under exceptional circumstances a child is required to take prescribed medication during school hours, all medication shall be transported to and from school by a parent. Students are not to transport or have medications in their possession except for the self-administration of diabetes medication, asthma medication, or epinephrine auto-injectors, as outlined below.

The School Nurse, principal, or designee will administer the medication in compliance with the following regulations:

Prescription Medication

- A "Request for Administration of Medication Form" (which can be obtained on the website) signed by the parent.
- A "Request for Administration of Medication Form" (which can be obtained on the website) *signed by the medical doctor*, renewed annually at the beginning of the school year.
- The original prescription bottle must be brought to school by the parent (children may NOT carry the medication to school).
- The prescription bottle label must contain the student's name, name of medication, time to be administered, dosage, possible side effects and termination date of administering the medication.
- Except for diabetes medication, asthma medication and epinephrine auto-injectors maintained by students authorized to self-medicate, all student prescription medication must be stored in an appropriate locked cabinet in the Health Office, accessible to authorized personnel only.

Non-Prescription Medication

- A "Request for Administration of Medication Form" (which can be obtained on the website) signed by the parent.

- A "Request for Administration of Medication Form" (which can be obtained on the website) *signed by the medical doctor*, renewed annually at the beginning of the school year. Some non-prescription medications may be supplied by the school – please check your school for specifics.
- All medication needs to be labeled with the student's name and brought to school by a parent.
- Except for diabetes medication, asthma medication and epinephrine auto-injectors maintained by students authorized to self-medicate, all student non-prescription medication must be stored in an appropriate locked cabinet in the Health Office, accessible to authorized personnel only.

Administration of Medical Cannabis

The Compassionate Use of Medical Cannabis Program Act allows a medical cannabis infused product to be administered to a student on school property or on the school bus by a parent under the following guidelines:

1. The parent of a student who is a minor must be registered with the Ill. Dept. of Public Health (IDPH) as a *designated caregiver* to administer medical cannabis to their child.
2. Both the student and parent possess valid registry identification cards issued by the IDPH.
3. Copies of the registry identification cards are provided to the Health Office.
4. A "School Medication Authorization Form - Medical Cannabis" (which can be obtained on the website) signed by the parent and medical doctor.
5. After administering the product to the student, the parent must immediately remove the product from school property.

Medical cannabis infused products include oils, ointments, foods, and other products that contain usable cannabis but are not smoked or vaped. Smoking and/or vaping medical cannabis on school property or on the school bus is prohibited.

The product may not be administered in a manner that, in the opinion of the District, would create a disruption to the educational environment or cause exposure of the product to other students. A school employee shall not be required to administer the product.

Discipline of a student for being administered a product by a designated caregiver pursuant to this policy is prohibited. The District may not deny a student attendance at school solely because they require administration of the product during school hours.

Undesignated Asthma Medication

Public Act 100-0726 (the Act) amends the school code 105 ILCS 5/22-30 and 27A-5, to include undesignated asthma medication to the other undesignated emergency medications in Illinois schools. The Act permits schools to stock a supply of asthma medication and spacers; authorizes physicians to provide school districts and non-public schools with a standing order; and gives School Nurses or other trained personnel the authority to provide/administer Albuterol to any person (including parents, visitors and guests) that the School Nurse believes in good faith is experiencing respiratory distress. Undesignated Albuterol multi-dose inhalers and spacers are available in all school health offices during school hours.

Undesignated Epinephrine Auto Injectors (Epi-Pens)

The Emergency Epinephrine Act, P.A. 97-0361 (the Act) became law in Illinois in 2011. The Act permits schools to stock a supply of Epinephrine Auto-Injectors, authorizes physicians to provide school districts and non-public schools with a prescription to obtain the emergency auto-injectors from local pharmacists, and gives School Nurses or other trained personnel the authority to provide/administer the epinephrine to any person (including parents, visitors, and guests) the School Nurse believes in good faith is having an anaphylactic reaction. Undesignated epi-pens are available in all schools during school hours. The standing order and emergency auto-injectors are kept in the Health Office.

Undesignated Opioid Antagonists

Illinois School Code (105 ILCS 5/22-30(f)) and District Policy 7:270, *Administering Medicines to Students*, permits schools to maintain a supply of undesignated opioid antagonists in the name of the District and provide or administer them as necessary according to State law. Opioid antagonist means a drug that binds to opioid

receptors, including, but not limited to, naloxone hydrochloride (Narcan) or any other similarly acting drug approved by the U.S. Food and Drug Administration. A School Nurse or trained personnel, as defined in State law, may administer an undesignated opioid antagonist to a person when they, in good faith, believe that person is having an opioid overdose.

A copy of Policy 7:270, *Administering Medicines to Students*, is available on the District's website.

Huntley District 158 and its employees and agents, including the physician, physician assistant, or advance practice nurse providing the standing protocol or prescription for School District Supply of Undesignated medications, shall incur no liability or professional discipline, except for willful and wanton conduct, as a result of any injury arising from the administration of an undesignated medication, including, but not limited to, asthma medication (inhaler), epinephrine auto injectors (Epi-Pen), diabetes medication (glucagon), or opioid antagonists, regardless of whether authorization was given by a student's parent/guardian, the student's physician, physician assistant, or advance practice nurse.

Self-Administration of Medication

Students are permitted by law to carry and self-administer diabetes medication, asthma inhalers, pancreatic enzymes, and epinephrine auto-injectors, where appropriate. The parent must sign a statement acknowledging that the District shall incur no liability as a result of any injury or claim arising from the self-administration of the medication or use of an epinephrine auto-injector regardless of whether authorization was given by the student's parent or by the appropriate medical official, and that the parent will indemnify and hold harmless the school district and its employees and agents against any such claims.

Asthma Medication

Students may carry and self-administer their own asthma inhaler. Occasionally parents will provide an additional inhaler to be kept as a back up in the Health Office.

- If the parent would like their child to carry their own inhaler, the parent must provide:
  - Written authorization through the "Request for Self Administration of Asthma Medication" form (which can be obtained on the website) signed by the parent, submitted annually at the beginning of the school year.
  - A prescription label with the name of the medication, the prescribed dosage and the time(s) or circumstances under which the medication is to be administered.
- Please also provide an Asthma Action Plan form (which can be obtained on the website) completed by the student's physician and submitted every year at the beginning of the school year.

Diabetes Medication

Students may carry and self-administer their own diabetes medication. However, parents may prefer the nurse monitor the student's diabetes.

- If the parent would like their child to administer the medication and glucose test independently, the parent must provide:
  - Written authorization through the "Request for Self Administration of Diabetic Insulin and Glucose Testing" form (which can be obtained on the website) signed by the parent documenting the student has been instructed in the use and self-administration of the medication and glucose meter.
  - A "Request for Self Administration of Diabetic Insulin and Glucose Testing" form (which can be obtained on the website) *signed by the medical doctor*, renewed annually at the beginning of the school year.
  - A prescription label with the name of the medication, the prescribed dosage and the time(s) or circumstances under which the medication is to be administered.

Epinephrine Auto Injectors (Epi-Pens)

Students may carry and self-administer an Epi-pen. However, parents may prefer the Epi-Pen be kept in the Health Office.

- If the parent would like their child to administer their own Epi-pen, the parent must provide:

- Written authorization through the "Request for Self Administration of Anaphylactic Medication" form (which can be obtained on the website) signed by the parent documenting the student has been instructed in the use and self-administration of the anaphylactic medication.
- A "Request for Self Administration of Anaphylactic Medication" form (which can be obtained on the website) *signed by the medical doctor*, renewed annually at the beginning of the school year.

Anaphylaxis Prevention

While it is not possible for the school or District to completely eliminate the risks of an anaphylactic emergency, the District maintains a comprehensive policy on anaphylaxis prevention, response, and management in order to reduce these risks and provide accommodations and proper treatment for anaphylactic reactions. Parents and students who desire more information may contact the School Nurse.

Board Policy 7:285, *Anaphylaxis Prevention, Response, and Management Program,* is available on the District website and a copy may be obtained by calling the District 158 Administrative Office at (847) 659-6158.

Communicable Diseases

Please notify the school office as soon as possible if your child contracts any contagious disease. If such a disease is contracted, the child must be excluded from school. Communicable diseases such as chicken pox, German measles, impetigo, influenza, measles, mumps, scarlet fever, infectious mononucleosis, norovirus, coronavirus, and strep throat are contagious before they reach a stage where they can be recognized and diagnosed. Certain communicable diseases will require a doctor's release for the student to re-enter school or may require documentation from the County Department of Health to re-enter school or school related activities. Please check with the school Health Office for specifics.

Concussions

If a student sustains a concussion, please notify the Health Office. The school will support a student with a concussion working with the student's physician and by providing a Return-to-Learn protocol. The student will check in with the School Nurse daily to evaluate symptom severity.

The Illinois Department of Public Health (IDPH) has adopted the U.S. Centers for Disease Control and Prevention's (CDC) *Heads Up* campaign brochures which include concussion fact sheets for parents available on the IDPH website.

If an accident or illness merits being excused from school and/or physical education or recess, a doctor's note is required that specifies when the student may return to normal activity. **The School Nurse will not be able to write a note to excuse the student from PE.** A physician's release to return to PE and/or extracurricular athletic activities is required whenever a doctor's note for no PE has been issued for a concussion or other reason.

Emergency Contact Information

There are times when a student's illness or injury requires transportation to the hospital. The local rescue squad will transport the student to the appropriate medical facility. Every attempt will be made to notify the parent before transport. In order to contact parents quickly, it is required that we have complete and current information in PowerSchool on the following items:

- Your home address and telephone number
- Working status of parent(s), including the name of the company, the address and phone number where you can be reached
- The name and phone number of a neighbor, friend, or relative who is willing to attend to your child in an emergency.

It is the responsibility of the parent to notify the Registration Department at studentupdate@district158.org of any changes in the aforementioned items.

Epilepsy or Seizure Disorder

Parents of students who are diagnosed with epilepsy or a seizure disorder must submit a Seizure Action Plan (available on the District website) at the beginning of each school year.

Life-Threatening Food Allergies or Life-Threatening Chronic Illnesses

State law requires District 158 to annually inform parents of students with life-threatening allergies or life-threatening chronic illnesses of the applicable provisions of Section 504 of the Rehabilitation Act of 1973 and other applicable federal statutes, state statutes, federal regulations and State rules.

Parents of students with food allergies should provide a Food Allergy Emergency Action Plan and Treatment Authorization form (which can be obtained on the District website) completed by the student's physician and submitted every year at the beginning of the school year.

Federal law protects students from discrimination due to a disability that substantially limits a major life activity. If your student has a qualifying disability, an individualized Section 504 Plan will be developed and implemented to provide the support needed for your student to access their education effectively.

While not all students with life-threatening allergies and life-threatening chronic illnesses may be eligible under Section 504, we may be able to appropriately meet a student's needs through other means.

Physical Examination and Immunization Requirements

In accordance with the Illinois Department of Public Health (IDPH) and the Illinois School Code, physical examinations are required for all students entering Kindergarten, sixth grade and ninth grade, and students transferring from out-of-state. Physicals are also required for students trying out for or participating in extracurricular athletics. The physical examination must include a record of all immunizations the child has received**.**

Every child who enters Preschool, Kindergarten, sixth or ninth grade and every child who enters an Illinois school for the first time, irrespective of grade, must present evidence of immunization as prescribed by the rules and regulations of the Illinois Department of Public Health (IDPH) and the Illinois State Board of Education (ISBE).

Students failing to meet the required immunizations against measles, tetanus, diphtheria, poliomyelitis, varicella, pertussis (whooping cough), meningitis, rubella, mumps, and Hepatitis B, will be excluded from all District schools. There are two exceptions to this State law:

- Children whose parents object to immunizations on religious grounds must present the IDPH's Certificate of Religious Exemption form to the Superintendent or designee. Upon receipt of the form, the Superintendent or designee shall immediately inform the parent of exclusion procedures if there is an outbreak of one or more diseases from which the student is not protected.
- Per Illinois School Code, if the physical condition of the child is such that any one or more of the immunization agents should not be administered on medical grounds, the examining physician responsible for the performance of the health examination shall endorse such fact upon the health examination form.

All physical and immunizations must be submitted prior to the first day of school or students will not be allowed to attend school. The Illinois Certificate of Child Health Examination (school physical) form is available on the District website.

Dental and Vision Exam Requirements

A dental exam must be provided to the Health Office before May 15 of the current year for students in Kindergarten, second, sixth, and ninth grades. A vision exam must be provided to the Health Office for students entering Kindergarten or transfer students entering Illinois schools for the first time. The Dental Exam and Vision Exam forms are available on the District website. A student may be exempt from the dental or vision examination requirements if the student's parent shows an undue burden or lack of access to a dentist or qualified physician/optometrist. Examination waiver forms are available on the Forms page of the District website.

Reporting to the Health Office

Except in emergencies, students need a hall pass from their teacher to visit the Health Office. If a student decides they need to see the nurse during a passing period, the student should report to class and receive a hall pass from the teacher. If the nurse is not there or the Health Office is closed, the student should report to the office.

The Health Office is to be used for acute illness or injury, emergencies, or medication administration.
It is **NOT** to be used by students to sleep, congregate with others, or eat due to missed meals.
Our goal is to ensure the best possible education for our students by keeping students in class.

Restrictions for Activity or Physical Education
At times, individual students may require special restrictions to their activity level due to a medical condition. Restrictions for activity or physical education class need to be submitted by a medical physician and must specify the amount of time the student is restricted from participation. Please note any physician directives for activity restrictions need to be reviewed and resubmitted each school year.

When To Keep Your Child at Home
Please keep your child at home during an illness to decrease the number of students who are exposed to the illness. Students who have been running a fever (100.4° F or greater) should be kept home fever-free for 24 hours before they return to school unless guidelines from the CDC or IDPH increase this timeframe. Students should also remain at home for 24 hours after vomiting has stopped and the student can tolerate a solid diet, and/or until diarrhea-free for 24 hours.

Internet and Technology

Access and Use
All use of the District's electronic networks shall be consistent with the District's goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. These procedures do not attempt to state all required or prohibited behaviors by users. However, some specific examples are provided. **Failure of any user to follow these procedures will result in the loss of privileges, disciplinary action, and/or legal action.**

Privileges
Use of the District's electronic network is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges, disciplinary action, and/or appropriate legal action. The technology administrator will make all decisions regarding whether or not a user has violated these procedures and may deny, revoke, or suspend access at any time. The decision of the technology administrator is final. The technology administrator will work with the building administrator and the building administrator will deal directly with the violator.

Terms and Conditions for Internet Access
The term electronic networks includes all of the District's technology resources, including, but not limited to:

1. The District's local-area and wide-area networks, including wireless networks (Wi-Fi), District-issued Wi-Fi hotspots, and any District servers or other networking infrastructure;
2. Access to the Internet or other online resources via the District's networks or to any District-issued online account from any computer or device, regardless of location;
3. District-owned or District-issued computers, laptops, tablets, phones, or similar devices.

Acceptable Use
Access to the District's electronic network must be: (a) for the purpose of education or research, and be consistent with the District's educational objectives, or (b) for legitimate business use. Use of the Internet, email, and other communication and collaboration tools to enhance productivity and enhance student learning is encouraged.

If students have been provided with a 1:1 technology device, the following are guidelines for the expectation of using technology responsibly:

a. Bringing a charged device to school every day;
b. Storing the device in the provided case when not in use;
c. Moving safely through the hallway while carrying the device;
d. Respecting the property and privacy of others by not using another student's device or account;
e. Using the device, app, and other information resources to support learning, complete school assignments, and gain understanding of how technology works; and

f. Using the Internet to gather information related to school, and to communicate with other students, teachers, and experts as it relates to school work.

Unacceptable Use

Staff and students are responsible for their own actions and activities involving the use of computers and the network. Some examples of unacceptable uses include, but are not limited to, the following:

a. Using the electronic networks for any illegal activity, including violation of copyright or other contracts, or transmitting any material in violation of any State or federal law;
b. Using the electronic networks to engage in conduct prohibited by Board Policy;
c. Unauthorized downloading of software or other files, regardless of whether it is copyrighted or scanned for malware;
d. Unauthorized use of personal removable media devices (such as flash or thumb drives);
e. Downloading of copyrighted material for other than personal use;
f. Using the electronic networks for private financial or commercial gain;
g. Wastefully using resources, such as file space;
h. Hacking or attempting to hack or gain unauthorized access to files, accounts, resources, or entities by any means;
i. Invading the privacy of individuals, including the unauthorized disclosure, dissemination, and use of information about anyone that is of a personal nature, such as a photograph or video;
j. Using another user's account or password;
k. Disclosing any network or account password (including your own) to any other person, unless requested by the system administrator;
l. Posting or sending material authored or created by another without their consent;
m. Posting or sending anonymous messages;
n. Creating or forwarding chain letters, spam, or other unsolicited messages;
o. Using the electronic networks for commercial or private advertising;
p. Accessing, sending, posting, publishing, or displaying any abusive, obscene, profane, sexual, threatening, harassing, illegal, or knowingly false material;
q. Misrepresenting the user's identity or the identity of others; and
r. Using the electronic networks while access privileges are suspended or revoked.

Indemnification

The user agrees to indemnify the District for any losses, costs, or damages, including reasonable attorney fees, incurred by the District relating to, or arising out of, any violation of these procedures.

Internet Safety

Internet access is limited to only those acceptable uses as detailed in these procedures. Staff members shall supervise students while students are using District Internet access to ensure students abide by the Terms and Conditions for Internet access contained in these procedures.

Each District computer with Internet access has a filtering device that blocks entry to visual depictions that are: (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by the Children's Internet Protection Act and as determined by the Superintendent or designee.

The technology administrator and Building Principal shall monitor student and staff Internet use.

Internet and Network Security

Internet and network security is a high priority. If the user can identify a security problem on the network or Internet, the user must notify the Technology Department or Building Principal. If reported to the Building Principal, the Building Principal is responsible for notifying the Technology Department. Do not demonstrate the problem to other users. Attempts to log-on to the network or Internet as a system administrator will result in cancellation of user privileges. Any user identified as a security risk may be denied access to the network. **Keep your accounts and passwords confidential and do not use another individual's account.**

Network Etiquette

Staff and students are expected to abide by the generally accepted rules of network etiquette while using any means of electronic communication such as email, blogs, wikis, discussion boards, instant messaging, etc. These include, but are not limited to, the following:

a. Be polite. Do not become abusive in messages to others.
b. Use appropriate language. Do not swear, use vulgarities, or any other inappropriate language.
c. Do not reveal personal information, including the addresses or telephone numbers of students or staff.
d. Recognize that the District's electronic networks are not private. People who operate the District's technology have access to all email and other data. Messages or other evidence relating to or in support of illegal activities may be reported to the authorities.
e. Do not use the network in any way that would disrupt its use by other users.
f. Consider all communications and information accessible via the network to be private property.

No Warranties

The District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The District will not be responsible for any damages the user suffers. This includes loss of data resulting from delays, non-deliveries, missed-deliveries, or service interruptions caused by its negligence or the user's errors or omissions. Use of any information obtained via the Internet is at the user's own risk. The District specifically denies any responsibility for the accuracy or quality of information obtained through its services.

Telephone Charges

The District assumes no responsibility for any unauthorized charges or fees, including telephone charges, texting or data use charges, long-distance charges, per-minute surcharges, and/or equipment or line costs.

Use of Email

The District's email system, and its constituent software, hardware, and data files, are owned and controlled by the District. The District provides email to aid students and staff members in fulfilling their duties and responsibilities, and as an education tool.

a. The District reserves the right to access and disclose the contents of any account on its system, without prior notice or permission from the account's user. Unauthorized access by any student or staff member to an email account is strictly prohibited.

b. Each person should use the same degree of care in drafting an email message as would be put into a written memorandum or document. Nothing should be transmitted in an email message that would be inappropriate in a letter or memorandum.

c. Electronic messages transmitted via the District's Internet gateway carry with them an identification of the user's Internet domain. This domain is a registered name and identifies the author as being with the District. Great care should be taken, therefore, in the composition of such messages and how such messages might reflect on the name and reputation of the District. Users will be held personally responsible for the content of any and all email messages transmitted to external recipients.

d. Any message received from an unknown sender via the Internet, such as spam or potential phishing emails, should either be immediately deleted or forwarded to the technology administrator. Downloading any file attached to any Internet-based message is prohibited unless the user is certain of that message's authenticity and the nature of the file so transmitted.

e. Use of the District's email system constitutes consent to these regulations.

Vandalism

Vandalism will result in cancellation of privileges and other disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or any other network. This includes, but is not limited to, the uploading or creation of malware, such as viruses and spyware.

Web Publishing Copyright Rules

Copyright law and District policy prohibit the re-publishing of text or graphics found on the Internet or on District websites or file servers/cloud storage without explicit written permission.

a. For each re-publication (on a website or file server) of a graphic or a text file that was produced externally, there must be a notice at the bottom of the page crediting the original producer and noting how and when permission was granted. If possible, the notice should also include the web address of the original source.

b. Students and staff engaged in producing web content must have written permission from the original producer before adding the material to their web page.

c. The absence of a copyright notice may not be interpreted as permission to copy the materials. Only the copyright owner may provide the permission. The manager of the website displaying the material may not be considered a source of permission.

d. The fair use rules governing student reports in classrooms are less stringent and permit limited use of graphics and text.

e. Student work may only be published if there is written permission from both the parent and student.

Progress Reports, Report Cards, Grading, Retention, and Promotion

Progress Reports

Mid quarter progress report grades will be available on PowerSchool. A notification will be sent to parents via the SwiftReach SwiftK12 program on the day that mid quarter progress report grades are updated. Parents may also access current grades at any time by using their parent account on PowerSchool.

Report Cards

Report cards for students in grades 6-8 are completed on a quarterly basis. Students will be assessed on end of the year grade-level standards in order to show what the student knows, or is able to do, in relation to the standard. The report cards show student progress towards mastery of specific learning targets. A notification will be sent to parents via the SwiftReach SwiftK12 program on the day that report cards are distributed.

Grade Point Average (GPA) Calculation

In figuring grade point average, points are earned for each quarter grade. The points are then totaled and divided by the number of classes attempted.

A+ = 4.3	A = 4.0	A- = 3.7
B+ = 3.3	B = 3.0	B- = 2.7
C+ = 2.3	C = 2.0	C- = 1.7
D+ = 1.3	D = 1.0	D- = 0.7
		F = 0



All classes are 1 credit. If a student is enrolled in ½ band or orchestra and ½ chorus, they will receive 0.5 credit for each class. Below is an example of how to calculate a GPA for a student who received the following grades in each class.

Example for calculation:

Class	Credit	Grade	Points
Art	1	A-	3.7
PE	1	A-	3.7
½ Band	.5	A+	2.15
½ Chorus	.5	A+	2.15
Science	1	A	4
Math	1	A-	3.7
Literacy	1	B+	3.3
History	1	A	4

504

TOTAL	7	26.7	**26.7/7= GPA 3.814**

Grade Point Average (GPA) Calculation with Honors Courses

Algebra 1 (H), Geometry (H), and English 1 (H) are courses that have been determined to be taught at the rigor of an honors high school course and are therefore given extra consideration in determining grade point average.

Honor's weighted courses will use the following point system.

A+ = 4.8	A = 4.5	A- = 4.2
B+ = 3.8	B = 3.5	B- = 3.2
C+ = 2.8	C = 2.5	C- = 2.2
D+ = 1.3	D = 1.0	D- = 0.7
		F = 0



Again, all classes are 1 credit. If a student is enrolled in ½ band or orchestra and ½ chorus, they will receive 0.5 credit for each class. Below is an example of how to calculate a GPA for a student enrolled in honors classes who received the following grades.

Example for calculation (with Honors classes):

Class	**Credit**	**Grade**	**Points**	
Art	1	A-	3.7	
PE	1	A-	3.7	
½ Band	.5	A+	2.15	
½ Chorus	.5	A+	2.15	
Science	1	A	4	
Algebra 1 (H)	1	A-	*4.2*	
English 1 (H)	1	B+	*3.8*	
History	1	A	4	
TOTAL	7		27.7	**27.7/7= GPA 3.957**

~~*Honor Roll*~~¶

~~In order to recognize hard working, conscientious and high achieving students in grades 6-8, an honor roll will be published each quarter shortly after report cards have been issued.~~ ¶

- ~~Students must earn a grade point average between 3.095 and 3.494 to qualify for Honors.~~¶
- ~~Those earning a grade point average between 3.495 and 3.794 will be acknowledged with High Honors.~~¶
- ~~Students with a grade point average of 3.795 or higher will be placed on the Principal's List.~~¶

~~Grades in literacy, math, social studies, science, exploratory, band/chorus/orchestra, skills-based studies, and physical education will be used to calculate honor roll.~~

Remediation, Retention, and Promotion

The decision to retain or promote a student to the next grade level shall be based on successful completion of the curriculum, attendance, and performance on the standardized tests required by the Illinois State Board of Education (ISBE) and/or other assessments. A student shall not be promoted based upon age or any other social reason not related to academic performance.

Research indicates a negative outcome regarding retention, and as such, effective decision-making regarding retention will include a remediation plan developed throughout the school year in which administration will track student core class grades.

The remediation/retention process is a continuous process that may include communication home, team supports, MTSS supports, meeting with administration, and/or social-emotional supports. The plan becomes more intensive and restrictive as a student progresses through the remediation process.

Students who have failed two or more quarters of a core class at the end of the school year will be considered for summer school and/or retention. Retention will only occur if the remediation process is not successful. The Building Principal will have the final decision-making authority over retention decisions.

Rights and Responsibilities¶

One of the core values of the middle schools in District 158 is the maintenance of a pleasant, orderly, supportive atmosphere. A spirit of cooperation among students, teachers, parents and administrators promotes a positive learning climate that enables and encourages excellence in education. In an effort to support this cooperation, all students and their parents should review the following rights and responsibilities:¶

Student Responsibilities ¶

- ➔ Attain the best possible level of academic achievement.¶
- ➔ Respect the rights of fellow students and school personnel.¶
- ➔ Obey all school rules as well as city, state and federal laws. ¶

Uniform Grievance Procedure ¶

Any individual may file a sex equity, sexual harassment, Section 504 disability, or other discrimination complaint by using the procedure described in Board Policy 2:260, *Uniform Grievance Procedure*, a copy of which is available in the District Administrative Office, on the District website, or by contacting any of the individuals named below. ¶

Concerns or complaints related to potential violations should be directed to:¶

Nondiscrimination Coordinators/Title IX Coordinators:¶

Dr. Adam Zehr	Mrs. Karrie Baughman↵
650 Dr. John Burkey Drive	650 Dr. John Burkey Drive↵
Algonquin, IL 60102	Algonquin, IL 60102↵
(847) 659-6158	(847) 659-6158¶

Complaint Managers:¶

Dr. Amy MacCrindle	Mrs. Karrie Baughman	Mrs. Deanna Gill	Mr. Mark Altmayer¶
650 Dr. John Burkey Drive	650 Dr. John Burkey Drive	650 Dr. John Burkey Drive	650 Dr. John Burkey Drive¶
Algonquin, IL 60102	Algonquin, IL 60102	Algonquin, IL 60102	Algonquin, IL 60102¶
(847) 659-6158	(847) 659-6158	(847) 659-6158	(847) 659-6158¶

A student may appeal the Board's resolution of a complaint filed to the Regional Superintendent of Schools, and thereafter, to the State Superintendent of Education.¶

For concerns or complaints against District 158 or its employees other than a discrimination complaint, parents are encouraged to first contact the appropriate staff member directly. If the problem is not resolved, parents should then contact the Building Principal. If the problem remains unresolved, the parent should then contact the District Administrative Office.¶

Safety and Security

All District operations, including the education program, shall be conducted in a manner that will promote the safety and security of everyone on District property or at a District event. As such, District 158 has developed and maintains a comprehensive safety and security plan that includes, without limitation:

1. An emergency operations and crisis response plan addressing prevention, preparation, response, and recovery for each school;
2. Provisions for a coordinated effort with local law enforcement, fire officials, and emergency medical services personnel;
3. A school safety drill plan;
4. Instruction in safe bus riding practices; and

5. A clear, rapid, factual, and coordinated system of internal and external communication.

Campus Resource Officers

District 158 has established a Campus Resource Officer (CRO) program in partnership with the Algonquin, Huntley, and Lake in the Hills Police Departments. As part of an intergovernmental agreement, this partnership helps create "effective and positive school student discipline that: (1) is part of District 158's larger effort to address school safety and climate, (2) includes proactive and restorative methods rather than only punitive, and (3) is clear, consistent and equitable."

Each CRO is equipped with a body worn camera as provided by law in accordance with Police Department policies. The CRO's body worn camera will not record during the school day unless and until the CRO has reason to believe that a crime has been or is in the process of being committed. Further, in the event a CRO is in a hostile situation or perceives that a complaint will be raised, at the CRO's discretion, the body worn camera can begin recording.

Emergency Procedure Terms

- **Lockdown:** A lockdown is declared when, in the opinion of an administrator, Campus Resource Officer, or staff member, a situation exists that threatens the safety of students and staff and requires them to take appropriate protective action – locking down in a classroom, hiding from the danger or safely getting out of the building.
- **Hold in Place and Teach:** This protocol is enacted when there is a situation *inside the building* that requires immediate action for all persons to remain in place. It is non-life threatening to the general population and to the school.
- **Secure the Building and Teach:** This protocol is enacted when there is a situation *outside the building* that requires all persons to remain inside the school building.
- **Severe Weather/Shelter in Place:** This protocol is enacted when there is a severe weather/tornado warning indicated in the area of the school(s). All staff and students, inside or outside of the school, will be advised to move to their designated safe areas within the school.

  Should a severe weather/tornado warning occur at dismissal time, students will be kept in the building until conditions improve or an all-clear signal is issued.

  In the event buses are in transit and a severe weather/tornado warning is announced, buses will go to the closest school building or predetermined location based on movement of the potential weather.
  - **Tornado Watch:** A tornado watch is used when conditions are favorable for tornadoes to form.
  - **Tornado Warning:** A tornado warning is used when a tornado funnel is signed or indicated by weather radar. Shelter should be taken immediately.

School Safety Drill Plan

In accordance with the School Safety Drill Act (105 ILCS 128/) and Board Policy 4:170, *Safety*, the following drills will be conducted:

1. Three school evacuation drills;
2. Two bus evacuation drills;
3. One severe weather and shelter-in-place drill;
4. One law enforcement lockdown drill.

Emergency drill procedures will be discussed with all students by their classroom teachers prior to each drill. If a parent would like to opt their child out of participating in the law enforcement lockdown drill, they must request this in writing to the Building Principal each school year.

School Bus Safety

All students shall be provided with instruction in safe bus riding practices at least twice during each school year. The instruction shall include two emergency bus evacuation drills, as well as the operation and use of the emergency door, windows (as a means of escape), and fire extinguisher.

Student Drop-Off and Pick-Up

In the interest of safety and security of all students and staff, parents are asked to please review the following drop-off and pick-up procedures:

Morning Drop-Off

All students should be dropped off in the single lane drop off area as designated curbside in the front of the school. Please use the entire front of the building to drop off, helping to efficiently drop off as many students in the quickest time possible.

Only buses are allowed in the back of the school. **No student should be dropped off in the parking lot**. Students will be allowed to enter the building at 7:15 a.m.

Afternoon Pick-Up

All students being picked up must be picked up in the single lane pick up area as designated curbside in the front of the school. Please use the entire front of the building to pick up, helping to efficiently pick up as many students in the quickest time possible.

Only buses are allowed in the back of the school. **No student should be picked up in the parking lot**. Adult supervision of car riders ends at 2:35 p.m. Students not involved in a school-sponsored activity may not remain on campus. If you cannot pick up your child by this time, please arrange for them to ride the bus home.

Vehicles MAY NOT be parked or located in the bus lanes or fire lanes at ANY TIME.
Vehicles located in these locations may be ticketed and/or towed by the police.

Walking or Riding Bicycles To and From School

For safety purposes, it is not recommended that students walk or ride bicycles to or from school.

Search and Seizure

In an effort to maintain order and security in the schools, school authorities are authorized to conduct reasonable searches of school property and equipment, as well as of students and their personal effects. School authorities include school liaison police officers (Campus Resource Officers).

School Property and Equipment As Well as Personal Effects Left by Students

School authorities may inspect and search school property and equipment owned or controlled by the school (such as lockers, desks, and parking lots), as well as personal effects left there by a student, without notice to or consent of the student. Students have no reasonable expectation of privacy in these places or areas or in their personal effects left there.

The Superintendent may request the assistance of law enforcement officials to conduct inspections and searches of lockers, desks, parking lots, and other school property and equipment for illegal drugs, weapons, or other dangerous substances or materials, including searches conducted through the use of specially trained dogs.

Search of Student Accounts or Profiles on Social Networking Websites

In accordance with the Right to Privacy in the School Setting Act, 105 ILCS 75/:

1. School officials may not request or require a student or the student's parent to provide a password or other related account information to gain access to the student's account or profile on a social networking site.
2. School officials may conduct an investigation or require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates the school's disciplinary rule or policy. In the course of the investigation, the student may be required to share the content that is reported in order for the school to make a factual determination.

Searches of Students and/or Student's Personal Effects

School authorities may search a student and/or the student's personal effects in the student's possession (purses, wallets, knapsacks, book bags, lunch boxes, etc.), when there is reasonable grounds for suspecting that the search will produce evidence the particular student has violated or is violating either the law or the school or District's rules and policies.

The search will be conducted in a manner that is reasonably related to its objective of the search and not excessively intrusive in light of the student's age and sex, and the nature of the infraction. When feasible, the search will be conducted as follows:

- Outside the view of others, including students;
- In the presence of a school administrator or adult witness; and
- By a certificated employee or school liaison police officer (Campus Resource Officer) of the same sex as the student.

Seizure of Property

If a search produces evidence that a student has violated or is violating either the law or the school or District's rules or policies, such evidence may be seized and impounded by school authorities, and disciplinary action may be taken. When appropriate, such evidence may be transferred to law enforcement authorities. The student's parent(s) shall be notified of the search as soon as possible.

Board Policy 7:140, *Search and Seizure*, is available on the District website and a copy may be obtained by calling the District 158 Administrative Office at (847) 659-6158.

Special Education

Education of Children with Disabilities

The District shall provide a free appropriate public education in the least restrictive environment and any necessary related services to all students with disabilities enrolled in District 158, as required by the Individuals with Disabilities Education Act (IDEA). The term "children with disabilities" means children between ages 3 and the day before their 22nd birthday for whom it is determined that special education services are needed, except those children with disabilities who turn 22 years of age during the school year are eligible for special education services through the end of the school year. It is the intent of the school to ensure that students with disabilities are identified, evaluated and provided with appropriate educational services.

Once a student is determined to have a disability under IDEA, an Individualized Education Program (IEP) will be developed by a team of educators along with parents.

For additional information, please contact the Special Services Department at (847) 659-6158.

Services and Programs

District 158 provides a continuum of services to students with IEPs. Every effort is made to educate the student within their home school and classroom environment. The Individualized Education Program team, including the student's parent(s) and educators, meets annually to determine the needs of the student and the least restrictive environment. Students who move into District 158 with an IEP will be provided with the services listed in the Individualized Education Program plan.

Students with IEPs are afforded the safeguards and rights described in the parent guide, *Educational Rights and Responsibilities: Understanding Special Education in Illinois*, available on the Illinois State Board of Education (ISBE) website.

Students with disabilities who do not qualify for an Individualized Education Program, as required by the federal Individuals with Disabilities Education Act and implementing provisions of this Illinois law, may qualify for services under Section 504 of the federal Rehabilitation Act of 1973 if the student: (1) has a physical or mental impairment that substantially limits one or more major life activities, (2) has a record of a physical or mental impairment, or (3) is regarded as having a physical or mental impairment.

Access to Classroom for Special Education Observation or Evaluation

The parent of a student receiving special education services, or being evaluated for eligibility, is afforded reasonable access to educational facilities, personnel, classrooms, and buildings. This same right of access is afforded to an independent educational evaluator or a qualified professional retained by or on behalf of a parent or child.

For further information, please contact the Building Principal.

Discipline of Special Education Students

The District will comply with the Individuals With Disabilities Education Improvement Act of 2004 and the Illinois State Board of Education's Special Education rules when disciplining special education students. No special education student shall be expelled if the student's particular act of gross disobedience or misconduct is a manifestation of the student's disability.

Additional information, including laws, regulations, and guidance, is available at the Illinois State Board of Education (ISBE) website.

- ***Behavioral Interventions***

  Behavioral interventions shall be used with students with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors. The Board will establish and maintain a committee to develop, implement, and monitor procedures on the use of behavioral interventions for children with disabilities.

- ***Physical Restraint, Time Out, and Isolated Time Out (RTO)***

  Isolated time out, time out, and physical restraint shall only be used if the student's behavior presents an imminent danger of serious physical harm to the student or others, and other less restrictive and intrusive measures were tried and proven ineffective in stopping it. The school may not use isolated time out, time out, or physical restraint as discipline or punishment, convenience for staff, retaliation, as a substitute for appropriate educational or behavioral support, a routine safety matter, or to prevent property damage in absence of imminent danger of serious physical harm to the student or others. The use of prone restraint is prohibited.

  Additional information for parents, including *The Physical Restraint, Time Out, and Isolated Time Out Bill of Rights*, is available on the Illinois State Board of Education (ISBE) website.

Exemption From PE Requirement for Special Education Students

A student who is eligible for special education may be excused from physical education courses in either of the following situations:

1. The student (a) is in grades 3-12, (b) has an IEP that requires that special education support and services be provided during physical education time, and (c) the parent agrees or the IEP team makes the determination; or
2. The student (a) has an IEP, (b) is participating in an adaptive athletic program outside of the school setting, and (c) the parent documents the student's participation as required by the Superintendent or designee.

A student requiring adapted physical education will receive that service in accordance with the student's Individualized Education Program.

Related Service Logs

For a student with an IEP, the District must create related service logs that record the type of related services administered under the student's IEP and the minutes of each type of related service that has been administered.

Student Privacy Protections

Surveys

All surveys requesting personal information from students, as well as any other instrument used to collect personal information from students, must advance or relate to the District's educational objectives, or assist students' career choices. This applies to all surveys, regardless of whether the student answering the questions can be identified or who created the survey.

Surveys by Third Parties

Before a school official or staff member administers or distributes a survey or evaluation created by a third party to a student, the student's parent may inspect the survey or evaluation, upon their request and within a reasonable time of their request. This applies to every survey: (1) that is created by a person or entity other than a district official, staff member, or student, (2) regardless of whether the student answering the questions can be identified, and (3) regardless of the subject matter of the questions.

Parents who object to disclosure of information concerning their child to a third party may do so in writing to the Building Principal.

Surveys Requesting Personal Information

School officials and staff members will not request, nor disclose, the identity of any student who completes any survey or evaluation (created by any person or entity, including the school or District) containing one or more of the following items:

1. Political affiliations or beliefs of the student or the student's parents.
2. Mental or psychological problems of the student or the student's family.
3. Behavior or attitudes about sex.
4. Illegal, anti-social, self-incriminating, or demeaning behavior.
5. Critical appraisals of other individuals with whom students have close family relationships.
6. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers.
7. Religious practices, affiliations, or beliefs of the student or the student's parent.
8. Income other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such programs.

The student's parent may: (1) inspect the survey or evaluation upon, and within a reasonable time of, their request, and/or (2) refuse to allow their child to participate in the survey. The school will not penalize any student whose parent exercised this option.

Instructional Material

A student's parent may inspect, upon their request, any instructional material used as part of their child's educational curriculum within a reasonable time of their request.

The term "instructional material" means instructional content that is provided to a student, regardless of its format, printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

Prohibition on Selling or Marketing Students' Personal Information

No school official or staff member may market or sell personal information concerning students (or otherwise provide that information to others for that purpose). The term personal information means individually identifiable information including: (1) a student or parent's first and last name, (2) a home or other physical address (including street name and the name of the city or town), (3) a telephone number, (4) a Social Security identification number or (5) driver's license number or State identification card.

Unless otherwise prohibited by law, the above paragraph does not apply: (1) if the student's parent have consented; or (2) to the collection, disclosure or, use of personal information collected from students for the exclusive purpose of developing, evaluating or providing educational products or services for, or to, students or educational institutions, such as the following:

1. College or other postsecondary education recruitment, or military recruitment.
2. Book clubs, magazines, and programs providing access to low-cost literary products.
3. Curriculum and instructional materials used by elementary schools and secondary schools.
4. Tests and assessments to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments.
5. The sale by students of products or services to raise funds for school-related or education-related activities.
6. Student recognition programs.

Under no circumstances may a school official or staff member provide a student's personal information to a business organization or financial institution that issues credit or debit cards.

A parent who desires to opt their child out of participation in activities provided herein or who desires a copy or access to a survey or any other material described herein may contact the Building Principal.

A complete copy of the District's Student and Family Privacy Rights policy is available on the District's website.

Student Records

The District will maintain two sets of records for each student: a permanent record and a temporary record.

Permanent Records

All student permanent records are maintained for at least 60 years after the student transfers, graduates, or permanently withdraws.

A student's permanent record may include:

- basic identifying information
- academic transcripts
- attendance records
- accident and health reports
- honors and awards
- school-sponsored activities and athletics
- information pertaining to the release of this record

Temporary Records

Student temporary records are 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 parent or to the student when the student reaches 18 years of age, graduates from high school, marries, or enters military service, whichever comes first. Such students are called *eligible students*.

A student's temporary record may include:

- family background information
- intelligence and aptitude test scores
- psychological reports
- achievement test results

- participation in extracurricular activities, including any offices held in school-sponsored clubs or organizations
- honors and awards received
- teacher anecdotal records
- disciplinary information
- special education files
- records associated with plans developed under Section 504 of the Rehabilitation Act of 1973
- verified reports of information from non-educational persons, agencies or organizations of clear relevance to the student's education
- information pertaining to the release of this record

Rights and Privacy Regarding Student Records

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

1. **The right to inspect and copy the student's education records within 10 business days after the date the District receives a request for access.**
   A parent or student 18 years of age has the right to inspect and copy their permanent record. The parent or student should submit to the Building Principal or the Official Records Custodian a written request that identifies the record(s) they wish to inspect. The Building Principal will make arrangements for access and notify the parent or student of the time and place where the records may be inspected.

   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, 105 ILCS 10/5a, and 750 ILCS 60/214(b) (15).

2. **The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, irrelevant, or improper.**
   A parent or eligible student may ask the District to amend a record that they believe is inaccurate, misleading, irrelevant, or improper. They should write to the Building Principal or the Official Records Custodian, clearly identify the part of the record they want changed, and specify the reason.

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

3. **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 without consent is permitted 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 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 parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill 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 individuals, the parent 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.

Academic grades and references to expulsions or out-of-state suspensions cannot be challenged at the time a student's records are being forwarded to another school to which the student is transferring.

Disclosure is also permitted without consent to: any person for research, statistical reporting or planning, provided that no student or parent(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; and juvenile authorities when necessary for the discharge of their official duties who request information before adjudication of the student.

4. **The right to a copy of any school student record proposed to be destroyed or deleted.**
   Student temporary records are reviewed every four years or upon a student's change in attendance centers, whichever occurs first.

5. **The right to prohibit the release of directory information.**
   Throughout the school year, the District may release directory information regarding students, limited to: name, address, grade level, birth date and place, parent names and addresses, academic awards, degrees, and honors, information in relation to school-sponsored activities, organizations, and athletics, major field of study, or period of attendance in school.

   Any parent 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 or eligible student is specifically informed otherwise.

6. **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.**

7. **The right to file a complaint with the U.S. Department 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

Student Services

Counseling and Guidance

The guidance counseling staff are a resource to students in educational, social/emotional development, and career awareness activities. Academic counseling is available when students appear to have organizational or motivational problems in school. The counseling staff will help coordinate home-school communication as necessary and also act as a liaison between students and teachers.

Individual counseling may be provided upon request of the student, parent, or teacher. Such confidential discussions may be on any topic of concern including school adjustment problems and personal problems. Counselors do not provide therapy for students, but can and will provide referrals as needed. In addition to the above services, it is the goal of the counseling staff to provide for the personal growth and development of all students regarding such issues as self-esteem, decision making, social skills, life safety, etc.

Erin's Law Counseling Options, Assistance, and Intervention

Each middle school's counseling staff has identified counseling options for students who are affected by sexual abuse and grooming behaviors, along with District and community-based options for victims of sexual abuse and grooming behaviors to obtain assistance and intervention.

Problem Solving Team

Students who are experiencing academic, behavioral or social/emotional concerns, which affect academic performance, may be referred to our Problem Solving Team (P.S.T.) This program is designed to assist and support students at-risk of academic failure. Staff and/or parents may refer students for this program to the student's guidance counselor. Based on the student's needs, an action plan will be developed and monitored to assist the student in achieving academic success.

Transportation

School bus transportation is an important part of each student's education experience and the Transportation Department will assist in making this experience as pleasant as possible. It is the responsibility of the Transportation Department to design and implement routes and stops according to guidelines set forth by the Illinois State Board of Education and Illinois State Law. Decisions regarding special education students will take into account related disabilities and the student's IEP pertaining to transportation.

Transportation Department Staff

The District 158 Transportation Department and its staff are dedicated to the service, safety and well-being of all students that it transports. Bus drivers are responsible for the students riding their buses just as teachers are responsible for the students in their classrooms. The bus driver is required to report students who violate the bus rules of proper behavior and conduct while riding the bus.

Bus drivers are not authorized to change routes or make unauthorized stops unless approved through the Transportation Department.

Bus Conduct, Expectations, and Discipline

Every student has a right to a safe and enjoyable ride to and from school free from intimidation, threat or harassment. Bus drivers are responsible for the lives of all students on their bus and will not be required to transport any student who is a disciplinary problem. The school discipline system applies to students at the bus stop, bus loading and unloading locations, on the ride, and throughout the school day. If a student's behavior is not acceptable, the right of riding the bus may be suspended and the student may face further consequences.

Bus Expectations

- Be on time
- Walk to and away from the bus
- Find a seat immediately and remain seated
- Maintain an appropriate noise level and use appropriate language
- Keep your hands, arms, feet, and all objects inside the bus and to yourself
- Follow directions from the bus driver and other adults
- Help keep the bus clean
- Report unsafe behavior to the bus driver
- Use only approved items on the bus

Bus Discipline

The bus is an extension of the school and classroom in which all school rules, regulations and discipline policies and procedures apply.

- Transportation is a right that can be suspended.
- Each student is responsible for their behavior while on the bus and in the school bus loading and unloading areas.
- Unacceptable conduct on the school bus or at a school stop may result in a warning, detention, suspension or expulsion from school.

Should a student's bus riding privilege be suspended, it then becomes the responsibility of the parent to transport the student. Revocation of a student's bus riding privilege is not considered an exclusion, expulsion or suspension from school. Students suspended from the school bus who do not have alternate transportation to school will have the opportunity to make up missed school work for equivalent academic credit. It is the responsibility of the parent to notify the school that the student does not have alternate transportation.

Bus Routes

Students are required to ride their designated routes and get on and off at their designated stops. Students must be picked-up and dropped-off at the same location Monday through Friday. Transportation needs to keep track of students riding their designated routes in the event of an emergency (i.e. bus collision, lost or missing students, etc.). Due to the number of students being transported, it is not feasible to let students ride home on routes other than their designated routes.

In the event of an emergency, the parent must call the Transportation Department at (847) 659-3000 to request a change in their child's designated route. Requests for changes will be accepted or denied based on the number of students assigned to a particular bus route. If the request is approved, the Transportation Department will notify the school of the change.

Bus Stops

~~Students need to be at their designated bus stop five minutes prior to the scheduled bus arrival time. Bus drivers are required to report any student who is consistently tardy for their bus, as corrective action may be necessary. It is important that buses maintain a timely schedule.~~

The Transportation Department requires that students be at the bus stop five (5) minutes before the regular pick-up times. The five minutes compensates for any variance in the bus run and allows the bus to stay on schedule. When the bus comes to a stop, the students can board the bus, and it can be on its way to the remaining stops. It is important for students to be present at their designated bus stop at least five minutes before the scheduled arrival time to ensure timely pick-ups. Due to multiple circumstances, the bus may arrive three to five minutes earlier or later than the posted time.

In areas where sidewalks are provided, students need to stand a safe distance on the sidewalk away from the curb and street. In areas where sidewalks are not provided, students need to stay off the road and out of harm's way of motorists using the roadway. The private property of those living near the bus stop is to be respected.

Students waiting for the bus are not to approach the bus until the bus has come to a complete stop and the driver has opened the door. Students are to get on the bus in single file in an orderly fashion without pushing and shoving, and find a seat immediately.

When students need to cross a road before boarding or after exiting the bus, they must wait on the curb or edge of the roadway until the driver signals the student giving them permission to cross the road. Students should cross the road far enough in front of the bus (approximately 10 feet) so the driver can see the student and the student can see the driver.

Not following these guidelines is a serious safety offense and drivers have been directed to submit bus conduct reports of students who do not follow these guidelines.

Danger Zones Surrounding School Buses

Statistically school bus transportation is the safest means of transportation that a student can take to and from school. A student has a 150 times greater risk of being in an accident to and from school via another vehicle other than a school bus.

The area within 10 feet in the front, sides, and rear of the bus are known as the DANGER ZONE. As such, precautionary guidelines must be adhered to when students are loading and unloading.

At no time should a student walk directly alongside the bus nor should a student cross the road behind the bus. Students need to remain at least 10 feet away from the bus before loading. When unloading, students must exit and immediately step at least 10 feet away from the bus and proceed immediately to their destination.

If a student drops an item in front of, alongside of, or at the rear of the bus, the student should not retrieve the item until notifying the driver. The driver will then decide if it is safe for the student to retrieve the dropped item.

Not following these guidelines is a serious safety offense and drivers have been directed to submit bus conduct reports for students not following these guidelines.

Electronic Recordings on School Buses

The Board of Education has adopted a policy authorizing the use of electronic recordings on school buses when transportation is provided for a school activity.

Electronic video and audio recordings are viewed to investigate incidents reported by a bus driver, administrator, CRO, supervisor, student, or other person. They are also viewed at random.

Viewing and/or listening to electronic video and/or audio recordings is limited to CROs and District personnel. These individuals must have (1) a law enforcement, security, or safety reason, or (2) a need to investigate and/or monitor student or driver conduct. A written log will be kept of those individuals viewing the recording stating the time, name of individual viewing, and date the recording was viewed.

The content of the recordings are student records and are subject to District policies and procedures concerning school student records. If the content of a recording becomes the subject of a student disciplinary hearing, it will be treated like other evidence in the proceeding.

Transportation of Students with Disabilities

All students with an IEP are provided transportation entirely at District expense. The mode of transportation will be determined via the IEP conference. A parent wishing to waive the right to District approved transportation and desiring reimbursement for such services must seek reimbursement through the State of Illinois. District 158 will not provide reimbursement for expenses incurred by the parent.

Middle School Extracurricular Handbook for Activities, Clubs and Athletics

Middle school students are encouraged to become involved in activities outside the classroom. A variety of experiences, including clubs, sports, theater, music, and more, are offered in an effort to provide an enjoyable and healthful experience for students to develop present and future physical, social, mental, and moral maturity. Students who are involved in extracurricular activities learn time management skills, how to work with others, and develop social skills. In addition, students seem to enjoy their middle school years more and are less apprehensive about entering the high school environment.

Activities and Clubs

A wide variety of fun, enriching, hands-on, collaborative activities and clubs designed to extend student learning are available to all students in grades 6th, 7th, and 8th. Below is a list of those offered at both Heineman Middle School and Marlowe Middle School:

- Academic Team
- Art Club
- Chamber Orchestra
- Ecology Club
- Foods Club
- Gender & Sexuality Alliance Club (GSA)
- Honors Choir
- Jazz Band
- Musical Performance
- National Junior Honor Society
- Newspaper Club
- Performance Readings
- Play Performance
- Service Club
- Ski & Snowboarding Club
- Spanish Club
- Student Council
- Yearbook Club

In addition, the following activities and clubs are also available:

Heineman Middle School
Disc Golf Club
~~Chinese Culture and Language Club~~¶
~~Performance Readings~~
~~Tabletop Games Club~~

Marlowe Middle School
Coding Club
~~Dungeons and Dragons Club~~¶
Junior Buddies Club
Lego Club
~~National Junior Honor Society~~
Police Explorer's Club
Robotics Club

Activities and clubs may be added based on student interest. For a complete list, please visit the Activities & Clubs page on your school's website at Heineman Middle School or at Marlowe Middle School.

Athletic Teams

District 158 middle schools are participating members of the Illinois Elementary School Association (IESA) for all athletics including the following:

Boys Sports	Girls Sports	Coed Sports
Basketball	Basketball	Cheerleading
Volleyball	Volleyball	Cross Country
		Dance/Poms
		Track
		Wrestling

Philosophy and Objectives

Extracurricular activities in District 158 are considered an important supplement to the educational program. As such, coaches and sponsors in the various activities are considered teachers in their respective areas and will conduct themselves in a professional and ethical manner at all times. Participation in extracurricular activities is a privilege. As representatives of District 158, students will conduct themselves in a positive manner at all times.

The general objectives of the extracurricular programs in District 158 are:

1. Provide a highly competitive experience grounded in sound educational practice.
2. Assist in the healthy development of the mind and body of the student and help promote healthy living and lifelong fitness.
3. Create an enjoyable experience for the players, student body, fans, and community by promoting sportsmanship, morale, and school spirit.
4. Instill qualities such as teamwork, pride, work ethic, personal responsibility, self-sacrifice and discipline in its participants.

Eligibility for Participation

Participation in extracurricular activities is dependent upon school attendance, behavior, and academic performance.

***Attendance*:** Students must be in school a minimum of 5 hours of attendance. Students who go home sick are ineligible to participate in those days' activities.

***Behavior*:** All students are expected to follow school, classroom, and team rules. They are expected to project an image of positive leadership in the school and to show respect to students, teachers, administrators, and staff alike. If a participant must serve a detention because of a discipline consequence, the coach or activity/club sponsor will be notified by the Athletic/Activities Directory. Students who have a detention which prevents them from reporting to the bus on time for away activity or athletic events may not participate. Additionally, students

assigned to an in-school or out-of-school suspension are ineligible to participate during the consequence.

***Academic Performance/Grades*:** Students must maintain a high academic standard to be eligible to participate in extracurricular activities. A coach or activity/club sponsor may deny a student who is academically ineligible at the time of tryouts, auditions, etc., the ability to tryout, audition, or participate.

In addition, students participating in the following activities or athletics will be checked for academic eligibility on a weekly basis:

Academic Team	Dance/Poms	School Musical
Boys Basketball	Girls Basketball	School Play
Boys Volleyball	Girls Volleyball	Track
Cheerleading	Jr. Buddies Club	Wrestling
Cross Country	Performance Readings	

The Athletic/Activity Director or secretary will run a grade report on Monday for all students participating in any of the above activities or athletics. The Athletic/Activity Director will check eligibility and school staff will have the opportunity to address any necessary changes. The student and parent will receive written or verbal confirmation on Monday that indicates the period of ineligibility. It is our expectation that the student will take on the responsibility of letting the parent(s) know when they are ineligible.

The period of ineligibility runs from Monday to Sunday. The first eligibility check shall be made following the first full week of attendance in any new quarter. Students must be passing each subject each week in order to be eligible. Any student receiving an F in any class will be ineligible to participate for the following week beginning on Monday. Ineligible means the student may not participate in practices, games, events, or any team/club activity for the week.

Attendance at games or events during a period of ineligibility is at the discretion of the coach or activity/club sponsor. If a student is required by the coach or activity/club sponsor or chooses to attend a home or away game or event with the team while ineligible, the student may not dress in uniform.

During the week of ineligibility, the student will be required to go to the content area teacher of the class involved during all available study hall periods or before or after school. In addition, it is highly recommended that any ineligible student attend Homework Club after school during the period of ineligibility.

Any participant who is ineligible for a total of three weekly periods due to unsatisfactory school work may be removed from the team or activity. ***Activity fees are non-refundable for any student who is removed from an extracurricular activity.***

If you have any questions regarding your child's grades or academic eligibility, please contact the teacher(s) or team leader. If you have any questions regarding the eligibility procedures, please contact the Athletic/Activities Director. **Please do not contact the coach or activity/club sponsor.**

Sports Physical Requirement for Extracurricular Athletics

All students are required to have a current sports physical on file at school before they can tryout or participate in any extracurricular athletics. The physical must remain current during the entire duration of the athletic season for the particular sport (i.e. volleyball season, basketball season, cheerleading season, etc.). If a student's physical lapses prior to the end of that sports season, the student will be excluded from future participation until a new sports physical form is submitted.

A "current" sports physical is defined as a physical for participation in extracurricular athletics that has been completed within the previous 395 days of the tryout or participation date. An IESA/IHSA Pre-participation Examination form or an Illinois Certificate of Child Health Examination (school physical) form must be completed by the physician and parent. If your child is in 8th grade, it is advisable to have the Illinois Certificate of Child Health Examination (school physical) form filled out by the physician, as it will meet the physical form requirement needed for entry into 9th grade. Both forms are available on the District website.

Athletic Clearance/Concussion Screening

In addition to the requirement of a sports physical, all athletes must have a concussion baseline test completed before they can tryout. Concussion screening for students 12 and older is valid for 2 years, and concussion screening for students under the age of 12 is valid for 1 year. Concussion screenings are conducted at the school.

Code of Conduct for Extracurricular Activity, Club, and Athletic Participants

The Code of Conduct applies to all students and places an emphasis on the values and commitments necessary to create a safe and healthy environment. The Code of Conduct will: (1) take effect the first time a student becomes a member of an activity, and (2) is in effect year round, in and out of season, on and off school grounds, until the student is promoted from 8th grade.

Participants are considered representatives of District 158 and their school, and as such, are expected to conduct themselves in a manner that will give honor to self, the team, school, and community. Students should:

1. follow and demonstrate good rules of conduct and sportsmanship;
2. be good students working up to their capability in all school work and maintain satisfactory grades;
3. avoid detentions or misbehavior;
4. attend practices, games, meetings, etc. as scheduled by the coach or activity/club sponsor;
5. abstain from the use of alcohol, tobacco, drugs, marijuana, and other substances which are injurious to health, and minimize the effectiveness of the student's mind and body.

Students who do not adhere to the above guidelines are subject to penalty or ineligibility as deemed appropriate by the coach, activity or club sponsor, and/or school administrators. Students and their parents are encouraged to talk to the coaches, activity/club sponsors, or administrators regarding situations not indicated above.

Code of Conduct Violations

A verifiable Code of Conduct violation is deemed to have occurred when a District employee or law enforcement official, or representative thereof, personally confirms:

- the student's possession or consumption of illegal substances;
- a student's activity has violated the rights or property of others;
- the student has associated with or attended an activity involving violations of the Code of Conduct or involving criminal or immoral activities as determined by State statute or certified school personnel.

Violations of the Code of Conduct include, but are not limited to, the following:

- Acts of unsportsmanlike conduct in which the student is involved, such as cheating, fighting, or verbal abuse of students, school personnel, officials, contestants, coaches, sponsors, or spectators. This includes being ejected from a game, meet, or contest.
- Association with or attendance at activities involving a violation of the Code of Conduct in which the student does not leave upon learning of said activities.
- Any behavior that warrants an in-school or out-of-school suspension (including Level A & B offenses of the Middle School Student Handbook).
- Any Level C offense as outlined in the Middle School Student Handbook will result in immediate removal from the extracurricular activity, club, or athletic team.

Consequences for Code of Conduct Violations

The following is a list of steps that may be used as disciplinary action for Code of Conduct violations. These steps are subject to change depending on the severity of the violation.

- **First Offense:** Suspension from 20% of the total scheduled games, meets, or contests.
- **Second Offense:** Suspension from 50% of the total scheduled games, meets, or contests.
- **Third Offense:** Suspension from all extracurricular activities, clubs, or athletics for one academic year.
- **Fourth Offense:** Student forgoes the opportunity to participate in any extracurricular activities, clubs, or athletics for the remainder of the student's middle school career.

All violations will carry over to the next extracurricular activity, club, or athletic sport in which the student is

involved if not completed in the current extracurricular activity, club, or athletic sport.

Clarifications/Definitions

- For suspensions that carry over to the next activity, club, or athletic sport, the student must complete the "next" season in good standing.
- A violation will be considered a second or third offense if it is committed within the same academic year of the previous violation. After the academic school year is completed, the violation will be dropped.
- A first violation in a season will not automatically result in forfeiting eligibility for school awards. A second violation in a season will result in forfeiture of all school awards.

Ultimate Authority

If any cases arise that are not covered by these policies or in some way requires special interpretation, the Building Principal will provide the decision. Appeals concerning the Code of Conduct may be made in accordance with provisions of the Code of Conduct. Appeals relating to other matters may be made to the Associate Superintendent and Board of Education within three school days of the Building Principal's decision.

Suspension Appeal Process

1. If the student and parent(s) wish to appeal a suspension decision, they may do so by contacting the Athletic/Activities Director within three school days of being notified of the suspension.
    a. The Athletic/Activities Director will organize an appeal committee consisting of the Athletic/Activities Director, Building Principal, and two coaches or sponsors not involved in the activity, club, or athletic sport.
    b. The committee will hear the suspension evidence and testimony of the student, parent(s), and coaches/sponsors of the activity, club, or athletic sport from which the student has been suspended.
    c. After reviewing the information, the committee will decide to uphold or reverse the original suspension.
2. If the suspension is upheld by the committee, the student and parent(s) may appeal the decision by contacting the Associate Superintendent at the District 158 Administrative Office at (847) 659-6158 within three (3) school days of the committee's decision.
3. If the suspension is upheld by the Associate Superintendent, the student and parent(s) may appeal to the Board of Education.
4. If, during any step of the appeal process, the original suspension is reversed, the suspension will be declared void and all records of the suspension will be purged. The student will return to the extracurricular activity, club, or athletic sport in good standing and without further consequence.

Additional Information for Extracurricular Athletics

Athletic Dual Participation

As member participants of the IESA for all athletics, IESA by-laws permit middle school athletes to participate on more than one school-sponsored athletic team at a time. Any athlete may participate in camps, clinics, or club teams as long as the middle school team takes first priority. Missed practices or games due to attendance at an out of school activity will result in disciplinary action at the coaches' discretion.

Organization of Teams

Teams will be composed of 7th and 8th graders for basketball, cheerleading, dance/poms, and volleyball. Students in grades 6th, 7th, and 8th may participate in cross country, track, and wrestling. Coaches will stress the importance of good sportsmanship while instilling a competitive and winning attitude. Playing time of participants is at the discretion of the coach.

Athletic Uniforms

Each student athlete will be issued a uniform. It is the responsibility of the participant to return the uniform in a good condition at the end of the season to the coach or Athletic/Activities Director if the coach is not a staff member. If the uniform is not returned within two weeks after the completion of the season, it is the responsibility of the parent to pay the replacement cost of the uniform.

General Practice Schedule

Coaches will make their practice schedules conform to the following regulations:

1. No practice will extend beyond two hours from the designated starting time for that practice. For example, if the starting time for basketball practice is set for 2:45 pm, it must end by 4:45 pm.
2. The total number of practices and athletic contests in a given week will not exceed six days.
    a. A practice or athletic contest may be rescheduled if an emergency school closing forces the cancellation of practice or contest.
    b. Coaches are urged to be reasonable in scheduling practices on holidays and during scheduled school breaks (Winter Break or Spring Break) by respecting a family's right to want their children with them on or near acknowledged family holidays. During scheduled school breaks, daytime practices should be scheduled while parents are normally at work.
    c. Coaches will finish practices on time and parents are asked to pick up their child on time or have other arrangements made in advance. On game days, participants are to be picked up immediately after the home contest is over. For away games, participants will know approximately what time to be picked up.

Schedule Conflicts

Occasionally students may have schedule conflicts with games and/or practices and to avoid confusion, the following policy will apply.

- ***School Sponsored Activity as Part of the Educational Program***
  Educational field trips generally do not conflict with practices or games. However, there are rare occasions when conflicts arise. The school will do everything possible to see that conflicts are not scheduled. As a general policy, student athletes will not be penalized for missing or coming late to practice because of a school sponsored activity conflict.

- ***School Sponsored Social Activity***
  Students participate in athletics with the understanding that attendance at all practices and games is required. Attendance at school sponsored social activities (dances, dance preparations, clubs, etc.) does not exempt the athlete from their team responsibilities. An athlete must attend all practices except for the following reasons:
    - Illness
    - Emergency
    - Doctor's appointment that cannot be rescheduled
    - Family vacation
    - Death in the family, or
    - Conflicts with other scheduled school activities (arrangements must be made with the respective coach, activity or club sponsor)

  Athletes who miss games or practices without the coach's permission do so with the understanding they suffer the penalty that would be imposed for anyone who earned an unexcused absence. The second unexcused absence will result in the athlete missing one game. A third unexcused absence will result in the athlete missing two consecutive games for a total of three. A fourth unexcused absence will result in removal from the team.

- ***Participation in Extracurricular Activities Outside of Regular Season***
  It is not stated or implied that student athletes will suffer any penalty for participation in other school

related activities during school hours. However, coaches will use their professional discretion when making decisions in regard to student participation in an event or practice based on the individual coach, sport, activity attendance and participation policy.

Parent/Coach Relationship

Being a parent or a coach are very difficult vocations and each offers unique perspectives of a child's involvement in athletics. While there are times when perceptions of parents and coaches will be aligned, it is unrealistic to expect that this will always be the case. We believe it is important to clearly define what you can expect of our coaches. It is also important that parents have an understanding of the procedures for communications with the coach. Finally, providing support for all students participating in athletic competition is an important role played by both the parent and coach.

Coach Communications to the Parent

No later than the first practice, the following information will be provided in writing from the coach to all parents:

- A brief statement of the coach's philosophy
- Expectations the coach has for all team members
- Location and times of scheduled practices and games
- Procedures that will be followed in the event of an injury
- Discipline procedures the coach may implement
- Anticipated costs associated with participation and possible fundraising activities

Parent Communications to the Coach

Communication between a parent and coach is important and can play a vital role in resolving concerns. Parents are asked to communicate directly with the coach about concerns at an appropriate time and in a manner that is suited to both parties. Before, during, or immediately following a practice or game is not the appropriate time for addressing concerns, as it is not conducive to the successful resolution of a problem.

➢ ***Appropriate Concerns to Discuss with the Coach***

As a student becomes involved in athletic activities, the inevitable highs and lows that are a part of athletic competition are bound to occur. These experiences will provide participants with an opportunity to grow and learn skills and lessons the student can apply in life beyond the gym or playing field. If the lows, however, begin to get a student down, the parent is encouraged to speak with the coach. Other concerns to discuss with the coach include:

- Treatment of your child mentally, emotionally, and physically
- Ways to help your child improve
- Your child's behavior, attitude, and performance

➢ ***Inappropriate Concerns to Discuss with the Coach***

One of the most potentially problematic issues between coaches, players, and parents is playing time. As professionals, coaches make decisions based on what they believe to be best for the team and all students involved. Obviously, there may be times when parents do not agree with a coach's decision, but it is important to recognize some decisions are non negotiable and inappropriate for discussion between the parent and coach including the following:

- Playing time
- Team strategy
- Play calling
- Other student athletes

➢ ***Setting Up a Conference***

There may be situations that arise in which a conference between the parent, student athlete, and coach may require a conference. Such a meeting can lead to increased understanding between the parent,

student athlete, and coach. When a conference is needed, please follow these steps:

- Call or email the coach to schedule an appointment
- If the coach cannot be reached, contact the Athletic/Activities Director and the Athletic/Activities Director will arrange a meeting time for the parent, student athlete, and coach

While, ideally, it is hoped that a conference with the coach will alleviate concerns, it should be recognized there may be times when the coach and parent do not achieve a shared understanding as a result of the conference. Should this occur, please call the school to schedule a meeting with the Athletic/Activities Director.

Supporting All Athletes

Your child's participation in athletics can be extremely rewarding, and we invite all parents, families, and community members to support all students by attending games and cheering in a positive and encouraging manner. A positive comment from any adult following a great victory or a tough loss means a great deal to a child. We would also encourage everyone to support all students through displaying good sportsmanship at all games. Each student athlete, regardless of individual skill and talent, normally tries to do their best. No one intentionally makes mistakes, but mistakes happen. By treating our opponents and the officials respectfully, we acknowledge their efforts and can express our appreciation through our applause and positive comments. By supporting everyone involved in the competition and displaying good sportsmanship, spectators provide an important and wonderful example for all students.

HUNTLEY
COMMUNITY SCHOOL DISTRICT 158

2023~~4~~-2024~~4~~5

Elementary School Student Handbook

Harmony Road Campus
Leggee Elementary School

Square Barn Road Campus
Conley Elementary School
Mackeben Elementary School

Reed Road Campus
Chesak Elementary School
Martin Elementary School





MISSION: OUR LEARNING COMMUNITY WILL INSPIRE, CHALLENGE AND EMPOWER ALL STUDENTS ALWAYS

Updated: 08.25.23

Elementary Schools

Chesak Elementary School

10910 Reed Road
Lake in the Hills, IL 60156
(847) 659-5700 - Office
(847) 659-5711 - Attendance Line

Office Hours: 7:30 am to 4:00 pm
School Day: 8:30 am to 3:25 pm

Ms. Roshaunda Henson, Principal
Mrs. Monique Belin, Assistant Principal

Conley Elementary School

750 Dr. John Burkey Drive
Algonquin, IL 60102
(847) 659-3700 - Office
(847) 659-3711 - Attendance Line

Office Hours: 7:30 am to 4:00 pm
School Day: 8:30 am to 3:25 pm

~~Dr. Anna Hoyou~~,Mrs. Katherine Surjan,
Principal
~~Mrs. Katherine Surjan~~, ____ Assistant
Principal

Leggee Elementary School

13723 Harmony Road
Huntley, IL 60142
(847) 659-6200 - Office
(847) 659-6211 - Attendance Line

Office Hours: 7:30 am to 4:00 pm
School Day: 8:30 am to 3:25 pm

Mr. Scott Iddings, Principal
Mrs. Stephanie Mitchell, Assistant Principal

Mackeben Elementary School

800 Dr. John Burkey Drive
Algonquin, IL 60102
(847) 659-3400 - Office
(847) 659-3411 - Attendance Line

Office Hours: 7:30 am to 4:00 pm
School Day: 8:30 am to 3:25 pm

Mrs. Marcie Marzullo, Principal
Mrs. Abbe Colantonio, TOSA

Martin Elementary School

10920 Reed Road
Lake in the Hills, IL 60156
(847) 659-5300 - Office
(847) 659-5311 - Attendance Line

Office Hours: 7:10 am to 3:40 pm
School Day: 8:00 am to 2:55 pm

Mrs. Michele Happold, Principal
Mrs. Michelle Weirich, Assistant Principal

HUNTLEY
COMMUNITY SCHOOL DISTRICT 158

Schedule of Events 2024-2025

Institute Days - No School for Students
August 12, 2024
August 13, 2024
October 11, 2024
January 6, 2025

Non Attendance Days - No School
November 27, 2024
February 14, 2025
April 18, 2025

Waived Holidays - School in Session
Veterans Day - November 11, 2024
Casimir Pulaski Day - March 3, 2025

Holidays - No School/Offices Closed
Independence Day - July 4, 2024
Labor Day - September 2, 2024
Columbus Day - October 14, 2024
Election Day - November 5, 2024
Thanksgiving Holiday - November 28-29, 2024
Christmas Holiday - December 24-25, 2024
New Year Holiday - December 31, 2024 and January 1, 2025
Dr. Martin Luther King's Birthday - January 20, 2025
Presidents Day - February 17, 2025
Memorial Day - May 26, 2025
Juneteenth - June 19, 2025

SIP Early Release Days
September 24, 2024
December 20, 2024
February 13, 2025
March 4, 2025
April 17, 2025
May 23, 2025

Martin Elementary Dismissal at 12:55 pm on SIP Early Release Days
Elementary Dismissal at 1:30 pm on SIP Early Release Days

School Begins
August 14, 2024 (Grades 1-12)
August 15, 2024 (Kindergarten)

Open House
August 12, 2024

K-5 Grading Periods
November 8, 2024 - End of 1st Trimester (59 days)
February 21, 2025 - End of 2nd Trimester (56 days)
May 23, 2025 - End of 3rd Trimester (59 days)

Parent Teacher Conferences - No School
November 25, 2024 – 9:00 am to 8:00 pm
November 26, 2024 – 7:00 am to 12:00 pm

Winter Break - No School
December 23, 2024 – January 6, 2025

Spring Break - No School
March 24, 2025 – March 28, 2025

Miscellaneous
December 20, 2024 – Last day before Winter Break
January 7, 2025 – First day after Winter Break
March 21, 2025 – Last day before Spring Break
March 31, 2025 – First day after Spring Break

Last Day of School
May 23, 2025

* Friday, May 23, 2025 will be the earliest last day of school if NO emergency days are used.
* Monday, June 2, 2025 will be the last day of school if ALL 5 emergency days are used.

★ 2024-2025 Yearly Calendar
★ District 158 Interactive Calendar

Table of Contents

General Information and Notices

- Accommodating Individuals with Disabilities
- Animals on School Property
- Awareness and Prevention of Child Sexual Abuse, Grooming Behaviors, and Boundary Violations
- Education of Homeless Children
- Equal Educational Opportunities
- Sex Equity Policy
- Video and Audio Monitoring System
- Weapons Policy

Emergency Communication

- Emergency Notifications
- School Day Cancellations

Enrollment Information

- Age Requirement
- Birth Certificate Requirement
- Custody Arrangements
- Fees and Waivers
- Homeless Child's Rights
- Student Placement
- Student Transfers to and from Non-District Schools

School & Community Relations

- Care Solace
- Faith's Law Notifications - Employee Conduct Standards
- Gun-Free, Tobacco, Alcohol, and Drug-Free Zones
- Mandated Reporter
- Parent-Teacher Association
- Pesticide Application Notice
- PowerSchool
- Sex Offender ~~& Violent Offender~~ Notification Law
- Suicide and Depression Awareness and Prevention
- Visitor Guidelines
- Visits to Classrooms and Conferences
- Volunteers

School Guidelines

- Access to Student Social Networking Passwords and Websites
- Homework
- Lost and Found Area
- Party Invitations and Birthday Acknowledgements

Report Cards, Grading and Promotion
Respect for Property
Student Appearance, Clothing, and Hygiene
Telecommunication Device Possession and Use
Treats for Classroom Celebrations

Parents' Rights Notifications

Annual Report Card
Assessments/Standardized Testing
Local Assessments
State Assessments
School Visitation Rights for Parents
Student Data Privacy; Notice to Parents About Educational Technology Vendors
Teacher Qualifications

Attendance, Absences, and Tardies ~~and Promotion~~

Absences
Excused ~~Acceptable~~ Absences (EA)
Unexcused ~~Unacceptable~~ Absences (UA)
Procedures for Communicating Absences
Make-Up Work
Illnesses
Family Emergencies
Release Time for Religious Instruction & Observance
After School, Co-Curricular, or Extra-Curricular Activities Attendance Requirements
Truancy
Diagnostic Procedures for Identifying Student Absences and Support Services to Truant or Chronically Truant Students
Extended ~~Prearranged~~ Absences
~~Release Time for Religious Instruction/Observance~~
~~Requests for Make-Up of Missed School Work~~
~~Tardy to School~~
~~Truancy~~

Behavior and Discipline

Aggressive Behavior
Bullying, Harassment, and Hazing
Conduct Motivated by Prohibited Discrimination
Dangerous Weapons
Gang and Gang-Related Activity
Discipline of Special Education Students
Disciplinary Measures
Level/Step Disciplinary System

Detention
In-School Intervention
Suspension
Expulsion

Educational Programs

English Learners
Transitional Bilingual Education (TBE)
Transitional Program of Instruction (TPI)
Two-Way Dual Language
Field Trips
Gifted and Talented Program
Home and Hospital Instruction
Library Resource Center
Multi-Tiered Systems of Support
Physical Education
School Wellness
Section 504

Food Services, Lunch and Recess

Food Services Staff
Free and Reduced-Price Food Services Eligibility Criteria and Selection
Lunch Menus
MySchoolbucks
Nutritious Food
Purchasing Food
Snacks and Lunches from Home
Cafeteria Expectations
Outdoor Recess
Peaceful Playground
Recess Behavior Expectations

Health Services

Health Office Staff
Accident, Illness or Injury Procedure
Administering Medication to Students
Prescription Medication
Non-Prescription Medication
Administration of Medical Cannabis
Undesignated Asthma Medication
Undesignated Epinephrine Auto Injectors (Epi-Pens)
Undesignated Opioid Antagonists
Self-Administration of Medication

Asthma Medication
Diabetes Medication
Epinephrine Auto Injectors (Epi-Pens)
Anaphylaxis Prevention
Communicable Diseases
Concussions
Emergency Contact Information
Epilepsy or Seizure Disorder
Life-Threatening Food Allergies or Life-Threatening Chronic Illnesses
Physical Examination and Immunization Requirements
Dental and Vision Exam Requirements
Restrictions for Activity, Physical Education, or Recess
When to Keep Your Child at Home

Internet and Technology

Access and Use
Privileges
Terms and Conditions for Internet Access
Acceptable Use
Unacceptable Use
Indemnification
Internet Safety
Internet and Network Security
Network Etiquette
No Warranties
Telephone Charges
Use of Email
Vandalism
Web Publishing Copyright Rules

Rights and Responsibilities

Student Rights
Student Responsibilities
Uniform Grievance Procedure

Safety and Security

Campus Resource Officers
Emergency Procedure Terms
School Safety Drill Plan
School Bus Safety
Student Drop-Off and Pick-Up

Search and Seizure

School Property and Equipment As Well as Personal Effects Left by Students
Search of Student Accounts or Profiles on Social Networking Websites
Searches of Students and/or Student's Personal Effects
Seizure of Property

Special Education

Services and Programs
Access to Classroom for Special Education Observation or Evaluation
Discipline of Special Education Students
Behavioral Interventions
Physical Restraint, Time Out, and Isolated Time Out (RTO)
Exemption From PE Requirement for Special Education Students
Related Service Logs

Student Privacy Protections

Surveys
Surveys by Third Parties
Surveys Requesting Personal Information
Instructional Material
Prohibition on Selling or Marketing Students' Personal Information

Student Records

Permanent Records
Temporary Records
Rights and Privacy Regarding Student Records

Transportation

Transportation Department Staff
Bus Conduct, Expectations, and Discipline
Bus Routes
Bus Stops
Danger Zones Surrounding School Buses
Electronic Recordings on School Buses
Transportation of Students with Disabilities





Handbook Disclaimer

To ensure continued compliance with federal, state or local regulations, the rules, guidelines, and Board Policies published in this handbook are subject to review and may be amended during the year without notice as necessary for the routine operation of the school or District. Any amendment(s) made during the year will be posted to the school website.

Nothing in this handbook shall be construed in a manner contrary to Board of Education Policies, State, or federal law.

GENERAL INFORMATION ~~AND NOTICES~~

Accommodating Individuals with Disabilities

Individuals with disabilities will be provided an opportunity to participate in all school-sponsored services, programs, or activities. Individuals with disabilities should notify the Superintendent or Building Principal if they have a disability that will require special assistance or services and, if so, what services are required. This notification should occur as far in advance as possible of the school-sponsored function, program, or meeting.

Animals on School Property



In order to ensure student health and safety, animals are not allowed on school property except in the case of a service animal accompanying a student or other individual with a documented disability. This rule may be temporarily waived by the Building Principal in the case of an educational opportunity for students, provided that: (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.

Awareness and Prevention of Child Sexual Abuse, Grooming Behaviors, and Boundary Violations

Child sexual abuse, grooming behaviors, and boundary violations harm students, their parent, the District's environment, its school communities, and the community at large, while diminishing a student's ability to learn.

Warning Signs of Child Sexual Abuse

Physical signs:

- Sexually transmitted infections (STIs) or other genital infections
- Signs of trauma to the genital area, such as unexplained bleeding, bruising, or blood on the sheets, underwear, or other clothing
- Unusual weight gain or loss

Behavioral signs:

- Excessive talk about or knowledge of sexual topics
- Keeping secrets
- Not talking as much as usual
- Not wanting to be left alone with certain people or being afraid to be away from primary caregivers
- Regressive behaviors or resuming behaviors that the child had grown out of, such as thumb sucking or bedwetting
- Overly compliant behavior
- Sexual behavior that is inappropriate for the child's age
- Spending an unusual amount of time alone
- Trying to avoid removing clothing to change or bathe

Emotional signs:

- Change in eating habits or unhealthy eating patterns, like loss of appetite or excessive eating
- Signs of depression, such as persistent sadness, lack of energy, changes in sleep or appetite, withdrawing from normal activities, or feeling "down"
- Change in mood or personality, such as increased aggression
- Decrease in confidence or self-image

- Anxiety, excessive worry, or fearfulness
- Increase in unexplained health problems such as stomach aches and headaches
- Loss or decrease in interest in school, activities, and friends
- Nightmares or fear of being alone at night
- Self-harming behaviors or expressing thoughts of suicide or suicidal behavior
- Failing grades
- Drug or alcohol use

Warning Signs of Grooming Behaviors

School and District employees are expected to maintain professional and appropriate relationships with students based upon students' ages, grade levels, and developmental levels.

Prohibited grooming is defined as (i) any act, including but not limited to, any verbal, nonverbal, written or electronic communication or physical activity, (ii) by an employee with direct contact with a student, (iii) that is directed toward or with a student to establish a romantic or sexual relationship with the student. Examples of grooming behaviors include, but are not limited to, the following:

- Sexual or romantic invitations to a student
- Dating or soliciting a date from a student
- Engaging in sexualized or romantic dialog with a student
- Making sexually suggestive comments that are directed toward or with a student
- Self-disclosure or physical exposure of a sexual, romantic, or erotic nature
- Sexual, indecent, romantic, or erotic contact with a student
- Failing to respect boundaries or listening when a student says "no"
- Engaging in touching that a student or student's parents have indicated as unwanted
- Trying to be a student's friend rather than filling an adult role in the student's life
- Failing to maintain age-appropriate relationships with students
- Talking with students about personal problems or relationships
- Spending time alone with a student outside of their role in the student's life or making up excuses to be alone with a student
- Expressing unusual interest in a student's sexual development, such as commenting on sexual characteristics or sexualizing normal behaviors
- Giving a student gifts without occasion or reason
- Spending a lot of time with a student
- Restricting a student's access to other adults

Warning Signs of Boundary Violations

School and District employees breach employee-student boundaries when they misuse their position of power over a student in a way that compromises the student's health, safety, or general welfare. Examples of boundary violations include:

- Favoring a certain student by inviting the student to "hang out" or by granting special privileges
- Engaging in peer-like behavior with a student
- Discussing personal issues with a student
- Meeting with a student off-campus without parent knowledge and/or permission
- Dating, requesting, or participating in a private meeting with a student (in person or virtually) outside of a professional role
- Transporting a student in a school or private vehicle without administrative authorization
- Giving gifts, money, or treats to an individual student
- Sending a student on personal errands
- Intervening in a serious student problem instead of referring the student to an appropriately trained professional
- Sexual or romantic invitations toward or from a student
- Taking and using photos/videos of students for non-educational purposes
- Initiating or extending contact with a student beyond the school day in a one-on-one or non-group setting
- Inviting a student to an employee's home
- Adding a student on personal social networking sites as contacts when unrelated to a legitimate educational purpose
- Privately messaging a student
- Maintaining intense eye contact with a student
- Making comments about a student's physical attributes, including excessively flattering comments

- Engaging in sexualized or romantic dialog
- Making sexually suggestive comments directed toward or with a student
- Disclosing confidential information
- Self-disclosure of a sexual, romantic, or erotic nature
- Full frontal hugs
- Invading personal space

If you believe your child is a victim of child sexual abuse, grooming behaviors, or boundary violations, you should immediately contact the Building Principal, a school counselor, or another trusted adult employee of the school.

Board Policy 4:165, *Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors*, is available on the District website and a copy may be obtained by calling the District 158 Administrative Office at (847) 659-6158.

Education of Homeless Children

Each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths, including a public pre-school education. Any homeless child shall be immediately admitted, even if the child or child's parent is unable to produce records normally required for enrollment. Policy 6:140, *Education of Homeless Children*, and its implementing administrative procedures govern the enrollment of homeless children.

~~Equal Educational Opportunities~~¶

~~Equal educational, co-curricular, and extracurricular opportunities shall be available for all students without regard to actual or perceived race, color, race, religion, sex, national origin, ancestry, physical appearance, socioeconomic status, academic status, pregnancy, parenting status, homlessness, age, marital status, physical or mental disability, military status, sexual orientation, gender-related identity or expression, ancestry, age, physical or mental disability, gender identity, or order of protection status, status of being homeless, immigration status, or actual or potential marital or parental status, including pregnancy. Any student may file a discrimination grievance by using Board policy 2:260, *Uniform Grievance Procedure* or by completing and submitting a Formal Public Complaint form.~~¶

Sex Equity Policy

No student shall, on the basis of sex, sexual orientation, or gender-related identity or expression be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational, co-curricular, and extracurricular programs and activities. Any student may file a sex equity complaint by using Board policy 2:260, *Uniform Grievance Procedure* or by completing and submitting a Title IX Complaint form available here. A student may appeal the Board's resolution of the complaint to the Regional Superintendent of Schools (pursuant to 105 ILCS 5/3-10) and, thereafter, to the State Superintendent of Education (pursuant to 105 ILCS 5/2-3.8).

Uniform Grievance Procedure

Any individual may file a sex equity, sexual harassment, Section 504 disability, or other discrimination complaint by using the procedure described in Board Policy 2:260, *Uniform Grievance Procedure*, a copy of which is available in the District Administrative Office, on the District website, or by contacting any of the individuals named below.

Concerns or complaints related to potential violations should be directed to:

Nondiscrimination Coordinators/Title IX Coordinators:

Dr. Adam Zehr
650 Dr. John Burkey Drive
Algonquin, IL 60102
(847) 659-6158

Mrs. Karrie Baughman
650 Dr. John Burkey Drive
Algonquin, IL 60102
(847) 659-6158

Complaint Managers:

Dr. Amy MacCrindle
650 Dr. John Burkey Drive

Mrs. Karrie Baughman
650 Dr. John Burkey Drive

Mrs. Deanna Gill
650 Dr. John Burkey Drive

Mr. Mark Altmayer
650 Dr. John Burkey Drive

A student may appeal the Board's resolution of a complaint filed to the Regional Superintendent of Schools, and thereafter, to the State Superintendent of Education.

For concerns or complaints against District 158 or its employees other than a discrimination complaint, the parent is encouraged to first contact the appropriate staff member directly. If the problem is not resolved, the parent should then contact the Building Principal. If the problem remains unresolved, the parent should then contact the District Administrative Office.

~~Video and Audio Monitoring System~~¶

~~A video and audio monitoring system is in use on school buses and a video monitoring system is in use in public areas of the school building. These systems have been put in place to protect students, staff, visitors and school property. If a discipline problem is captured on audiotape or videotape, these recordings may be used as the basis for imposing student discipline. If criminal actions are recorded, a copy of the tape may be provided to law enforcement personnel.~~¶

~~Weapons Policy~~¶

~~It is the policy of District 158 to prohibit the possession or the assistance of possession of weapons on school grounds, at any school activity, on school transportation vehicles, or in designated transportation waiting areas.~~ ¶

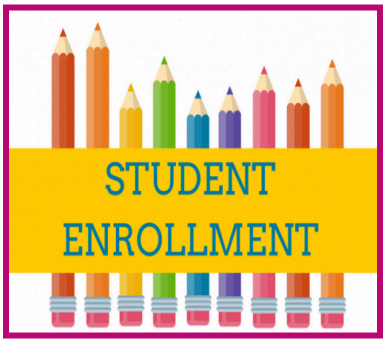
EMERGENCY COMMUNICATIONS

Emergency Notifications

District 158 will send out notification alerts in critical situations, such as emergency weather closures, crisis incidents, and other incidents affecting school operations through the School Messenger/Communicate program. This system integrates with PowerSchool, and parents can manage their contact information and preferences through the PowerSchool Parent Portal. For more information, visit the Safety and Security webpage and select "Alerts" from the dropdown menu.

School Day Cancellations

The Superintendent is authorized to close school(s) in the event of hazardous weather or other emergency that threatens the safety of students, staff members, or school property. Should the need to close occur, parents will be notified via School Messenger/Communicate, the District's automated messaging system. Information will also be posted to the District 158 website at www.huntley158.org. In the event school is closed, all after-school, co-curricular, and extracurricular activities are also cancelled.



ENROLLMENT INFORMATION

Age Requirement

To be eligible for enrollment to District 158, a child must be five years old on or before September 1 of that school term. A child entering first grade must be six years of age on or before September 1 of that school term. A child with exceptional needs who qualifies for special education services is eligible for admission at three years of age. Early entrance to Kindergarten or first grade may be available through Policy 6:135, *Accelerated Placement Program.* The Superintendent or designee shall assess the child's readiness to attend school and make the decision accordingly.

Birth Certificate Requirement

Illinois law requires at registration, or within 30 days of registration, a certified copy of the student's birth certificate to be on file with the District. If a certified copy is not available at the time of registration, the District must be furnished at a minimum: the student's full legal name and date of birth. If a person enrolling a student

fails to provide a certified copy of the student's birth certificate within 30 days of registration, the Superintendent or designee shall immediately notify the local law enforcement agency, and shall also notify the person enrolling the student in writing that, unless the person complies within 10 days, the case will be referred to the local law enforcement authority for investigation. If compliance is not obtained within that 10-day period, the Superintendent or designee shall refer the case.

Custody Arrangements

In order for school personnel to be aware of any custody arrangements, please provide legal custody/divorce settlement documents to the school prior to the beginning of the school year or as situations change.

Fees and Waivers

Waiver of student fees will be granted to those students who qualify. Parents may apply for waiver of school fees by completing and submitting the Application for Fee Waiver form and proof of current income.

> **Please note**: In order to be eligible for a waiver of student registration fees, applications must be received *within thirty (30) days of the date your child enters school for the current school year*. Fees will not be waived until the Application for Fee Waiver form is received, reviewed and approved. If approved, other fees incurred after the date the application is received will be eligible for a fee waiver.

Board Policy 4:140, *Waiver of Student Fees*, is available on the District website and a copy may be obtained by calling the District 158 Administrative Office at (847) 659-6158.

Homeless Child's Rights

When a child loses permanent housing and becomes a homeless person as defined by law, or when a homeless child changes their temporary living arrangements, the parent of the homeless child has the option of either:

1. continuing the child's education in the school of origin for as long as the child remains homeless or, if the child becomes permanently housed, until the end of the academic year during which the housing is acquired; or
2. enrolling the child in any school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.

For additional information, please contact:

Molly Berendt, D158 Homeless Liaison
mberendt@district158.org or (847) 659-6596

Student Placement

Student placement is a function of building administration. Teachers work together with building administrators to place students in classrooms. Parents may provide written comments or information pertaining to their child's learning needs by May 1.

Student Transfers to and from Non-District Schools

A student may transfer into or out of the District according to State law and procedures developed by the Superintendent. A student seeking to transfer into the District must serve the entire term of any suspension or expulsion, imposed for any reason by any public or private school, in this or any other state, before being admitted into the District.

~~EMERGENCY COMMUNICATIONS~~¶

~~Emergency Notifications~~¶

~~District 158 will send out notification alerts in critical situations, such as emergency weather closures, crisis incidents, and other incidents affecting school operations through the SwiftReach SwiftK12 School Messenger/Communicate program. This system integrates with PowerSchool, and parents can manage their~~

contact information and preferences through the PowerSchool Parent Portal. For more information, visit the Safety and Security webpage and select "Alerts" from the dropdown menu or click Managing Your Information and Preferences" in SwiftK12 to view instructions. ¶

School Day Cancellations¶

The Superintendent is authorized to close school(s) in the event of hazardous weather or other emergency that threatens the safety of students, staff members, or school property. Should the need to close occur, parents will be notified via SwiftReach SwiftK12School Messenger/Communicate, the District's automated messaging system. Information will also be posted to the District 158 website at www.huntley158.org. In the event school is closed, all after-school, co-curricular, and extracurricular activities are also cancelled.¶

SCHOOL AND COMMUNITY RELATIONS

Care Solace

We are committed to the well-being of our students, staff and families to create a safe and healthy learning environment. In support of this ongoing commitment, Huntley 158 has partnered with **Care Solace** to provide an additional layer of care for our community.

If students, staff or their family members are looking for help with mental health or substance use, Care Solace can help you quickly find treatment options matched to your needs regardless of the circumstance. Care Solace is a complimentary and confidential service provided to students, staff, and their families by District 158. Care Solace's team is available 24 hours a day, 7 days per week, 365 days a year, and can support you in any language.

If you would like to use Care Solace to help find a provider:

- Call 888-515-0595
- Visit www.caresolace.com/huntley and either search on your own OR click "Book Appointment" for assistance by video chat, email, or phone.

Care Solace is not an emergency response service or mental health services provider. In the event of a life threatening emergency, please call 9-1-1 or the National Suicide Hotline 1-800-273-8255.

Faith's Law Notifications - Employee Conduct Standards

School districts are required to include in their student handbook notification of the District's Employee Code of Professional Conduct. These standards, in part, define appropriate conduct between school employees and students.

Board Policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*, Board Policy 4:165, *Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors*, and a link to the Sexual Abuse Response and Prevention Resource Guide is available on the District website. Copies may be obtained by calling the District 158 Administrative Office at (847) 659-6158.

Gun-Free, Tobacco, Alcohol, and Drug-Free Zones

All District 158 buildings and grounds are gun-free, tobacco, alcohol, and drug-free zones. Cigarettes and alternative nicotine products are not permitted. This includes all after school activities and school- related events.

Mandated Reporter

All school personnel, including teachers, administrators, and support staff members, are required by law to immediately report any and all suspected cases of child abuse or neglect to the Illinois Department of Children and Family Services (DCFS).

Parent Teacher Association

The Parent Teacher Association (PTA) is a partnership that brings people together to share thoughts and ideas about programs and activities that benefit students and their families. The PTA works with staff to help promote

school goals and bring a sense of community to our schools. For further information, please check the school's webpage for the PTA link.



Pesticide Application Notice

District 158 maintains a registry of employees and parents of students who have registered to receive written or telephone notification prior to the application of pesticides to school grounds. To be added to the list, please contact the Director of Communications and Public Engagement at (847) 659-6158.

Notification will be given before application of the pesticide. Prior notice is not required if there is imminent threat to health or property.

PowerSchool

Huntley 158 uses an internet-based student information system called PowerSchool. The PowerSchool parent portal gives parents access to real-time information including their child's schedule, attendance, assignments, and grades. Students also have their own accounts to access school information from home or at school.

Instructions to create a PowerSchool account, to add/link a student, along with information on the PowerSchool app and a login link is available on the PowerSchool page of the District website. Password information for students and parents is available from the District Registration Office at (847) 659-6147.

Sex Offender ~~& Violent Offender~~ Notification Law

State law prohibits a convicted child sex offender from being present on school property when children under the age of 18 are present, except in the following circumstances as they relate to the individual's child:

1. To attend a conference at the school with school personnel to discuss the progress of their child.
2. To participate in a conference in which evaluation and placement decisions may be made with respect to their child's special education services.
3. To attend conferences to discuss issues concerning their child, such as retention or promotion.

In all other cases, convicted child sex offenders are prohibited from being present on school property unless they obtain written permission from the Superintendent or Board.

Any time a convicted child sex offender is present on school property for any reason – including the three reasons above – the individual is responsible for notifying the Building Principal upon arrival and upon departure. The convicted child sex offender must remain under the direct supervision of a school official at all times while in the presence or vicinity of children. A violation of this law is a Class 4 felony.

In addition, State law requires schools to notify parents that information about sex offenders and violent offenders against youth is available to the public on the Illinois Department of State Police (ISP) website. The ISP website contains the following:

- Illinois Sex Offender Registry, https://isp.illinois.gov/Sor/Disclaimer
- Illinois Murderer and Violent Offender Against Youth Registry, https://isp.illinois.gov/MVOAY/Disclaimer
- Frequently Asked Questions Concerning Sex Offenders, https://isp.illinois.gov/Sor/FAQs

Suicide and Depression Awareness and Prevention

Youth suicide impacts the safety of the school environment. It also affects the school community, diminishing the ability of surviving students to learn and the school's ability to educate. Suicide and depression awareness and prevention are important goals of the District.

The District maintains resources on suicide and depression awareness and prevention. Much of this information, including a copy of Board policy 7:290, *Suicide and Depression Awareness and Prevention*, is posted on the District website and can also be obtained from the school office.

In the event of a life threatening emergency, please call 9-1-1 or the National Suicide Hotline at 1-800-273-8255.

Visitor Guidelines

The safety and security of your children is our number one concern. In an effort to maintain a safe, disruption free educational environment for all students, we ask all visitors to use the same procedures when entering the building. The District expects mutual respect, civility, and orderly conduct among all individuals on school property or at a school event.



- All schools are accessible only via the secured main entrance (Door #1).
- All visitors to elementary and middle school buildings must press the call button outside the front door, state their purpose for visiting, and wait to be buzzed into the building.
- All visitors must provide valid ID and be scanned into the Raptor Visitor Management System which will run an instant background check. You will be issued a visitor pass that should be worn visibly. At the conclusion of your visit, you will need to stop in at the office, sign-out and turn in your visitor's pass.
- Visitors with histories that appear on the Raptor check will be either denied access to the building, limited to conducting business in the front office, or will be provided escorted access to other parts of the building as is necessitated by circumstances and/or applicable law.
- Any person who engages in prohibited conduct may be ejected from or denied admission to school property in accordance with State law. The person may also be subject to being denied admission to school athletic or extracurricular events for up to one calendar year.

Visits to Classrooms and Conferences

- All visits to classrooms must be pre-arranged with the teacher.
- Conferences will be held outside school hours or during the teacher's conference/preparation period.
- All visitors must follow the Visitor Guidelines as outlined above.

Volunteers

District 158 is fortunate to have extensive community and parental involvement. Throughout the school year, there are many opportunities to volunteer in the schools: school picture day, vision and hearing screenings, strengthening reading skills, medical and engineering academies, and much more!

Those interested in volunteering must complete a Volunteer Registration form each school year before volunteering. In keeping with District guidelines, younger siblings are not permitted to accompany volunteers during volunteer activities. We appreciate everyone's understanding.

The Volunteer Registration form along with additional information is available on the Volunteer webpage. If you are interested in volunteering, please contact the District's Volunteer Coordinator at (847) 659-6152.

SCHOOL GUIDELINES

Access to Student Social Networking Passwords and Websites

Social networking websites and platforms means an Internet-based service that allows students to: (1) construct a public or semi-public profile within a bounded system created by the service, (2) create a list of other users with whom they share a connection within the system, and (3) view and navigate their list of connections and those made by others within the system. Social networking websites include, but are not limited to, Facebook, Instagram, Twitter, TikTok, Snapchat, and ASKfm.

If a student has an account on a social networking website, school officials may conduct an investigation or require a student to cooperate in an investigation if there is specific information about activity on the student's

account on a social networking website that violates a school behavior rule or policy. In the course of an investigation, the student may be required to share the content that is reported in order to allow school officials to make a factual determination. School officials may not request or require a student or the student's parent to provide a password or other related account information to gain access to the student's account or profile.

Homework



Homework is an extension of learning in the classroom and is assigned to challenge, reinforce and motivate, and is not given for disciplinary reasons.

The quantity of homework will increase throughout the grade school years as students are able to assume greater responsibilities and independence. Whenever possible, supervised study time will be given in the classroom to help students get off to a good start on their assignments. Homework is a good way of involving parents in the learning process and keeping them informed about their child's progress. It is important, however, that assignments be completed by the student in order for the teacher to make an accurate assessment of the student's learning. Both long-term and short-term homework assignments will help students establish regular study habits, learn to budget time, develop an interest in the work assigned and learn the importance of accomplishing and turning in the work on time.

Lost and Found Area

Lost clothing, book bags, etc. will be kept in the lost and found area. Small articles and valuables such as wallets, purses, jewelry and watches are kept in the office. Students may claim their possessions by identifying them. Please label all items with your child's name to facilitate return.

Party Invitations and Birthday Acknowledgements

Invitations to private parties (birthdays, holidays, etc.) should be distributed outside of school. These types of invitations will only be distributed at school if the entire class is invited to the private party. Birthday acknowledgements (balloons, flowers, etc.) will not be sent to classrooms and cannot be sent home on the bus.

Personal Electronic Items - Toys, Games, Cell Phones

Below is a list of items that may not be visible or accessed during the school day. Students choosing to bring these items to school must store them in backpacks in the "off" position. Please be aware the school is not responsible for lost, damaged, or stolen items.

- Toys (electronic or other)
- Games (electronic or other)
- Cell phones, MP3 players, Smart Watches

Smartphones, e-readers and other educational electronic devices may be used for instructional purposes when the teacher deems appropriate.

Report Cards, Grading and Promotion

Report cards for students in grades K-5 are completed on a trimester basis. Students will be assessed on end of the year grade-level standards in order to show what a student knows, or is able to do, in relation to the standards. The report cards show student progress towards mastery of specific learning targets.

At times questions of retention do arise. A decision to promote or retain a student shall be based on successful completion of the curriculum, attendance, and mastery of content. The administration shall determine remedial assistance for a student who is not promoted.

Respect for Property

Students are to respect the property of others including that of students, staff and school. School issued materials such as textbooks, tablets, lab materials, etc., are on loan to students. Any damage or replacement costs are the student's responsibility. Student storage areas such as lockers, cubbies, and desks are school

property and are to be used only for the purpose of storing books, notebooks, lunches, coats, etc. These areas are subject to search by school authorities.



Student Appearance, Clothing, and Hygiene

Students are expected to keep themselves well-groomed and neatly dressed at all times. A student's appearance, including dress and hygiene, must not disrupt the educational process or compromise standards of health and safety. Students who disrupt the educational process or compromise standards of health and safety must modify their appearance.

Experience has shown that student conduct, identification with the school purposes and activities, personal pride and self-respect, and even the level of learning responses of students are all related to personal appearance and mode of dress. Students should dress neatly but simply for school, rejecting extreme fads concerning hairstyles, make-up or clothing.

We ask parents and students to become involved in supporting a "level of dress" that helps to promote a good atmosphere for learning. Articles of clothing that are considered inappropriate include, but are not limited to, headwear/hats, shoes with wheels, overly revealing clothing, dangerous or disruptive accessories, and clothing making reference to drugs, marijuana, or alcoholic beverages.

Clothing that disrupts the educational process and/or is demeaning to oneself is also considered inappropriate. During the school day students may be asked to remove or turn inside out any inappropriate items of clothing. Parents will be contacted in situations where student dress or hygiene presents a problem.

Telecommunication Device Possession and Use

Students are allowed to possess cellular, radio, or other telecommunication devices at school, on school property, or at school-sponsored activities, but the use of these devices is restricted to areas designated by the Building Principal before and after school hours only. During the school day and while participating in school-sponsored activities, students will be expected to leave these devices in their lockers or cubbies in the "off" position. Cellular, radio, or other telecommunication devices found in a student's possession during the school day, while participating in school-sponsored activities, or outside designated areas may be confiscated, and the student may be subject to additional discipline. Parents are required to pick up confiscated items.

Students will not be allowed to make phone calls during the school day except as permitted by a staff member. Students generally are not called to the telephone from classes except for emergencies.

The District also restricts parents' and/or visitors' use of cellular, radio, and other telecommunication devices to appropriate areas to be used only in such instances in which either an emergency exists or the use of the device is not disruptive to the ongoing activity. Violators of this policy may be asked to leave the school building.

Treats for Classroom Celebrations

Healthy food and beverage options should be made available for classroom celebrations. Candy and pop are discouraged, and gum is not allowed. When bringing treats for classroom celebrations, please remember that District 158 requires all treats be commercially prepared and packaged. The distribution of edible birthday treats is not permitted in schools.

A list of healthful food and beverage options for school functions along with ideas for classroom rewards can be found in the District's School Wellness Plan located on the Food Services webpage.

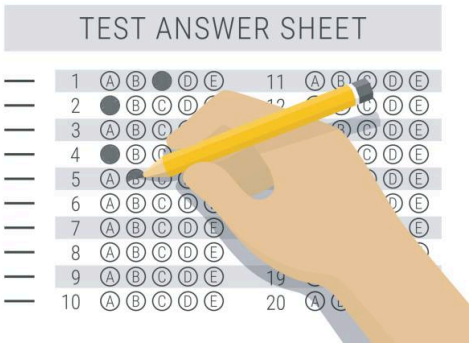
PARENTS' RIGHTS NOTIFICATIONS

Annual Report Card

Each year, the District is required to disseminate an annual report card that includes information on the District as a whole and each school served by the District, with aggregate and disaggregated information for each required subgroup of students including: student achievement on academic assessments (designated by

category), graduation rates, district performance, teacher qualifications, and other information required by federal law. We encourage you to explore illinoisreportcard.com to view the Illinois School Report Card for District 158 or your child's school.

Assessments/Standardized Testing



Assessments are essential to a student's learning experience as they assist in providing information for determining individual student achievement and instructional needs, curriculum and instruction effectiveness, and school performance measured against District student learning objectives and statewide norms.

Testing includes local assessments and State assessments as required by federal law.

Below is a list of local and State assessments administered to students each school year:

Local Assessments

Assessment	Purpose	Dates
AimsWeb Literacy & Math	Administered to all grade K-5 students in order to better identify specific strengths and areas of support for math and literacy skills.	Fall, Winter, Spring
STAR Reading and Math	Administered to all grade K-11 students in order to better identify specific strengths and areas of support in reading and math standards.	Fall, Winter, Spring
BESS	Administered to all grade PreK-12 students to provide insight into social-emotional and behavioral needs and identify those who may be at risk of future difficulty in school.	Fall, Winter, Spring
CogAT	Administered to all grade 2 and select grade 3-5 students in order to measure verbal, quantitative, and nonverbal reasoning and problem-solving skills. This assessment is also utilized to help determine a student's gifted identification.	Winter

State Assessments

Assessment	Purpose	Dates
ACCESS	Administered to grade K-12 English Learners. Scores are used to assess progress and proficiency in English as well as determine placement in the EL program the following school year.	January - March
DLM	Administered to grade 3-12 students eligible for alternative assessment in the areas of reading/language arts, mathematics, and science.	March 16 - May 4
IAR	Achievement assessment for grade 3-8 students for reading/language arts and mathematics.	April 11-22
ISA	Achievement assessment for grade 5, 8, and 11 students for science.	March 14-18
KIDS	Administered to all Kindergarten students to better understand students' abilities when they begin their first year of school.	Fall

Additional information regarding student assessments and information regarding interpreting scores is available on the Curriculum webpage of the District website.

School Visitation Rights for Parents

The School Visitation Rights Act permits employed parents, who are unable to meet with educators because of a work conflict, the right to time off from work under certain conditions to attend necessary school functions such as parent-teacher conferences, academic meetings and behavioral meetings. Letters verifying participation in this program are available from the school office upon request.

Student Data Privacy; Notice to Parents About Educational Technology Vendors

School districts throughout the State of Illinois contract with different educational technology vendors for beneficial K-12 purposes such as providing personalized learning and innovative educational technologies, and increasing efficiency in school operations.

Under Illinois' Student Online Personal Protection Act, or SOPPA (105 ILCS 85/), educational technology vendors and other entities that operate Internet websites, online services, online applications, or mobile applications that are designed, marketed, and primarily used for K-12 school purposes are referred to in SOPPA as operators.

SOPPA is intended to ensure that student data collected by operators is protected, and it requires those vendors, as well as school districts and the Illinois State Board of Education, to take a number of actions to protect online student data.

Depending upon the particular educational technology being used, our District may need to collect different types of student data, which is then shared with educational technology vendors through their online sites, services, and/or applications. Under SOPPA, educational technology vendors are prohibited from selling or renting a student's information or from engaging in targeted advertising using a student's information. Such vendors may only disclose student data for K-12 school purposes and other limited purposes permitted under the law.

In general terms, the types of student data that may be collected and shared include personally identifiable information (PII) about students or information that can be linked to PII about students, such as:

- Basic identifying information, including student or parent name and student or parent contact information, username/password and student ID number
- Demographic information
- Enrollment information
- Assessment data, grades, and transcripts
- Attendance and class schedule
- Academic/extracurricular activities
- Special indicators (e.g., disability information, English Learner, free/reduced meals or homeless/foster care status)
- Conduct/behavioral data
- Health information
- Food purchases
- Transportation information
- In-application performance data
- Student-generated work
- Online communications
- Application metadata and application use statistics
- Permanent and temporary school student record information

Operators may collect and use K-12 student data for purposes that aid in the administration of school activities, such as:

- Instruction in the classroom or at home (including remote learning)
- Administrative activities
- Collaboration between students, school personnel, and/or parents
- Other activities that are for the use and benefit of the school district

Board Policy 7:345, *Student Data Privacy*, is available on the District website and a copy may be obtained by calling the District 158 Administrative Office at (847) 659-6158.

Teacher Qualifications

Under Title I of the Elementary and Secondary Education Act, parents may request the professional qualifications of their child's classroom teachers and the paraprofessionals, if any, who assist them, including:

1. Whether the teacher has met the State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
2. Whether the teacher is teaching under an emergency or other provisional status through which State qualification or licensing criteria have been waived;
3. Whether the teacher is teaching in the field of discipline of the teacher's licensure; and
4. Whether any instructional aides or paraprofessionals provide services, and, if so, their qualifications.

This notice is required by federal law (20 U.S.C. §6312(e)(1)(A)). If you would like to receive any of this information, please contact the District 158 Administrative Office at (847)659-6158.

ATTENDANCE, ABSENCES, AND TARDIES



School attendance is one of the most important tasks of a student. Accordingly, all students are expected to be present in all scheduled classes every school day unless absent for a valid reason. ~~The attendance maintained while in school will be looked upon by future employers as one of the basic criteria of employment.~~ Students who stay home for trivial illnesses or because they do not feel like attending school are, in effect, only hurting themselves. They are missing vital information in their education and placing their future in jeopardy. We will closely monitor all absences and hope for the cooperation of parents in improving school attendance.

Absences

For students who are required to attend school there are two types of absences: excused and unexcused. The school may require documentation explaining the reason for the student's absence. The school administrator is the final decision maker as to whether an absence is Excused or Unexcused.

~~If your child will be absent because of illness, you are required to call the school absentee line by the beginning of the school day and report the absence each day. If your child is absent and we do not receive a call, we will call you at home or your place of employment to verify the absence. The purpose of this procedure is to determine if your child has arrived safely to school. School policy requires a written excuse from a doctor for any student who is absent from school due to illness for three or more consecutive days for an absence to be considered excused.¶~~

~~A student must be in attendance for a minimum of 5 consecutive hours (300 minutes) to be considered a full school day, 2.5 hours (150 minutes) for a half day for grades two through five, and 2 hours (120 minutes) for Kindergarten through first grade. When your child arrives after the official start time, parents are required to sign their child in at the office. Students who leave school early for reasons of illness, appointments, or notes from home will be released only to the parent unless prior arrangements have been made through the school office. Parents are required to sign their child out in the office.~~

~~Acceptable~~ Excused Absences (EA)

~~Examples of absences that may be excused include, but are not limited to:~~

1. Illness of the student
2. Mental or Behavioral Health Days – Students may utilize up to five mental or behavioral health days per school year. After use of the second mental or behavioral health day, the student may be referred to the appropriate school support personnel.
3. ~~Medical or dental appointments (with a note from the doctor or dentist)~~
4. Death in the immediate family
5. Family emergency~~*~~
6. Religious holiday observance

7. Attending a military honors funeral to sound TAPS
8. ~~Court appearance~~
9. A student will be excused for up to 5 days in cases where the student's parent is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat-support postings.
10. Court appearance.
11. Work or school sponsored activity approved by the school.
12. Voting in a local, State, or federal election.
13. College Visitation Days - Must be taken before May 1. A signed verification from the college or institution must be provided to excuse the absence of a college visit. Failure to follow the correct procedure will result in the absence being included as an excused day of absence by the parent. Only the day of the college visit can be excused under the "College Visit" (CV) excuse code. Days required to travel for a college visit do not count as excused absences.

~~* "Needed at home" is not a sufficient excuse. The note from the parent must indicate the reason for the emergency requiring the student to miss school.~~

~~Unacceptable~~ Unexcused Absences (UA)

~~Examples of absences that cannot be excused include, but are not limited to:¶~~

1. ~~Errands which could be scheduled when a student is not required to be in school¶~~
2. ~~Oversleeping¶~~
3. ~~Car trouble or missing the bus¶~~

~~The Illinois School Code (Section 26.2A) does NOT grant parents the authority to excuse their child from attending a class or the entire school day. The school is responsible for determining whether or not an absence is excused or unexcused.~~

- All other absences are Unexcused.
- Tardies (late to school or class), vacations, and cultural trips are Unexcused Absences.

Procedure for Communicating Absences

In the event of any absence, the student's parent is required to call the school before school begins to explain the reason for the absence. If a call has not been made to the school to report the student's absence by the start of the day, a school official will call the home or your place of employment to verify the absence. The purpose of this procedure is to determine if your child has arrived safely. If the parent cannot be contacted, the student will be required to submit a signed note from the parent explaining the reason for the absence. Failure to do so shall result in an unexcused absence. Upon request of the parent, the reason for the absence will be kept confidential.

Elementary Schools: When your child arrives after the official start time, parents are required to sign their child in at the school office. Students who leave school early for reasons of illness, appointments, or notes from home will be released only to the parent unless prior arrangements have been made through the school office. Parents are required to sign their child out in the office.

Make-Up Work

If a student's absence is excused or if a student is suspended from school, he/she will be permitted to make up all missed work, including homework and tests, for equivalent academic credit. Generally speaking, students will have one day per day absent to make-up work. Parents are asked to work with the classroom teacher to receive make-up work.

Illnesses

If your child will be absent because of illness, you are required to call the school by the beginning of the school day and report the absence *each* day. If your child is absent and we do not receive a call, we will call you at home

or your place of employment to verify the absence. The purpose of this procedure is to determine if your child has arrived safely to school.

During a long-term illness, a parent may call on the first day and notify the office of the anticipated length of the absence. After three consecutive days of illness, a written excuse from a doctor is required for an absence to be considered excused. If you are unable to take your student to the doctor, your student can be seen and excused by the school health office and they will determine if the student meets the definition for being too sick to be at school. A doctor's note and/or school health office verification will change the absence code to "Medical Verification" for attendance purposes. If a pattern of non-attendance has been established by the building administrator, a written excuse from a doctor and/or school health office verification of illness may be required as part of a student's individualized attendance plan.

Family Emergencies

A student may be excused for extenuating circumstances such as a family emergency. The following examples do not contitute a family emergency and would therefore be recognized as an Unexcused Absence:

- Errands, which could be scheduled when a student is not required to be in school
- Oversleeping
- Car trouble
- Leaving school without receiving proper authorization
- Missing the bus
- Being tardy to school without a valid excuse (as defined by the State of Illinois)

Release Time for Religious Instruction & Observation

A student will be released from school, as an excused absence, to observe a religious holiday or for religious instruction. The student's parent must give written notice to the Building Principal at least five (5) calendar days before the student's anticipated absence(s).

Students excused for religious reasons will be given an opportunity to make up any all missed work, including homework and tests, for equivalent academic credit.

After School, Co-Curricular, or Extra-Curricular Activities Attendance Requirements

Attendance is a factor in a student's eligibility to participate in extra-curricular activities. A student must be present at least the second-half of the school day. A student must be present at school a minimum of five (5) hours to be eligible for participation in after school, co-curricular, or extra-curricular activities such as athletics, concerts, presentations, plays, musicals, trips, etc. If a student goes home ill during the day, that student becomes ineligible for participation in any after school, co-curricular, or extra-curricular activities that day.

A student may not be on campus for any reason on a day they have been reported absent unless they have made arrangements with administration to do so. If there is a medical reason for missing school (and Physical Education), due to an extended illness/condition, a doctor's note will be required based on the nurse's recommendation. All notes should be turned into the Health Office.

Medical Appointments: A student who has a medical appointment that may cause absence from school for more than one-half of the school day may still be eligible to participate that day. This would be recorded in PowerSchool as MV (Medically Verified). To assure eligibility, arrangements should be made ahead of time with the school administrator (Activities Director, Athletic Director as applicable).

Absence Due to Participation in School-Sponsored Activity: A student's absence from school due to participation in school-sponsored activities or trips will be recorded in PowerSchool as SA (school activity), and the student remains eligible to participate in after school, co-curricular, and/or extracurricular activities.

In-School Intervention/Suspended Students: A student who is serving an in-school suspension (ISS) or an out-of-school suspension (OSS) is ineligible to participate in any school-related activities on the days of the intervention or suspension.

Truancy

A parent who knowingly and willfully permits a child to be truant is in violation of State law. Student attendance is critical to the learning process. Truancy is therefore a serious issue and will be dealt with in a serious manner by the school and District.

Students who miss more than 1% but less than 5% of the prior 180 regular school days without valid cause (a recognized excuse) are truant. Students who miss 5% or more of the prior 180 regular school days without valid cause are chronic truants. Students who are chronic truants will be offered support services and resources aimed at correcting the truancy issue. If chronic truancy persists after support services and other resources are made available, the school and District will take further action, including:

- Referral to the truancy officer
- Reporting to officials under the Juvenile Court Act
- Referral to the State's Attorney
- Appropriate school discipline

A student who misses 15 consecutive days of school without valid cause and who cannot be located OR, after exhausting all available support services, cannot be compelled to return to school is subject to withdrawal from school.

Diagnostic Procedures for Identifying Student Absences and Support Services to Truant or Chronically Truant Students

State law requires every school district to collect and review its chronic absence data and determine what systems of support and resources are needed to engage chronically absent students and their families to encourage the habit of daily attendance and promote success. This review must include an analysis of chronic absence data from each attendance center. Any student who has 10% or more absences of the school days each month will receive a letter or phone call home to discuss attendance and determine if there is a need to develop a plan of support. A meeting may be set with the family and school to determine if further absences would be marked unexcused without documentation for the remainder of that trimester.

Furthermore, State law provides that school districts are encouraged to provide a system of support strategies to students who are at risk of reaching or exceeding chronic absence levels. School districts are also encouraged to make resources available to families such as those available through the State Board of Education's Family Engagement Framework to support and engage students and their families to encourage heightened school engagement and improved daily school attendance.

"Chronic absence" means absences that total 10% or more of school days of the most recent academic school year, including absences with and without valid cause, and out-of-school suspensions.

The school and District use the following diagnostic procedures for identifying the causes of unexcused student absences: Interviews with the student, the student's parent(s) and any school officials who may have information about the reasons for the student's attendance problems.

Supportive services to truant or chronically truant students include: parent conferences, student counseling, family counseling, and information about existing community services.

Extended Absences

For planned absences, parents should notify the academic team and office in writing in advance. This can be done through the "Extended Student Absence Form."

While such absences are discouraged, alternative assignments may be provided, when possible, as long as teachers have sufficient notice. Please review the District calendar to view days of non-attendance and if possible, schedule appointments and vacations on these dates.

After School, Co-Curricular, or Extra-Curricular Activities Attendance Requirements¶

A student must be present at school a minimum of four (4) hours to be eligible for participation in after school, co-curricular, or extra-curricular activities such as athletics, concerts, presentations, plays, trips, etc. If a student goes home ill during the day, that student becomes ineligible for participation in any after school, co-curricular, or extra-curricular activities that day.

Prearranged Absences¶

For planned absences, such as family vacations during the school year, parents should notify the teacher and office in writing in advance. While such absences are discouraged, alternative assignments may be provided, when possible, as long as teachers have sufficient notice. Please review the District calendar to view days of non-attendance and if possible, schedule appointments and vacations on these dates.

Release Time for Religious Instruction & Observation¶

A student will be released from school, as an excused absence, because of religious reasons, including to observe a religious holiday, for religious instruction, or because the student's religion forbids secular activity on a particular day or time of day. The student's parent must give written notice to the Building Principal at least five (5) calendar days before the student's anticipated absence. Students excused for religious reasons will be given an opportunity to make up any missed work, including homework and tests. A parent may request that a student be excused from physical activity in PE during a period of religious fasting, by notifying the physical education teacher in writing. ¶

Requests for Make-Up of Missed School Work¶



Parents are urged to request missed school work if their child is absent two or more consecutive days. Contact the school office as early in the day as possible to make this request. This will allow the teacher time to prepare what is needed.

Tardy to School¶

It is very important that children arrive at school on time. The educational process is disrupted for all concerned when this does not occur. When tardy to school, a student must report to the office to sign in before attending class. Excused tardies are orthodontist, dentist, doctor, eye doctor appointments, etc. Unexcused tardies include oversleeping or missing the bus.¶

Truancy¶

Student attendance is critical to the learning process. Truancy is therefore a serious issue and will be dealt with in a serious manner by the school and District.¶

Students who miss more than 1% but less than 5% of the prior 180 regular school days without valid cause (a recognized excuse) are truant. Students who miss 5% or more of the prior 180 regular school days without valid cause are chronic truants. Students who are chronic truants will be offered support services and resources aimed at correcting the truancy issue.¶

If chronic truancy persists after support services and other resources are made available, the school and District will take further action, including:¶

- Referral to the truancy officer¶
- Reporting to officials under the Juvenile Court Act¶
- Referral to the State's Attorney¶
- Appropriate school discipline¶

~~A student who misses 15 consecutive days of school without valid cause and who cannot be located or, after exhausting all available support services, cannot be compelled to return to school is subject to expulsion from school.~~

BEHAVIOR AND DISCIPLINE

Effective discipline is necessary if a school is to function in the most constructive manner for students. Through good discipline and self-control, students can work with the school to form a productive partnership. Good discipline requires teamwork and is the combined responsibility of students, parents, and staff. **Students are responsible for following all school rules and regulations, as well as all District policies, while attending any school-sponsored activity**.

SCHOOL CODE OF CONDUCT

In order to support our students, parents, staff members, and school community, we want to take this opportunity to review our practices and expectations related to student conduct, including behavioral and social-emotional supports, behavioral interventions and discipline. The Code of Conduct is a multi-layered system that will require work by all stakeholders across all school and home settings to help our students with their social and emotional as well as academic needs. We want to create an environment where all stakeholders are aware of anc actively engage in their roles and responsibilities.

Parent-Teacher Advisory Committee

Per Policy 2:150, This committee shall assist in the development of student behavior policy and procedures, and provide information and recommendations to the Board. Its members may consist of parents/guardians, teachers, administrators and board members. Additional participants, whose expertise or experiences are needed, may be invited to participate in various meetings that are geared to specific topics. (For example when discussing school bus safety policies, transportation staff may be included.) The committee reviews such issues as administering medication in schools, reciprocal reporting between the School District and local law enforcement agencies, student discipline/handbooks, disruptive classroom behavior, school bus safety procedures and the dissemination of student conduct information.

Per Policy 7:190, The Superintendent, with input from the parent-teacher advisory committee, shall prepare disciplinary rules implementing the District's disciplinary policies. These disciplinary rules shall be presented annually to the Board for its review and approval.

We Believe:

To support our learners' Social, Emotional, and Academic, & Behavior skills, we believe and understand the following:

1) Our school community will learn and behave at their best when they feel connected, cared for, and valued.
2) The purpose of discipline is to teach skills that empower learners to change their behaviors over time. If you expect it, you must teach it. Discipline is a meaningful response.
3) Learners will be empowered to be actively involved in identifying what went wrong and how they can help fix it.
4) Kids do well if they can. Challenging behaviors communicate unmet needs and/or areas where skills may be lacking which results in a need to determine the cause.
5) Dysregulated learners (learners who are having difficulty managing or regulating emotions and behaviors) need the supportive presence of a regulated adult to return to a regulated state.
6) A strong foundation in every school environment maximizes learners' access to instructional time and fosters a sense of belonging for all.
7) Proactively teaching social, emotional, and behavioral skills should be intentionally integrated across all environments and all aspects of learning.
8) Exclusionary forms of discipline (suspension, expulsion, and removal from the learning environment) can produce negative outcomes in students, schools, districts, and communities and therefore must be carefully used when intended to keep all learners safe.
9) It's important for us to work towards a shared understanding by using clear and specific language when

discussing our thoughts and beliefs about social, emotional, and behavioral skills. This approach helps create a fair and inclusive system that supports all learners.

10) High expectations can be met for all learners when we appreciate, respect, and respond to the diverse needs within our schools and district. This ensures that each child receives the necessary support to reach their full academic and social potential.

We expect:

- Students to attend school each day, be conscientious in classroom work and take full advantage of the educational opportunities available
- Students, staff and families to build and sustain authentic, positive and meaningful relationships
- Student, staff and families to demonstrate civility and respect for one another and hold each other to high expectations
- Students, staff and families to all contribute to the safety of the learning environment for all
- Students to respect other people's property and exercise proper care when using public facilities and equipment
- Students to establish personal and educational goals with teachers, counselors, and family, and work consistently toward the achievement of your goals
- Students to be aware of the expectations for student behavior and accept personal responsibility for functioning successfully within these guidelines

We will:

- Implement strategies and supports that all students, staff and families to feel safe
- Promote a positive school comm
- Provide staff with the resources necessary to help with the implementation of this plan
- Partner with families to provide information for outside resources

Problem-Solving Suggestions for Students

- Talk with your parent about possible solutions
- Calmly discuss any issues with the teacher when other students are not present. This removes the pressure on both of you.
- If the matter is not resolved, talk with a trusted faculty member, Counselor, Dean, Associate Principal, or the Building Principal

Problem-Solving Suggestions for Parents

- Be sure of the facts. Although it may be difficult for you not to take sides, try to see the whole picture
- Contact the person with whom your child is having the problem
- If possible, include your child in conferences with teachers, Counselors, the Dean, Associate Principal, Building Principal, and other school personnel to help find solutions together
- Before you leave a conference, **be sure you understand** what is expected of you and your child and what the school staff will try to do
- Set a specific time when communication by phone or letter will be made on your child's progress

All violations of the school disciplinary policy will be maintained in the student's temporary record file.

Multi-Tiered Systems of Support Framework

Huntley 158 utilizes a Multi-Tiered System of Support (MTSS) framework to foster a positive learning environment and focuses on supporting the whole child.

MTSS is a term used to describe an evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. All students are part of MTSS, including students with disabilities, as part of their education. In MTSS, integrated instruction and intervention is delivered in varying intensities (multiple tiers) based on student need. "Need-driven" decision-making seeks to

ensure that district resources reach the appropriate levels to accelerate the performance of ALL students to achieve and/or exceed proficiency levels.

Tier 1 - Universal Interventions are what all students receive. This Tier focuses on the implementation of the district's core curriculum and is aligned with the Illinois Social Emotional Learning Standards.

Tier 2 - Secondary Interventions are what some students receive in addition to Tier 1 instruction. These services are more concentrated and are targeted interventions for small groups.

Tier 3 - Tertiary Interventions are what a few students receive. This is the most intense level of intervention a school can provide a student through the MTSS model. These services are typically provided to a very small group and/or one on one.

Restorative Practices

Huntley 158 uses Restorative Practices in our schools, which helps to shift the focus to building relationships among school community members and helps move away from a punitive mindset when there is conflict. Restorative Practices are NOT a replacement for a system of consequences or a code of conduct. Restorative Practices are not intended to remove accountability for students. Students who have broken school rules or harmed other school community members are still held accountable for their actions and may receive traditional consequences **alongside** restorative solutions or in conjunction with restorative practices.

Discipline of Special Education Students

The District will comply with the Individuals With Disabilities Education Improvement Act of 2004 and the Illinois State Board of Education's Special Education rules when disciplining special education students. No special education student shall be expelled if the student's particular act of gross disobedience or misconduct is a manifestation of the student's disability. However, all students must conform to the Student Behavior policies as outlined in this Handbook.

Additional information regarding discipline of students with disabilities is located in the Special Education section of this handbook.

Aggressive Behavior

Illinois law requires school districts to notify the parent of a child who demonstrates behaviors that put the student at risk for aggressive behavior. Board Policy 7:190, *Student Behavior*, prohibits a student while at school or a school-related activity from: (1) engaging in any kind of behavior that causes physical or psychological harm to someone else, and/or (2) urging other students to engage in such conduct.

Bullying, Harassment, and Hazing

Bullying, intimidation, harassment, and hazing 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



Bullying is defined as: (1) an act that is repetitive in nature (similar behavior which occurs more than once); (2) creates a power imbalance (by size, age, numbers or emotionally); and/or (3) is intended to hurt or harm the victim (socially, emotionally, or physically).

Bullying on the basis of actual or perceived race, color, religion, sex, national origin, ancestry, physical appearance socioeconomic status, academic status, pregnancy, parenting status, homlessness, age, marital status, physical or mental disability, military status, ~~sex,~~ sexual orientation, ~~gender identity,~~ gender-related identity or expression, unfavorable discharge from military service, ~~ancestry, age, religion, physical or mental disability,~~ order of protection status, ~~status of being homeless, immigration status, or actual or potential marital or parental status, including pregnancy,~~ 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 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, 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.

Bullying includes *cyberbullying* 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 which can reasonably be expected to have one or more of the following effects:

1. Placing the student or students in reasonable fear of harm to their 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 ability to participate in or benefit from the services, activities, or privileges provided by the school.

Students who feel they have been bullied should report the incident by:

1. Contacting the Complaint Manager or other administrator, counselor, teacher, or social worker
2. Using the ***Student Helpline***: (815) 889-0584
3. Using the District Bullying Report form found on the District website.
4. Following the process outlined in Board Policy 2:260, *Uniform Grievance Procedure*, and this Handbook.

At its discretion, the District may make referrals of students who have demonstrated bullying behaviors to counselors or mental health professionals. Students determined to have committed an act of bullying may face disciplinary consequences up to and including a recommendation of expulsion, as well as possible referral to the appropriate law enforcement agency for criminal charges.

Questions or concerns should first be discussed with the staff member closest to the situation. It is always best to follow the chain of command to ensure that all parties involved are properly informed of the situation. Parents should expect a response from the staff member or their designee within 24 hours to discuss the concern. If no contact has been made, please proceed to the next step in the chain.

Teacher → Assistant Principal → Building Principal → Assistant Superintendent → Superintendent

Board Policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment* is available on the District website or a copy may be obtained by calling the District 158 Administrative Office at (847) 659-6158.

Harassment

It is the policy of District 158 to provide an educational environment free of verbal, physical, or other conduct or communications constituting harassment. No person, including an employee or student, shall harass, intimidate, or bully a student on the basis of actual or perceived race, color, ~~nationality,~~ sex, national origin, ancestry, physical appearance, socioeconomic status, academic status, pregnancy, parenting status, homelessness, age, marital status, sexual orientation, ~~gender identity,~~ gender-related identity or expression, ~~ancestry, age, religion, physical or mental disability,~~ order of protection status, ~~status of being homeless, immigration status, marital status, pregnancy,~~ association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic.

Sexual harassment of students is prohibited. Sexual harassment means sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual or sex-based nature, imposed on the basis of sex, that:

1. Denies or limits the provision of educational aid, benefits, services, or treatment, or that makes such conduct a condition of a student's academic status; or
2. Has the purpose or effect of:
   a. Substantially interfering with a student's educational environment;

b. Creating an intimidating, hostile, or offensive educational environment;
c. Depriving a student of educational aid, benefits, services, or treatment; or
d. Making submission to or rejection of such conduct the basis for academic decisions affecting a student.

Students are encouraged to report claims or incidences of sexual harassment to the Non-Discrimination Coordinator or Complaint Manager. Any student who believes they are being harassed may file a complaint by using the process outlined in Board Policy 2:260, *Uniform Grievance Policy*, and this Handbook.

A student's good faith action in reporting harassment will not result in any adverse actions against the complainant. However, if a student or witness is found to have made an intentionally false report of harassment, the student or witness shall be subject to discipline.

Board Policy 7:20, *Harassment of Students Prohibited,* is available on the District website or a copy may be obtained by calling the District 158 Administrative Office at (847) 659-6158.

Hazing

Soliciting, encouraging, aiding, or engaging in hazing is prohibited. Hazing means any intentional, knowing, or reckless act directed to or required of a student for the purpose of being initiated into, affiliating with, holding office in, or maintaining membership in any group, organization, club, or athletic team whose members are or include other students.

Conduct Motivated by Prohibited Discrimination

Conduct motivated in whole or in part by prohibited discrimination may be subject to increased disciplinary measures where determined to be appropriate by the administration. The Board of Education may also consider whether conduct was motivated in whole or in part by prohibited discrimination when determining whether to expel a student based on such conduct.

Prohibited discrimination means conduct based upon actual or perceived ~~color,~~ race, color, ~~nationality,~~ religion, sex, national origin, ~~sexual orientation,~~ ancestry, ~~age,~~ 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, or ~~status of being homeless, immigration status,~~ order of protection status~~, actual or potential marital or parental status, or pregnancy~~.

Board Policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited,* is available on the District website or a copy may be obtained by calling the District 158 Administrative Office at (847) 659-6158.

Dangerous Weapons

Board Policy 7:190, *Student Behavior*, prohibits the possession or the assistance of possession of weapons on school grounds, at any school activity, on school transportation vehicles, or in any designated school transportation waiting area.

A student who is determined to have brought one of the following objects to school, any school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school shall be expelled for a period of at least one calendar year but not more than two calendar years:

1. A *firearm*, meaning any gun, rifle, shotgun, or weapon as defined by Section 921 of Title 19 of the United States Code (18 U.S.C. §921), firearm as defined in Section 1.1 of the Firearm Owners Identification Card Act (430 ILCS 65/), or firearm as defined in Section 24-1 of the Criminal Code of 1961 (720 ILCS 5/24-1).
2. A knife, brass knuckles, or other knuckle weapon regardless of its composition, a billy club, or any other object if used or attempted to be used to cause bodily harm, including *look-alikes* of any *firearm* as defined above.

The expulsion requirement under either paragraph one or two above may be modified by the Superintendent, and the Superintendent's determination may be modified by the Board on a case-by-case basis. Any item determined to have been possessed, used, transferred, or controlled in violation of this policy will be confiscated

and retained by school officials, and either turned over to a parent at the end of the school year, or to the appropriate local law enforcement agency.

Board Policy 7:190, *Student Behavior*, is available on the District website and a copy may be obtained by calling the District 158 Administrative Office at (847) 659-6158.

Gang and Gang-Related Activity

The Board of Education affirms its position that schools in District 158 shall provide an orderly place for learning. Board Policy 7:190, *Student Behavior*, prohibits students from engaging in gang activity on school property or at any activity associated with or under the general guidance of school authorities.

Gangs are defined as any group of two or more persons who associate with each other primarily for criminal, disruptive and/or other activities prohibited by law and/or by the District's policies, rules, and regulations.

No student:



1. Shall wear, possess, use, distribute, display or sell any clothing, jewelry, emblem, badge, symbol, sign or other insignia which is evidence of membership or affiliation with any gang.
2. Shall draw gang graffiti or distribute gang related literature.
3. Shall use any speech, either verbal or non-verbal (such as gestures or hand-shakes), or act in furtherance of gang activity.
4. Shall solicit others for membership in any gang.
5. Shall request any person to pay protection or otherwise intimidate or threaten any person.
6. Shall commit any other illegal act or other violation of District policies in furtherance of gang related activities.
7. Shall incite other persons to inflict physical violence against any other person.
8. Shall participate in any activity that could be interpreted as relating to gangs or gang activity.

Penalties for Violations:

Any student found to have violated this policy shall be guilty of gross misconduct. All gang related paraphernalia or materials will be confiscated. Violation of this policy may result in disciplinary measures up to and including 10-days suspension with consideration for expulsion, and referral to appropriate law enforcement agency if a violation of the law is involved.

Student Code of Conduct Matrices

The matrix below outlines student behaviors and corresponding levels of interventions or consequences that may be implemented in response to those behaviors. The list of behaviors and interventions/consequences is meant to be illustrative and non-exhaustive, and will not necessarily be implemented in progressive order. All interventions and consequences will be determined on a case-by-case basis and will take into consideration the developmental level of the student(s) involved. The matrix serves as a tool for administrators to respond appropriately when students have committed serious violations, per the Student Code of Conduct. This tool is designed to offer consistency at all levels across the District so that the students receive interventions and consequences fairly from school to school when their behaviors require.

BEHAVIOR CODES	INCIDENT TYPE (SUB-CODES)	LEVEL	INCIDENT DEFINITIONS	POTENTIAL RESPONSES
	Academic Misconduct: Daily work	1	Copying a peer's homework or practice activities in an attempt to defraud, deceive, or mislead the teacher and/or school administration in arriving at an honest evaluation of learning.	Teacher Managed

Academic Misconduct

BEHAVIOR CODES	INCIDENT TYPE (SUB-CODES)	LEVEL	INCIDENT DEFINITIONS	POTENTIAL RESPONSES
	Academic Misconduct: Cheating-Distribution	2	Aiding other students in cheating, soliciting another person to take an exam or write a paper, as well as the theft, damage, sale, and/or distribution of course materials.	Apology Conference with student Detention - with Office Explicit instruction of appropriate replacement behavior Loss of Privilege/Social Probation Parent Contact - Phone Call Parent/Student Conference Referral to counselor/social worker Restorative Practices Technology Restrictions
	Academic Misconduct: Cheating-Plagiarism	2	A form of cheating that involves presenting graded/assessed work as one's own, the ideas or work of another. Plagiarism is not a question of intent. Any use of the content or style of another's intellectual product without proper recognition of the source constitutes plagiarism. Includes the inappropriate use of technology that transmits data and the use of AI-created composition as a substitute for original thoughts.	Apology Conference with student Detention - with Office Explicit instruction of appropriate replacement behavior Loss of Privilege/Social Probation Parent Contact - Phone Call Parent/Student Conference Referral to counselor/social worker Technology Restrictions
Alcohol	Alcohol: In the presence of use and/or distribution	2	Student is knowingly in the presence of a peer who is using and/or distributing alcohol on school grounds and/or at school events and does not remove self when given the opportunity.	Conference with student In-school Suspension Parent Contact - Phone Call Search of student and/or locker
	Alcohol: Possession and/or use (ISBE)	3	Student is under the influence or in possession of alcohol on school grounds and/or at school events	Behavior contract Conference with student In-school Suspension Law Enforcement Agency Referral Loss of Privilege/Social Probation Out-of School Suspension Parent Contact - Phone Call Referral to drug/alcohol counseling Search of student and/or locker
	Alcohol: Distribution (ISBE)	3	Student is giving out/sharing/selling alcohol to students or others on school grounds and/or at school events.	Behavior contract Conference with student Expulsion In-school Suspension Law Enforcement Agency Referral Out-of School Suspension Parent Contact - Phone Call Referral to counselor/social worker Referral to drug/alcohol counseling Search of student and/or locker

BEHAVIOR CODES	INCIDENT TYPE (SUB-CODES)	LEVEL	INCIDENT DEFINITIONS	POTENTIAL RESPONSES
Arson	Arson	3	Destruction of school property resulting from student use of fire regardless of intent or level of property damage	Behavior Contract Change of schedule Contact and/or referral to any other applicable outside agencies Expulsion In-school and/or Out-of School Suspension Law Enforcement Agency Referral Loss of Privilege/Social Probation Referral to counselor/social worker Safety plan developed Search of student and/or locker
Bullying	Conflict	1	Pattern of offending behavior where the student(s) is engaging in peer conflict with another student but shares equal power (physical/social), there is an equal emotional reaction and ownership over the conflict	Teacher managed May become leadership managed based on context
	Bullying	3	Board Policy 7.180: Bullying includes cyber-bullying and means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following: 1. Placing the student or students in reasonable fear of harm to the student's or students' person or property; 2. Causing a substantially detrimental effect on the student's or students' physical or mental health; 3. Substantially interfering with the student's or students' academic performance; or 4. Substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school. Bullying may take various forms, including without limitation one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive. Cyberbullying means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or	Behavior Contract Change of schedule Class Removal Safety plan Expulsion Explicit Instruction of appropriate replacement behavior In-school and/or out-of-school suspension Law Enforcement Agency Referral Loss of Privilege/Social Probation Parent Contact Conference with student Restorative Practices Support / counseling services

BEHAVIOR CODES	INCIDENT TYPE (SUB-CODES)	LEVEL	INCIDENT DEFINITIONS	POTENTIAL RESPONSES
			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. Cyberbullying 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. Cyberbullying 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. In order for an incident to be deemed "bullying" a trained investigator must complete a full investigation and deem the situation "founded".	
Dress Code	Dress Code: Minor	1	A student's appearance that disrupts the educational process but easily corrected at the classroom level	Classroom Managed
	Dress Code: Health/Safety	2	A student's appearance that disrupts the educational process or compromises standards of health, and safety. Clothing that draws attention or interferes with the ability to identify or communicate with students OR clothing that includes print and pictures of items that are illegal to minors.	Conference with student Explicit Instruction of appropriate replacement behavior Parent Contact
	Drug Offenses: In the presence of use and/or distribution	2	Student is knowingly in the presence of a peer who is using and/or distributing illegal drugs, controlled substances, drug-related paraphernalia, prescription drugs not prescribed, or inhalants on school grounds and/or at school events and does not remove self when given the opportunity	Conference with student Loss of Privilege/Social Probation Parent Contact Search of student and/or locker

Drug Offenses

BEHAVIOR CODES	INCIDENT TYPE (SUB-CODES)	LEVEL	INCIDENT DEFINITIONS	POTENTIAL RESPONSES
	Drug Offenses (ISBE): Possession and/or use	3	Student is under the influence or in possession of illegal drugs, look-alike drugs, drug-related paraphernalia, controlled substances, prescription drugs not prescribed, or inhalants or other controlled substances on school grounds and/or at school events	Athletic Suspension Behavior contract Law Enforcement Agency Referral Conference with student Expulsion In-school and/or out-of-school suspension Referral to drug/alcohol counseling Referral to counselor/social worker Loss of Privilege/Social Probation Parent Contact Restorative Practices Search of student and/or locker
	Drug Offenses (ISBE): Distribution	3	Student is giving out/sharing/selling illegal drugs, look-alike drugs, drug-related paraphernalia, controlled substances, prescription drugs not prescribed, or inhalants or other controlled substances to students or others on school grounds and/or at school events.	Athletic Suspension Behavior contract Conference with student Expulsion In-school and/or out-of-school suspension Law Enforcement Agency Referral Loss of Privilege/Social Probation Parent Contact Referral to counselor/social worker Referral to drug/alcohol counseling Restorative Practices Search of student and/or locker
Falsification of Information	Falsification of Information	2	Delivering false or misleading information on a document and/or in the course of a school investigation or staff inquiry. Includes falsifying records or signatures, impersonation of another individual over electronic communication (phone, email)	Athletic Suspension Behavior contract Conference with student In-school and/or out-of-school suspension Law Enforcement Agency Referral Loss of Privilege/Social Probation Parent Contact Referral to counselor/social worker Restorative Practices Search of student and/or locker
Gang-Related	Gang-Related: Paraphernalia	2	Displaying gang symbols or paraphernalia	Behavior contract Change of schedule Class Removal Expulsion In-school and/or out-of-school suspension Loss of Privilege/Social Probation Parent Contact Conference with student Search of student and/or locker
	Gang-Related: Activity	3	Being involved in gangs or gang-related activities (Board Policy 7:190) where two or more individuals who use common symbols, identifiers or behavior, and/or who assemble to conduct illegal activity or violation of school policies and/or	Athletic Suspension Behavior contract Conference with student Expulsion In-school suspension Law Enforcement Agency Referral

BEHAVIOR CODES	INCIDENT TYPE (SUB-CODES)	LEVEL	INCIDENT DEFINITIONS	POTENTIAL RESPONSES
			intimidate individuals or groups.	Loss of Privilege/Social Probation Out-of-school suspension Parent Contact Referral to counselor/social worker Restorative Practices Search of student and/or locker
Harassment	Harassment	3	Board Policy 7:20: Harass, intimidate, or bully a student on the basis of actual or perceived: race; color; national origin; military status; unfavorable discharge status from military service; sex; sexual orientation; gender identify; gender-related identity or expression; ancestry; age; religion; physical or mental disability; order of protection status; status of being homeless; actual or potential marital or parental status, including pregnancy; association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic. Harassing, intimidating conduct, or bullying whether verbal, physical, sexual, or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above. In order for an incident to be deemed "harassment" a trained investigator must complete a full investigation and deem the situation "founded".	Investigation conducted Behavior Contract Change of schedule Class Removal Safety plan Expulsion Explicit Instruction of appropriate replacement behavior In-school and/or out-of-school suspension Law Enforcement Agency Referral Loss of Privilege/Social Probation Parent Contact Conference with student Restorative Practices Support / counseling services
	Insubordination/ Non-compliance: Low Intensity and/or Duration	1	Failure to act in accordance with given expectation or directive with increasing impact on learning environment (learning of the student and/or other students). Student engages in inappropriate verbal and/or non-verbal interruption to the environment that is low in duration and/or intensity.	Teacher Managed

Insubordination/ Non-compliance

BEHAVIOR CODES	INCIDENT TYPE (SUB-CODES)	LEVEL	INCIDENT DEFINITIONS	POTENTIAL RESPONSES
	Insubordination/ Non-compliance: High Intensity and/or Duration	2	Prolonged refusal, refuses redirects, loss of instructional time Student engages in inappropriate verbal and/or non-verbal interruption to the environment that is high in duration and/or intensity	Class Removal Conference with student Detention - with Office In-school and/or Out-of School Suspension Loss of Privilege/Social Probation Parent Contact Referral to counselor/social worker Restorative Practices
	Insubordination/ Non-compliance: Gross Misconduct	3	Interferes with the regular operation of the school building or event. Includes indecent exposure, behavior that requires crisis plan to be activated and/or refusal to follow directions in crisis response situations, as well as calling emergency without an emergency (pulling fire alarm, calling 911)	Athletic Suspension Behavior contract Class Removal Conference with student Detention - with Office Expulsion In-school and/or Out-of School Suspension Loss of Privilege/Social Probation Parent Contact Peer Mediation Referral to counselor/social worker Restorative Practices Safety Plan
Language	Language: Non-directional swearing	1	Incidental swearing / nonverbal gesturing not directed at another person.	Teacher Managed
	Language: Directional swearing	2	Swearing / nonverbal gesturing or other abusive language directed at another person.	Behavior Contract Class Removal Conference with student Explicit Instruction of appropriate replacement behavior Loss of Privilege/Social Probation Parent Contact Referral to counselor/social worker Restorative Practices
	Language: Non-directional inflammatory or sexual language	2	Incidental use of inflammatory language / nonverbal gesturing or sexual language / nonverbal gesturing not directed at another person	Behavior Contract Conference with student Detention - with Office Explicit Instruction of appropriate replacement behavior In-school and/or Out-of School Suspension Parent Contact Referral to counselor/social worker

BEHAVIOR CODES	INCIDENT TYPE (SUB-CODES)	LEVEL	INCIDENT DEFINITIONS	POTENTIAL RESPONSES
	Language: Directional inflammatory or sexual language	3	Language and nonverbal gesturing, including sexual language and nonverbal gesturing, that does or could cause to alienate an individual related to protected class status covered under Illinois code. Could include, but is not limited to hate speech OR descriptions, racial slurs, slang terminology and/or labels commonly understood to be offensive, demeaning or derogatory.	Conference with student Detention - with Office In-school and/or Out-of School Suspension Law Enforcement Agency Referral Loss of Privilege/Social Probation Parent Contact Referral to counselor/social worker Restorative Practices
Location	Location: Failure to report to designated area on time	1	Failure to report on time to designated area	Teacher Managed
	Location: Unassigned area	2	Hiding in unsupervised area, in unassigned location, leaving an assigned area without permission in the school building, misuse of pass, entering school property without authorization (trespassing) Elopement in school building.	Class Removal Conference with student Detention - with Office In-school and/or Out-of School Suspension Loss of Privilege/Social Probation Parent Contact
	Location: Off campus	3	Failing to report to school building or leaving school building without permission. Elopement off campus.	Behavior contract Change of schedule Conference with student In-school and/or Out-of School Suspension Loss of Privilege/Social Probation Parent Contact Safety Plan
Property	Property: Misuse	1	Wasting materials or resources or using property in a way not intended. Includes not cleaning up after self. Does not include property damage.	Teacher Managed
	Property: Vandalism/Damage	3	Damage or destruction that occurs as a result of ignoring expectations. May require professional cleaning, repair or replacement. May disrupt the normal operations of the building. May include behavior that requires emergency response plan to be activated.	Behavior contract Change of schedule Conference with student Detention - with Office Expulsion In-school and/or Out-of School Suspension Law Enforcement Agency Referral Loss of Privilege/Social Probation Parent Contact Referral to counselor/social worker Restitution Restorative Practices Safety Plan Support / counseling services
Public Display of Affection	Public Display of Affection: Minor	1	Any consensual physical contact that includes kissing of any kind or for any length of time, having a student's	Teacher Managed

BEHAVIOR CODES	INCIDENT TYPE (SUB-CODES)	LEVEL	INCIDENT DEFINITIONS	POTENTIAL RESPONSES
			arm/hands around another student's waist or any other body part, (head, neck, etc.), sitting between the legs of another student, rubbing up against another student	
	Public Display of Affection: Major	2	Consensual groping of body parts, sexual activity	Behavior contract Class Removal Conference with student Explicit Instruction of appropriate replacement behavior In-school and/or Out-of School Suspension Loss of Privilege/Social Probation Parent Contact Referral to counselor/social worker Restorative Practices
Technology	Technology: Off-task or inappropriate purpose	1	Use of technology for off-task or inappropriate purpose	Teacher Managed
	Technology: Disruptive-School Issued Device	2	Use of school-issued devices or access to accounts that disrupts access to the learning of self and/or others	Class Removal Conference with student Detention - with Office In-school and/or Out-of School Suspension Loss of Privilege/Social Probation Parent Contact Referral to counselor/social worker
	Technology: Disruptive - Personal Device	2	Use of personal devices (cell phone, watch, tablet, Airpod, other) or access to accounts that disrupts access to the learning of self and/or others	Class Removal Conference with student Detention - with Office In-school and/or Out-of School Suspension Loss of Privilege/Social Probation Parent Contact Referral to counselor/social worker
	Technology: Privacy or Acceptable Use Policy (AUP)	3	Any communication/media that includes sending, distributing, or viewing of unauthorized recording of videos and pictures with or without consent. This includes pornographic images (including sexting), violent images or materials that violate the rights of a protected class, and explicit language. This includes posting media of this nature on social media using school devices, personal devices, and/or infrastructure as well as to organize illegal activity, engage in illegal activity, or purchase illegal items.	Behavior Contract Conference with student Expulsion Law Enforcement Agency Referral Loss of Privilege/Social Probation In-school and/or Out-of School Suspension Referral to counselor/social worker Parent Contact Restorative Practices

BEHAVIOR CODES	INCIDENT TYPE (SUB-CODES)	LEVEL	INCIDENT DEFINITIONS	POTENTIAL RESPONSES
	Technology: Infrastructure	3	Hacking, modification, or damage of the technology infrastructure of the district such as the wireless network and servers. Attempts to breach secured electronic information or resources.	Behavior Contract Conference with student Expulsion In-school and/or Out-of School Suspension Law Enforcement Agency Referral Loss of Privilege/Social Probation Parent Contact Referral to counselor/social worker Restorative Practices
Theft	Theft: Personal Property	2	Entering an individual's personal space or property (desk, bag, purse, locker, car etc.) to take an item of value	Behavior Contract Conference with student Detention - with Office Explicit Instruction of appropriate replacement behavior Expulsion In-school and/or Out-of School Suspension Loss of Privilege/Social Probation Parent Contact Referral to counselor/social worker Restitution
	Theft: School Property	3	Stealing materials belonging to the school	Conference with student Detention - with Office Explicit Instruction of appropriate replacement behavior In-school and/or Out-of School Suspension Law Enforcement Agency Referral Loss of Privilege/Social Probation Parent Contact Referral to counselor/social worker Restitution
Threat Communicated	Threat: Communicated to Individual	3	Communication of a threat through any form (included but not limited to verbal, non-verbal, social media, written)	Apology Behavior Contract Class Removal Conference with student Expulsion Law Enforcement Agency Referral Loss of Privilege/Social Probation In-school and/or Out-of School Suspension Parent Contact Referral to counselor/social worker Restorative Practices Peer Mediation Safety Plan Developed Threat Assessment

BEHAVIOR CODES	INCIDENT TYPE (SUB-CODES)	LEVEL	INCIDENT DEFINITIONS	POTENTIAL RESPONSES
	Threat: Communicated to Group	3	Communication of a threat through any form (included but not limited to verbal, non-verbal, social media, written)	Apology Behavior Contract Class Removal Conference with student Expulsion Law Enforcement Agency Referral Loss of Privilege/Social Probation In-school and/or Out-of School Suspension Parent Contact Referral to counselor/social worker Restorative Practices Peer Mediation Safety Plan Developed Threat Assessment
	Threat: Communicated with Access to Weapon	3	Communication of a threat including mention of weapon through any form (included but not limited to verbal, non-verbal, social media, written)	Conference with student Expulsion In-school and/or Out-of School Suspension Safety Plan Developed Parent Contact Referral to counselor/social worker Threat Assessment
Tobacco	Tobacco: In the presence of use and/or distribution	2	Student is knowingly in the presence of a peer who is using and/or distributing tobacco, nicotine products, and/or vaping-related paraphernalia on school grounds and/or at school events and does not remove self when given the opportunity	Behavior Contract Conference with student Loss of Privilege/Social Probation Parent Contact Referral to counselor/social worker
	Tobacco: (ISBE) Possession and/or use	3	Student is under the influence of or in possession of tobacco, nicotine, look-alike product, and/or vaping-related paraphernalia on school grounds and/or at school events	Behavior Contract Conference with student Loss of Privilege/Social Probation In-school and/or Out-of School Suspension Parent Contact Referral to drug/alcohol counseling Referral to counselor/social worker
	Tobacco: (ISBE) Distribution	3	Student is giving out/sharing/selling tobacco products, nicotine products, look-alike product, and/or vaping-related paraphernalia to peers on school grounds and/or at school events	Behavior Contract Conference with student Loss of Privilege/Social Probation In-school and/or Out-of School Suspension Parent Contact Referral to drug/alcohol counseling Referral to counselor/social worker

BEHAVIOR CODES	INCIDENT TYPE (SUB-CODES)	LEVEL	INCIDENT DEFINITIONS	POTENTIAL RESPONSES
Violence With Serious Physical Injury	Violence With Serious Physical Injury: Physical Aggression (ISBE)	3	Serious one-sided physical contact (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.) where either the offender(s) or victim(s) require off-site professional medical attention for extreme physical pain, protracted and obvious disfigurement, protracted loss or impairment of the function of a bodily member, organ, or faculty, or substantial risk of death. Sexual violence where either the offender(s) or victim(s) require off-site professional medical attention.	Apology Class Removal Conference with student Expulsion In-school and/or Out-of School Suspension Loss of Privilege/Social Probation Law Enforcement Agency Referral Parent Contact Referral to counselor/social worker Restorative Practices
	Violence With Serious Physical Injury: Physical Fighting	3	Mutual physical fight where either the offender(s) or target(s) require off-site professional medical attention for extreme physical pain, protracted and obvious disfigurement, protracted loss or impairment of the function of a bodily member, organ, or faculty, or substantial risk of death.	Apology Class Removal Conference with student Expulsion Loss of Privilege/Social Probation Law Enforcement Agency Referral In-school and/or Out-of School Suspension Parent Contact Referral to counselor/social worker Restorative Practices
Violence Without Serious Physical Injury/Physical Aggression	Inappropriate physical contact	1	Physical contact that is not serious but is inappropriate and unwelcomed.	Teacher Managed
	Violence without Serious Physical Injury (ISBE): Physical Aggression with or without minor injury	2	Student engages in one-sided actions involving physical contact that is aggressive in nature (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.). It may include minor injury where either the offender(s) or victim(s) require school-based medical attention (not off-site professional medical attention)	Behavior Contract Class Removal Conference with student In-school and/or Out-of School Suspension Law Enforcement Agency Referral Loss of Privilege/Social Probation Parent Contact Referral to counselor/social worker Restorative Practices
	Violence without Serious Physical Injury (ISBE): Physical Fighting with or without minor injury	3	Mutual physical fight where the offender(s) or target(s) do not require off-site professional medical attention, regardless of intent. ("Professional medical attention" may include the school nurse but not for minor care that any staff member could provide.)	Conference with student In-school and/or Out-of School Suspension Law Enforcement Agency Referral Loss of Privilege/Social Probation Parent Contact Referral to counselor/social worker Restorative Practice

BEHAVIOR CODES	INCIDENT TYPE (SUB-CODES)	LEVEL	INCIDENT DEFINITIONS	POTENTIAL RESPONSES
	Violence without Serious Physical Injury (ISBE): Serious sexual contact	3	Serious, non-accidental, and non-consensual physical contact of a sexual nature (e.g., groping, intimating sexual acts, touching private areas, exposing other's private areas) where the offender(s) or target(s) do not require professional medical attention. ("Professional medical attention" may include the school nurse but not for minor care that any staff member could provide.). Includes any intentional contact with private areas of an individual, regardless of intent.	Behavior Contract Conference with student Explicit instruction of appropriate replacement behavior Expulsion In-school and/or Out-of School Suspension Loss of Privilege/Social Probation Parent Contact Referral to counselor/social worker
Weapon	Weapon: Possession of Minor Weapon	2	Possession of a tool is readily capable of causing harm as determined by school administration but does not meet the state definition of a dangerous weapon. This could include pocket knives with blades less than 2.5 inches	Behavior Contract Conference with student Expulsion In-school and/or Out-of School Suspension Loss of Privilege/Social Probation Parent Contact Safety Plan Developed Search of student and/or locker
	Weapon: (ISBE) Possession of Dangerous - Other	3	Student possesses dangerous weapon or realistic-looking fake dangerous weapon (does not include firearms) A device, instrument, material, or substance that is readily capable of causing death or serious bodily injury, except a firearm.	Conference with student Expulsion In-school and/or Out-of School Suspension Parent Contact Referral to counselor/social worker Safety Plan Developed Search of student and/or locker
	Weapon: (ISBE) Possession of Dangerous - Firearm	3	Possession of firearm on school grounds that is used for or readily capable of causing death (includes handgun, rifle, shotgun, multiple firearms)	Conference with student Expulsion In-school and/or Out-of School Suspension Parent Contact Safety Plan Developed Search of student and/or locker

~~Discipline of Special Education Students~~

~~The District will comply with the Individuals With Disabilities Education Improvement Act of 2004 and the Illinois State Board of Education's Special Education rules when disciplining special education students. No special education student shall be expelled if the student's particular act of gross disobedience or misconduct is a manifestation of the student's disability. However, all students must conform to the Student Behavior policies as outlined in this Handbook.~~

~~Additional information regarding discipline of students with disabilities is located in the Special Education section of this handbook.~~

~~Disciplinary Measures~~

~~Potential disciplinary measures include, without limitation, any of the following:~~

1. ~~Verbal warning~~
2. ~~Notifying the parent(s)~~

3. Disciplinary conference¶
4. Withholding of privileges¶
5. Temporary removal from the classroom¶
6. Lunch or teacher detention¶
7. Return of property or restitution for lost, stolen, or damaged property¶
8. Restorative Practices strategies¶
9. In-school suspension¶
10. After-school detention¶
11. Seizure of contraband, confiscation and temporary retention of personal property that was used to violate Board Policy or school disciplinary rules¶
12. Suspension of bus riding privileges¶
13. Out-of-school suspension¶
14. Expulsion¶
15. Notifying juvenile authorities or other law enforcement¶
16. Other disciplinary action as deemed appropriate by the administration¶

Level/Step Disciplinary System¶

Administrators will at every stage be concerned with finding causes for misconduct for which the actions of the student are symptoms. It will be the goal to seek and find appropriate help for students who are in need. The system identifies three levels of misbehavior and clearly states the consequences for each rule infraction. Consequences are progressively more serious as infractions accumulate and severity increases. It is the hope and intent that this system will deter future misconduct and engender in students a respect for the rights of others and the need for the rule of law both in school and society.¶

Level A – School Rule Infractions that Disrupt the Educational Environment¶

- Such as, but not limited to: classroom disruption, insubordination, personal dishonesty, academic dishonesty, throwing objects, public display of affection, profanity, failure to report to an assigned disciplinary action, bus violations, dress code violations, electronic device/cell phone violation, being in an unauthorized area, violation of normal school rules, unexcused tardiness to class or school, and unexcused absence from class.¶

Level A infractions may result in warnings, loss of a school privilege, lunch detention, before and/or after school detentions, parent conference, Restorative Practice strategies, or suspension in or from school.¶

Level B – Serious Rule Infractions that Infringe Upon the Rights or Safety of Others¶

- Such as, but not limited to: repeated Level A infractions, aggressive behavior (includes play fighting), fighting, aiding and abetting the violation of school rules, vandalism, theft or attempted theft, extortion, possession of inappropriate objects or material, technology violations, forgery, harassment of other students, chronic misbehavior, tampering with fire extinguisher or health safety equipment, false fire alarm, and truancy.¶

Level B infractions may result in warnings, loss of a school privilege, lunch detention, before and/or after school detentions, parent conference, Restorative Practice strategies, suspension in or from school (up to ten days), recommendation to the Board of Education for expulsion (up to two years), and police notification and involvement.¶

Level C – Gross Disobedience / Illegal Behavior¶

- Such as, but not limited to: repeated Level B infractions, an act that endangers oneself or others, felonious acts, threats or physical attacks of a staff member on or off campus, threats towards others, possession or assisting in the possession of a weapon, arson, possession of or use of illegal drugs, marijuana or alcohol, participation in a transaction or transfer of or attempted transaction or transfer of drugs, marijuana or alcohol, use or possession of tobacco, tobacco products or alternative nicotine products, gambling, gang activity, and assault.¶

~~Level C infractions may result in warnings, loss of a school privilege, lunch detention, before and/or after school detentions, parent conference, Restorative Practice strategies, suspension from school (up to ten days), a recommendation to the Board of Education for expulsion (up to two years), and police notification and involvement. Any student who possesses a weapon, as defined in Section 10-22.6(d) of the School Code or Board Policy 7:190, *Student Behavior*, shall be expelled for not less than one year.¶~~

Explanation of Disciplinary Consequences

Warning

A teacher/administrator/student conference may be held in hopes of eliminating further discipline consequences.

Lunch Restrictions/Isolated Lunch Detentions

Lunch restrictions/isolated lunch detentions are served during the student's lunch period with staff supervision. Students will be permitted to get their lunch and then report to the office for the remaining lunch period. Lunch restrictions/isolated lunch detentions are assigned in cases of first time or infrequent misconduct of a lesser nature. The staff member will inform the student, and when appropriate, will call home.

Before or After School Detentions

Detentions are assigned in cases of serious misconduct and/or frequent misconduct of the same nature. A detention must be processed through the administration. A detention ~~may be up to 30 minutes and~~ may occur before school~~, during lunch~~ or after the school day. Absence on the day of a detention will cause the detention to be served on the next school day. ~~If the detention is assigned before or after school, s~~Students and parents will be notified in writing at least one day in advance of the day assigned. Parents are responsible for providing transportation. Transportation inconveniences are not a valid excuse for missing a detention. Failure to appear for an assigned detention may result in additional detention and/or parent phone conference.

Behavior Contracts

An administrator may write a behavior contract to provide a more structured setting for a student in hopes of eliminating inappropriate and unacceptable behaviors.

Restorative Practices and Interventions

The purpose of restorative practices is to engage students in an educational process including reflection, restoring the environment, and repairing relationships. Such interventions may include checking in with a teacher, administrator, or other staff member, targeted intervention groups with the counselor or social worker, peer mediation, peer mentoring, adult mentoring, reflection, apology, restorative projects such as reading articles, cleaning, or community service.

In-School Suspension

Students will be in a supervised location working on classroom assignments. Any disruption will result in additional disciplinary action.

Out-of-School Suspension

A student who has been suspended from school will not be readmitted to school or to classes without a parent conference. Students may not participate in or attend after school, co-curricular, or extra-curricular activities while under suspension. At the time of a suspension the student will remain in the office until a parent or their designee comes to pick up the student from school.

A suspension may not exceed ten school days. Prior to a suspension, a student will be advised of the reason for the proposed suspension and afforded an opportunity to present information on their own behalf. It must be determined that the student is guilty of noncompliance with the school rule of the conduct charged, and that suspension is reasonably justified. Parents will be given prompt notice of the suspension and the reason thereof.

A suspended student shall have the opportunity to make up any assignments and tests missed during the suspension period. The school will provide work for the student so that future learning is not affected by the suspension. A student will receive credit for these assignments.

Parents have a right to request a review before the Board or an appointed hearing officer.

Right to Review Suspension

The Appeals process must follow these 3 steps:

A. Appeal to the Building Principal
B. Appeal to the Associate Superintendent or Designee
C. Appeal to the Board of Education

Board Policy 7:200, *Suspension Procedure* is available on the District website and a copy may be obtained by calling the District 158 Administrative Office at (847) 659-6158.

Expulsion

Expulsion shall take place only after the parents have been requested by registered or certified mail to appear at a meeting of the Board, or to meet with a hearing officer appointed by the Board to discuss their child's behavior.

The request shall include:

1. Details regarding the specific act of gross disobedience or misconduct resulting in the recommendation for expulsion;
2. The time, date, and place of the hearing;
3. A brief description of what will happen during the hearing;
4. A list of the student's previous suspensions;
5. A statement indicating that the School Code allows the Board to expel a student for a definite period of time not to exceed two calendar years;
6. A statement regarding the interventions offered to the student;
7. A statement as to whether the student poses a continued risk of harm to other students, staff, or the community; and
8. A request that the student or parent inform the District if the student will be represented by counsel at the hearing.

During the hearing, the student and the student's parent(s) may be represented by counsel, offer evidence, present witnesses, cross-examine witnesses who testified on behalf of the administration, and otherwise present reasons why the student should not be expelled. After presentation of evidence, the Board shall decide the issue of guilt and take such action as it deems appropriate. If the Board decides to expel the student, the written expulsion decision will detail the specific reasons why removing the student from the learning environment is in the best interest of the school, as well as the rationale for the duration of the expulsion. If a hearing officer is appointed by the Board, the hearing officer shall provide a written summary of the evidence heard to the Board. A student may be readmitted to school after expulsion by official action of the Board. Such reinstatement should occur only after the Board, Building Principal, and Superintendent or Associate Superintendent are satisfied that the student intends to correct the situation which led to expulsion.

Board Policy 7:210, *Expulsion Procedure* is available on the District website and a copy may be obtained by calling the District 158 Administrative Office at (847) 659-6158.

EDUCATIONAL PROGRAMS

English Learners

District 158 provides programs to meet the needs of students whose native language is a language other than English. Opportunities are offered to support the growth of English language skills and academic skills for students so they may achieve at high levels in academic subjects and meet the same challenging State standards expected of all students.

- ***Transitional Bilingual Education (TBE)***
  At attendance centers with more than 20 students who speak the same language and qualify for English Learner services, the District is required to establish a Transitional Bilingual Education Program (TBE) for those students. The TBE program is for English language learners who have not reached the language proficiency criteria required by the State. Students receive explicit language instruction in the four domains: listening, speaking, reading and writing. This program provides instruction in the student's native language to facilitate the transition into English, and helps students acquire the concepts in the core academic subjects and acquire English skills at the same time.

- ***Transitional Program of Instruction (TPI)***
  At attendance centers with less than 20 students who speak the same language and qualify for English Learner services, the District will implement a Transitional Program of Instruction (TPI). The TPI program is an English program that serves identified English learners by providing a full-time teacher certified to provide supplementary instruction for all content area instruction. The program integrates English-as-a-second-language instruction with subject-matter instruction that focuses not only in learning a second language, but also using that language as a medium to learn mathematics, science, social studies, or other academic subjects. The classes count toward graduation requirements.

- ***Two-Way Dual Language***
  For our Spanish speaking English Learners, we implement the dual language two-way model. The Spanish Dual Language program is made up of approximately half Spanish-speaking students and half English-speaking students. Students have access to a specially trained bilingual teacher. Students are integrated for instruction so that both groups of students serve in the role of language model and language learner at different times. The goal of the Dual Language program is to develop bilingualism, biliteracy, academic achievement, and cross-cultural competencies for students.

Parent Advisory Committee for English Learners

Parents of English learners will be informed how they can: (1) be involved in the education of their children; (2) be active participants in assisting their children to attain English proficiency, achieve at high levels within a well-rounded education, and meet the challenging State academic standards expected of all students; and (3) participate and serve on the District's Transitional Bilingual Education Program's Parent Advisory Committee.



Field Trips

We encourage all students to participate in field trips. We believe the whole world is a classroom and many sound educational activities that support the curriculum are best appreciated by actually visiting specific sites. Any admission fee and a prorated cost for transportation are assessed and payable prior to the trip. Occasionally a lunch stop is scheduled at a fast food restaurant and may be part of the fee. Students always have the option to bring a sack lunch if they so desire. Permission slips will be required and parents will be given appropriate time to complete the form and pay the fee.

Gifted and Talented Program

Formal identification of eligibility for the Gifted and Talented Program starts at the end of grade 2. Students in grades 3-5 may be screened based on a request from the teacher or parent. Both objective and subjective measures are used for identification. Students are placed in the program based upon Standardized test scores in math, reading and language arts, teacher input and Student Ability Index (SAI) scores. These measures are placed on a matrix for final selection. Students selected for the Gifted and Talented Program are placed with a teacher who has formal gifted training or experience with gifted students whenever possible.

The program is based on the Consultation Model. Consultation is a collaborative problem solving process between the teacher(s) and coordinator(s) through a sharing of expertise with the ultimate goals of better serving students. This model is based upon best practice in the field of Gifted Education.

Home and Hospital Instruction

A student who is absent from school, or whose physician, physician assistant or licensed advanced practice registered nurse anticipates the student's absence from school, because of a medical condition may be eligible for instruction in the student's home or hospital.

Appropriate educational services from qualified staff will begin no later than five school days after receiving a written statement from a physician, physician assistant, or licensed advanced practice registered nurse. Instructional or related services for a student receiving special education services will be determined by the student's individualized education program.

Library Resource Center



The Library Resource Center (LRC) provides materials that support both the mission and the curriculum of the District. Students receive instruction on the use of the LRC, information on available books and resources, and opportunities to check out materials. LRC visits vary depending upon the building and grade level, but generally occur at least once per week.

Books are checked out for one week and may be renewed two to three times (if the book is not on hold). Fines are not charged for late books; however students are not allowed to check out additional materials until late books have been returned. Overdue notices, including the replacement cost of the book, will be sent home with students when a book is two or more weeks overdue. If the book is lost or damaged, the student will be asked to pay for the replacement cost of the book before additional materials may be checked out. Should the book be found later, a refund will be issued up to one year from payment, assuming the book is in good condition.

Parents, employees, students, and community members who believe that library media program resources violate rights guaranteed by any law or Board policy may file a complaint using the procedure described in Board Policy 2:260, *Uniform Grievance Procedure*. Individuals who would like to submit feedback and/or complaints about the school's library media resources should complete and submit the Library Media Resource Objection form available on the District website.

Board Policy 6:230, *Library Media Program,* is available on the District website or a copy may be obtained by calling the District 158 Administrative Office at (847)659-6158.

Multi-Tiered Systems of Support

Multi-Tiered Systems of Support (MTSS) is a multi-tier approach for early identification and support of students with learning and behavior needs. The MTSS process begins with high-quality instruction and universal screening of all students. Students with identified needs are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These interventions may be provided by a variety of personnel, including general education teachers, special educators, paraprofessionals, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the dynamics, intensity and duration of interventions are based on individual student response to instruction. MTSS is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by student outcome data.

The State of Illinois provides districts and schools with a framework for using MTSS to determine a student's eligibility for and entitlement to special education services. Effective, research-based core instruction, interventions, and assessment plays a critical role in this process and data from the core curricula and instruction, as well as interventions, are used in the eligibility determination process. If the intervention plan shows the student demonstrates performance discrepancy as indicated by national, state and local assessments AND does not demonstrate educational progress through those established national, state or local norms, the team will then refer the student to the Individual Problem Solving Team to discuss the process of special education entitlement.



Physical Education

Physical education is taught in all grades and promotes 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.

All students will be expected to participate in PE except those who have a written doctor's excuse. Normally a student who provides a note from a parent can be excused from PE for up to three days. After three days, a doctor's note must be provided. An excuse from PE class applies to recess as well. A parent may request that a student be excused from physical activity in PE during a period of religious fasting by notifying the physical education teacher in writing.

We are asking all students in grades K-5 to purchase gym shoes exclusively for use during PE class.

School Wellness

District 158 promotes student wellness, including good nutrition and physical activity, throughout the educational program, school activities, and meal programs. Schools will foster the positive relationship between healthy nutrition, physical activity, and the capacity of students to develop and learn. In addition, schools will support and promote an active lifestyle.

Students will be offered and schools will promote nutritious food and beverage choices during the school day that are 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* rules).

Section 504

Students with disabilities who do not qualify for an Individualized Education Plan (IEP) under the Individuals with Disabilities Education Act and Illinois School Code may qualify for services under Section 504 of the Rehabilitation Act of 1973 if the child: (1) has a physical or mental impairment that substantially limits one or more major life activities, (2) has a record of a physical or mental impairment, or (3) is regarded as having a physical or mental impairment. Any parent who is deaf or does not typically communicate using spoken English and who participates in a Section 504 meeting with a District representative shall be entitled to the services of an interpreter. Parents seeking information about Section 504 rights and services should contact the Assistant Principal at their child's school.

FOOD SERVICES, CAFETERIA EXPECTATIONS, AND RECESS

Food Services Staff

The Food Services Department is made up of a team of food and nutrition professionals dedicated to students' health, well-being and their ability to learn. We support learning by promoting healthy habits for lifelong nutrition and fitness practices.

Meals, foods and beverages sold or served at schools meet state and federal requirements which are based on the USDA Dietary Guidelines. We provide students with access to a variety of affordable and appealing foods that meet the health and nutrition needs of students. All items are prepared and served by qualified child nutrition professionals.

Free and Reduced-Price Food Services Eligibility Criteria and Selection

A student's eligibility for free and reduced-price food services shall be determined by the income eligibility guidelines and family-size income standards set annually by the U.S. Department of Agriculture. Those who feel they are in need are encouraged to complete the Application for Free and Reduced Meals online form. Eligibility requirements, the application process and other required information is made available through a secure, private, online form. Individuals who do not have access to a computer or are unable to apply online may pick up an application at the District Administrative Office. Once the application is processed, the parent(s) will receive a notification letter regarding eligibility status.

Breakfast and Lunch Menus

Monthly menus and meal prices are available on the Food Services webpage. Please visit the Food Services webpage to view menus, nutrition, fitness, and education information, the District Wellness Policy, or for information regarding prepayment options.

Breakfast

Students are offered a complete meal that includes milk, grains and/or meat alternatives, and fruits that meet federal guidelines.

Lunch

Students are offered a complete meal that includes milk, grains, meat and/or meat alternatives, fruits, and vegetables that meet federal guidelines. Additional items are offered at a la carte pricing based on grade level.

MySchoolbucks

District 158 schools offer MySchoolBucks as a convenient method to pay for student meals. This online payment service provides parents with a quick and easy way to add money to your child's meal account by using a credit/debit card or electronic check wherever you have Internet access.

By creating a secure online account, parents can experience the benefits of using MySchoolbucks by taking advantage of some of its popular features:

- Spending History – View a seven day history of your child's purchases.
- Low Balance Email Notification – Receive email notification when your child's account balance is low.
- SmartPay – Set accounts to automatically replenish.
- Expired Credit Card Notification – Receive email notification prior to credit card expiration.
- Multi Student Funding – Fund multiple children at the same time.
- Spending Limit Settings – Set daily and weekly spending limits for your child by calling the Director of Food Services at (847) 659-6154.

~~Nutritious Food¶~~

~~Students are offered a complete meal that includes milk, grains, meat and meat alternatives, fruits, and vegetables that meet federal guidelines. Additional items are offered at a la carte pricing based on grade level.~~

Purchasing Food

District 158 uses an electronic system for purchasing lunch which requires all students to use their ID card to make food purchases in the cafeteria. Parents may add funds to the student's lunch account by creating a secure online account at MySchoolbucks.com (funds may take 24 to 48 hours to be available in the students' account) or by sending cash or a check (made payable to Huntley Community School District 158) to the student's teacher in an envelope marked with their name and student ID number. The cafeteria staff will place these payments in the student's lunch account.

Snacks and Lunches from Home

Snacks and lunches from home should be nutritious. Candy and pop are discouraged.

Cafeteria Expectations

Students are expected to cooperate with the following procedures:

1. Deposit all lunch litter in the garbage cans provided.
2. Return all trays and utensils to the dishwashing area.
3. Leave the table and floor around the area in a clean condition for others.
4. Cafeteria lines will move with order and efficiency if all students have their lunch card with them and are patient and polite while waiting their turn.
5. Be considerate of others.

Outdoor Recess

When weather conditions permit, students will go outside to recess if the wind chill temperature is greater than 15° F. Please ensure your child is dressed appropriately.

Students recovering from a cold or illness related absence may stay inside during recess for up to three days, provided they bring a note from home. After three consecutive days, a doctor's note is required. If your child is to be excused from Physical Education for an injury or illness, your child's outside recess will be modified.

Peaceful Playground

District 158's elementary schools promote positive student interaction, bullying prevention, and enhance learning through the use of the Peaceful Playground program. Children learn cooperation through Peaceful Playground games and strategies at the start of the year.

Recess Behavior Expectations

- Respect others and play safely
- Follow Peaceful Playground guidelines for conflict resolution
- No chasing, wrestling or play fighting
- Only handball games allowed
- Respect playground equipment



HEALTH SERVICES

Health Office Staff

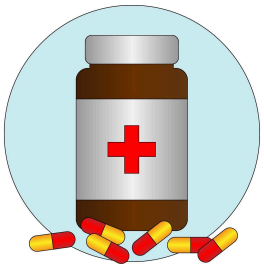
The health program is designed primarily to maintain health and prevent serious injury or illness. A Registered School Nurse is employed by the District in each school to be on duty when children are present during school hours. Except in emergencies, students need a pass from their teacher to visit the Health Office. If the nurse is not there or the Health Office is closed, the student should report to the Main Office.

Accident, Illness or Injury Procedure

When a student becomes ill at school, the student may visit the Health Office. The nurse will assess the seriousness of the illness or injury and administer first aid. If warranted, parents will be notified. Possible outcomes after being assessed by the nurse, the student: (1) may return to class, (2) may be picked up by the parent, or (3) may be sent to the hospital via EMS.

If the student has a fever of 100.4° F or greater, the student MUST be picked up from school. Other situations where a student must be picked up from school include, but are not limited to: vomiting, diarrhea, open lesions that cannot be covered, lethargy, serious head injuries, undiagnosed persistent or disruptive cough, eye drainage or redness, undiagnosed or new rashes, and serious limb injuries. These situations will be given a "nurse home" attendance code. Parents are required to sign their child out in the office before leaving the building.

Parents will be called to school to assist if children are incontinent and need assistance in cleaning themselves.



Administering Medication to Students

Every attempt should be made to schedule medication administration outside of school hours. However, if under exceptional circumstances a child is required to take prescribed medication during school hours, all medication shall be transported to and from school by a parent. Students are not to transport or have medications in their possession except for the self-administration of diabetes medication, asthma medication, pancreatic enzymes, or epinephrine auto-injectors, as outlined below.

The School Nurse, principal, or designee will administer the medication in compliance with the following regulations:

Prescription Medication

- A Request for Administration of Medication Form (available on the District website) signed by the parent, and *signed by the medical doctor*, renewed annually at the beginning of the school year.
- The original prescription bottle must be brought to school by the parent (children may NOT carry the medication to school).
- The prescription bottle label must contain the student's name, name of medication, time to be administered, dosage, possible side effects and termination date of administering the medication.
- Except for diabetes medication, asthma medication, pancreatic enzymes and epinephrine auto-injectors maintained by students authorized to self-medicate, all student prescription medication must be stored in an appropriate locked cabinet in the Health Office, accessible to authorized personnel only.

Non-Prescription Medication

- A Request for Administration of Medication Form (available on the District website) signed by the parent, and *signed by the medical doctor*, renewed annually at the beginning of the school year. Some non-prescription medications may be supplied by the school – please check your school for specifics.
- All medication needs to be labeled with the student's name and brought to school by a parent.
- Except for diabetes medication, asthma medication and epinephrine auto-injectors maintained by students authorized to self-medicate, all student non-prescription medication must be stored in an appropriate locked cabinet in the Health Office, accessible to authorized personnel only.

Administration of Medical Cannabis

The Compassionate Use of Medical Cannabis Program Act allows a medical cannabis infused product to be administered to a student on school property or on the school bus by a parent under the following guidelines:

1. The parent of a student who is a minor must be registered with the Ill. Dept. of Public Health (IDPH) as a *designated caregiver* to administer medical cannabis to their child.
2. Both the student and parent possess valid registry identification cards issued by the IDPH.
3. Copies of the registry identification cards are provided to the Health Office.
4. A "School Medication Authorization Form - Medical Cannabis" (available on the District website) signed by the parent and medical doctor.
5. After administering the product to the student, the parent must immediately remove the product from school property.

Medical cannabis infused products include oils, ointments, foods, and other products that contain usable cannabis but are not smoked or vaped. Smoking and/or vaping medical cannabis on school property or on the school bus is prohibited.

The product may not be administered in a manner that, in the opinion of the District, would create a disruption to the educational environment or cause exposure of the product to other students. A school employee shall not be required to administer the product.

Discipline of a student for being administered a product by a designated caregiver pursuant to this policy is prohibited. The District may not deny a student attendance at school solely because they require administration of the product during school hours.

Undesignated Asthma Medication

Public Act 100-0726 (the Act) amends the school code 105 ILCS 5/22-30 and 27A-5, to include undesignated asthma medication to the other undesignated emergency medications in Illinois schools. The Act permits schools to stock a supply of asthma medication and spacers; authorizes physicians to provide school districts and non-public schools with a standing order; and gives School Nurses or other trained personnel the authority to provide/administer Albuterol to any person (including parents, visitors and guests) that the School Nurse

believes in good faith is experiencing respiratory distress. Undesignated Albuterol multi-dose inhalers and spacers are available in all school health offices during school hours.

Undesignated Epinephrine Auto Injectors (Epi-Pens)

The Emergency Epinephrine Act, P.A. 97-0361 (the Act) became law in Illinois in 2011. The Act permits schools to stock a supply of Epinephrine Auto-Injectors, authorizes physicians to provide school districts and non-public schools with a prescription to obtain the emergency auto-injectors from local pharmacists, and gives School Nurses or other trained personnel the authority to provide/administer the epinephrine to any person (including parents, visitors, and guests) the School Nurse believes in good faith is having an anaphylactic reaction. Undesignated epi-pens are available in all schools during school hours. The standing order and emergency auto-injectors are kept in the Health Office.

Undesignated Opioid Antagonists

Illinois School Code (105 ILCS 5/23-30(f)) and District Policy 7:270, *Administering Medicines to Students*, permits schools to maintain a supply of undesignated opioid antagonists in the name of the District and provide or administer them as necessary according to State law. Opioid antagonist means a drug that binds to opioid receptors, including, but not limited to, naloxone hydrochloride (Narcan) or any other similarly acting drug approved by the U.S. Food and Drug Administration. A School Nurse or trained personnel, as defined in State law, may administer an undesignated opioid antagonist to a person when they, in good faith, believe that person is having an opioid overdose.

A copy of Policy 7:270, *Administering Medicines to Students*, is available on the District's website.

Huntley District 158 and its employees and agents, including the physician, physician assistant, or advance practice nurse providing the standing protocol or prescription for School District Supply of Undesignated Medications, shall incur no liability or professional discipline, except for willful and wanton conduct, as a result of any injury arising from the administration of undesignated medication, including, but not limited to, asthma medication (inhaler), epinephrine auto injectors (Epi-Pen), diabetes medication (glucagon), or opioid antagonists, regardless of whether authorization was given by a student's parent/guardian, the student's physician, physician assistant, or advance practice nurse.

Self-Administration of Medication

Students are permitted by law to carry and self-administer diabetes medication, asthma inhalers, and epinephrine auto-injectors, where appropriate. The parent must sign a statement acknowledging that the District shall incur no liability as a result of any injury or claim arising from the self-administration of the medication or use of an epinephrine auto-injector regardless of whether authorization was given by the student's parent or by the appropriate medical official, and that the parent will indemnify and hold harmless the school district and its employees and agents against any such claims.

Asthma Medication

Students may carry and self-administer their own asthma inhaler. However, most parents of elementary aged students usually prefer the nurse monitor the student's use of the inhaler.

- If the parent would like their child to carry their own inhaler, the parent must provide:
  - Written authorization through the Request for Self Administration of Asthma Medication form (available on the District website) signed by the parent, submitted annually at the beginning of the school year.
  - A prescription label with the name of the medication, the prescribed dosage and the time(s) or circumstances under which the medication is to be administered.
- Please also provide an Asthma Action Plan form (available on the District website) completed by the student's physician and submitted every year at the beginning of the school year.

Diabetes Medication

Students may carry and self-administer their own diabetes medication. However, most parents of elementary aged students usually prefer the nurse monitor the student's diabetes.

- If the parent would like their child to administer the medication and glucose test independently, the parent must provide:
    - Written authorization through the Request for Self Administration of Diabetic Insulin and Glucose Testing form (available on the District website) signed by the parent documenting that student has been instructed in the use and self-administration of the medication and glucose meter.
    - A Request for Self Administration of Diabetic Insulin and Glucose Testing form (available on the District website) *signed by the medical doctor*, renewed annually at the beginning of the school year.
    - A prescription label with the name of the medication, the prescribed dosage and the time(s) or circumstances under which the medication is to be administered.

Epinephrine Auto Injectors (Epi-Pens)

Students may carry and self-administer an Epi-pen. However, most parents of elementary aged students usually prefer the Epi-Pen to be kept in the Health Office.

- If the parent would like their child to carry and self-administer their own Epi-pen, the parent must provide:
    - Written authorization through the Request for Self Administration of Anaphylactic Medication form (available on the District website) signed by the parent documenting that student has been instructed in the use and self-administration of the anaphylactic medication.
    - A Request for Self Administration of Anaphylactic Medication form (available on the District website) *signed by the medical doctor*, renewed annually at the beginning of the school year.

Anaphylaxis Prevention

While it is not possible for the school or District to completely eliminate the risks of an anaphylactic emergency, the District maintains a comprehensive policy on anaphylaxis prevention, response, and management in order to reduce these risks and provide accommodations and proper treatment for anaphylactic reactions. Parents and students who desire more information may contact the School Nurse.

Board Policy 7:285, *Anaphylaxis Prevention, Response, and Management Program,* is available on the District's website or a copy can be obtained by calling the District 158 Administrative Office at (847) 659-6158.



Communicable Diseases

Please notify the school office as soon as possible if your child contracts any contagious disease. If such a disease is contracted, the child must be excluded from school. Communicable diseases such as chicken pox, German measles, impetigo, influenza, measles, mumps, scarlet fever, infectious mononucleosis, norovirus, coronavirus, and strep throat are contagious before they reach a stage where they can be recognized and diagnosed. Certain communicable diseases will require a doctor's release for the student to re-enter school or may require documentation from the County Department of Health to re-enter school or school related activities. Please check with the school Health Office for specifics.

Concussions

If a student sustains a concussion, please notify the Health Office. The school will support a student with a concussion working with the student's physician and by providing a Return-to-Learn protocol. The student will check in with the School Nurse daily to evaluate symptom severity.

The Illinois Department of Public Health (IDPH) has adopted the U.S. Centers for Disease Control and Prevention's (CDC) *Heads Up* campaign brochures which include concussion fact sheets for parents available on the IDPH website.

If an accident or illness merits being excused from school and/or physical education or recess, a doctor's note is required that specifies when the student may return to normal activity. **The School Nurse will not be able to**

write a note to excuse the student from PE or recess. A physician's release to return to PE and/or recess is required whenever a doctor's note has been issued for a concussion or other reason.

Emergency Contact Information

There are times when a student's illness or injury may require transportation to the hospital. The local rescue squad will transport the student to the appropriate medical facility. Every attempt will be made to notify the parent before transport. In order to contact parents quickly, it is required that we have complete and current information in PowerSchool on the following items:

- Your home address and telephone number
- Working status of parent(s), including the name of the company, the address and phone number where you can be reached
- The name and phone number of a neighbor, friend, or relative who is willing to attend to your child in an emergency.

It is the responsibility of the parent to notify the Registration Department at studentupdate@district158.org of any changes in the aforementioned items.

Epilepsy or Seizure Disorder

Parents of students who are diagnosed with epilepsy or a seizure disorder must submit a Seizure Action Plan (available on the District website) at the beginning of each school year.

Life-Threatening Food Allergies or Life-Threatening Chronic Illnesses

State law requires District 158 to annually inform parents of students with life-threatening allergies or life-threatening chronic illnesses of the applicable provisions of Section 504 of the Rehabilitation Act of 1973 and other applicable federal statutes, state statutes, federal regulations and State rules.

Parents of students with food allergies should provide a Food Allergy Emergency Action Plan and Treatment Authorization form (available on the District website) completed by the student's physician and submitted every year at the beginning of the school year.

Federal law protects students from discrimination due to a disability that substantially limits a major life activity. If your child has a qualifying disability, an individualized Section 504 Plan will be developed and implemented to provide the support needed for your child to access their education effectively.

While not all students with life-threatening allergies and life-threatening chronic illnesses may be eligible under Section 504, we may be able to appropriately meet a student's needs through other means.

Physical Examination and Immunization Requirements



In accordance with the Illinois Department of Public Health (IDPH) and the Illinois School Code, physical examinations are required for all students entering Kindergarten, sixth grade and ninth grade, and students transferring from out-of-state. Physicals are also required for students participating in interscholastic sports. The physical examination must include a record of all immunizations the child has received**.**

Every child who enters Preschool, Kindergarten, sixth or ninth grade and every child who enters an Illinois school for the first time, irrespective of grade, must present evidence of immunization as prescribed by the rules and regulations of the Illinois Department of Public Health (IDPH) and the Illinois State Board of Education (ISBE).

Students failing to meet the required immunizations against measles, tetanus, diphtheria, poliomyelitis, varicella, pertussis (whooping cough), meningitis, rubella, mumps, and Hepatitis B, will be excluded from all District schools. There are two exceptions to this State law:

- Children whose parents object to immunizations on religious grounds must present the IDPH's Certificate of Religious Exemption form to the Superintendent or designee. Upon receipt of the form, the

Superintendent or designee shall immediately inform the parent of exclusion procedures if there is an outbreak of one or more diseases from which the student is not protected.

- Per Illinois School Code, if the physical condition of the child is such that any one or more of the immunization agents should not be administered on medical grounds, the examining physician responsible for the performance of the health examination shall endorse such fact upon the health examination form.

All physical and immunizations must be submitted prior to the first day of school or students will not be allowed to attend school. The Illinois Certificate of Child Health Examination (school physical) form is available on the District website.

Dental and Vision Exam Requirements

A dental exam must be provided to the Health Office before May 15 of the current year for students in Kindergarten, second, sixth, and ninth grades. A vision exam must be provided to the Health Office for students entering Kindergarten or transfer students entering Illinois schools for the first time. The Dental Exam and Vision Exam forms are available on the District website. A student may be exempt from the dental or vision examination requirements if the student's parent shows an undue burden or lack of access to a dentist or qualified physician/optometrist. Examination waiver forms are available on the Forms page of the District website.

Restrictions for Activity, Physical Education, or Recess

At times, individual students may require special restrictions to their activity level due to a medical condition. Restrictions for activity, physical education class, or recess need to be submitted by a medical physician and must specify the amount of time the student is restricted from participation. Please note any physician directives for activity restrictions need to be reviewed and resubmitted each school year.

When To Keep Your Child at Home

Please keep your child at home during an illness to decrease the number of students who are exposed to the illness. Students who have been running a fever (100.4° F or greater) should be kept home fever-free for 24 hours before they return to school unless guidelines from the CDC or IDPH increase this timeframe. Students should also remain at home for 24 hours after vomiting has stopped and the student can tolerate a solid diet, and/or until diarrhea-free for 24 hours.

INTERNET AND TECHNOLOGY

Access and Use

All use of the District's electronic networks shall be consistent with the District's goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. These procedures do not attempt to state all required or prohibited behaviors by users. However, some specific examples are provided. **Failure of any user to follow these procedures will result in the loss of privileges, disciplinary action, and/or legal action.**

Privileges

Use of the District's electronic network is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges, disciplinary action, and/or appropriate legal action. The technology administrator will make all decisions regarding whether or not a user has violated these procedures and may deny, revoke, or suspend access at any time. The decision of the technology administrator is final. The technology administrator will work with the building administrator and the building administrator will deal directly with the violator.

Terms and Conditions for Internet Access

The term electronic networks includes all of the District's technology resources, including, but not limited to:

1. The District's local-area and wide-area networks, including wireless networks (Wi-Fi), District-issued Wi-Fi hotspots, and any District servers or other networking infrastructure;

2. Access to the Internet or other online resources via the District's networks or to any District-issued online account from any computer or device, regardless of location;
3. District-owned or District-issued computers, laptops, tablets, phones, or similar devices.

Acceptable Use

Access to the District's electronic network must be: (a) for the purpose of education or research, and be consistent with the District's educational objectives, or (b) for legitimate business use. Use of the Internet, email, and other communication and collaboration tools to enhance productivity and enhance student learning is encouraged.

If students have been provided with a 1:1 technology device, the following are guidelines for the expectation of using technology responsibly:

a. Bringing a charged device to school every day;
b. Storing the device in the provided case when not in use;

c. Moving safely through the hallway while carrying the device;
d. Respecting the property and privacy of others by not using another student's device or account;
e. Using the device, app, and other information resources to support learning, complete school assignments, and gain understanding of how technology works; and
f. Using the Internet to gather information related to school, and to communicate with other students, teachers, and experts as it relates to school work.

Unacceptable Use

Staff and students are responsible for their own actions and activities involving the use of computers and the network. Some examples of unacceptable uses include, but are not limited to, the following:

a. Using the electronic networks for any illegal activity, including violation of copyright or other contracts, or transmitting any material in violation of any State or federal law;
b. Using the electronic networks to engage in conduct prohibited by Board Policy;
c. Unauthorized downloading of software or other files, regardless of whether it is copyrighted or scanned for malware;
d. Unauthorized use of personal removable media devices (such as flash or thumb drives);
e. Downloading of copyrighted material for other than personal use;
f. Using the electronic networks for private financial or commercial gain;
g. Wastefully using resources, such as file space;
h. Hacking or attempting to hack or gain unauthorized access to files, accounts, resources, or entities by any means;
i. Invading the privacy of individuals, including the unauthorized disclosure, dissemination, and use of information about anyone that is of a personal nature, such as a photograph or video;
j. Using another user's account or password;
k. Disclosing any network or account password (including your own) to any other person, unless requested by the system administrator;
l. Posting or sending material authored or created by another without their consent;
m. Posting or sending anonymous messages;
n. Creating or forwarding chain letters, spam, or other unsolicited messages;
o. Using the electronic networks for commercial or private advertising;
p. Accessing, sending, posting, publishing, or displaying any abusive, obscene, profane, sexual, threatening, harassing, illegal, or knowingly false material;
q. Misrepresenting the user's identity or the identity of others; and
r. Using the electronic networks while access privileges are suspended or revoked.

Indemnification

The user agrees to indemnify the District for any losses, costs, or damages, including reasonable attorney fees, incurred by the District relating to, or arising out of, any violation of these procedures.

Internet Safety

Internet access is limited to only those acceptable uses as detailed in these procedures. Staff members shall supervise students while students are using District Internet access to ensure students abide by the Terms and Conditions for Internet Access contained in these procedures.

Each District computer with Internet access has a filtering device that blocks entry to visual depictions that are: (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by the Children's Internet Protection Act and as determined by the Superintendent or designee.

The technology administrator and Building Principal shall monitor student and staff Internet use.

Internet and Network Security

Internet and network security is a high priority. If the user can identify a security problem on the network or Internet, the user must notify the Technology Department or Building Principal. If reported to the Building Principal, the Building Principal is responsible for notifying the Technology Department. Do not demonstrate the problem to other users. Attempts to log-on to the network or Internet as a system administrator will result in cancellation of user privileges. Any user identified as a security risk may be denied access to the network. **Keep your accounts and passwords confidential and do not use another individual's account.**

Network Etiquette

Staff and students are expected to abide by the generally accepted rules of network etiquette while using any means of electronic communication such as email, blogs, wikis, discussion boards, instant messaging, etc. These include, but are not limited to, the following:

a. Be polite. Do not become abusive in messages to others.
b. Use appropriate language. Do not swear, use vulgarities, or any other inappropriate language.
c. Do not reveal personal information, including the addresses or telephone numbers of students or colleagues.
d. Recognize that the District's electronic networks are not private. People who operate the District's technology have access to all email and other data. Messages or other evidence relating to or in support of illegal activities may be reported to the authorities.
e. Do not use the network in any way that would disrupt its use by other users.
f. Consider all communications and information accessible via the network to be private property.

No Warranties

The District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The District will not be responsible for any damages the user suffers. This includes loss of data resulting from delays, non-deliveries, missed-deliveries, or service interruptions caused by its negligence or the user's errors or omissions. Use of any information obtained via the Internet is at the user's own risk. The District specifically denies any responsibility for the accuracy or quality of information obtained through its services.

Telephone Charges

The District assumes no responsibility for any unauthorized charges or fees, including telephone charges, texting or data use charges, long-distance charges, per-minute surcharges, and/or equipment or line costs.

Use of Email

The District's email system, and its constituent software, hardware, and data files, are owned and controlled by the District. The District provides email to aid students and staff members in fulfilling their duties and responsibilities, and as an education tool.

a. The District reserves the right to access and disclose the contents of any account on its system, without prior notice or permission from the account's user. Unauthorized access by any student or staff member to an email account is strictly prohibited.
b. Each person should use the same degree of care in drafting an email message as would be put into a written memorandum or document. Nothing should be transmitted in an email message that would be inappropriate in a letter or memorandum.



c. Electronic messages transmitted via the District's Internet gateway carry with them an identification of the user's Internet domain. This domain is a registered name and identifies the author as being with the District. Great care should be taken, therefore, in the composition of such messages and how such messages might reflect on the name and reputation of the District. Users will be held personally responsible for the content of any and all email messages transmitted to external recipients.

d. Any message received from an unknown sender via the Internet, such as spam or potential phishing emails, should either be immediately deleted or forwarded to the Technology Department. Downloading any file attached to any Internet-based message is prohibited unless the user is certain of that message's authenticity and the nature of the file so transmitted.

e. Use of the District's email system constitutes consent to these regulations.

Vandalism

Vandalism will result in cancellation of privileges and other disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or any other network. This includes, but is not limited to, the uploading or creation of malware, such as viruses and spyware.

Web Publishing Copyright Rules

Copyright law and District policy prohibit the re-publishing of text or graphics found on the Internet or on District websites or file servers/cloud storage without explicit written permission.

a. For each re-publication (on a website or file server) of a graphic or a text file that was produced externally, there must be a notice at the bottom of the page crediting the original producer and noting how and when permission was granted. If possible, the notice should also include the web address of the original source.

b. Students and staff engaged in producing web content must have written permission from the original producer before adding the material to their web page.

c. The absence of a copyright notice may not be interpreted as permission to copy the materials. Only the copyright owner may provide the permission. The manager of the website displaying the material may not be considered a source of permission.

d. The fair use rules governing student reports in classrooms are less stringent and permit limited use of graphics and text.

e. Student work may only be published if there is written permission from both the parent and student.

RIGHTS AND RESPONSIBILITIES¶

Mission: To teach, develop, and reinforce positive self and social awareness which will empower all students to become valuable members of their community.¶

Vision: A collaborative community that guides one another to be culturally responsive members who display empathy and innovation through the development of social, emotional, and life skills.¶

One of the core values of the elementary schools in District 158 is the maintenance of a pleasant, orderly, supportive atmosphere. A spirit of cooperation among students, teachers, staff, parents and administrators promotes a positive learning climate that enables and encourages excellence in education. ¶

In an effort to support this cooperation, all students and their parents should review the following rights and responsibilities:¶

Student Rights¶

1. A meaningful learning experience.¶
2. A school climate free of violence and disruption.¶
3. A written code of discipline.¶

Student Responsibilities¶

1. Attain the best possible level of academic achievement.¶
2. Respect the rights of fellow students and school personnel.¶

3. Obey all school rules as well as city, state and federal laws.¶

Uniform Grievance Procedure¶

Any individual may file a sex equity, sexual harassment, Section 504 disability, or other discrimination complaint by using the procedure described in Board Policy 2:260, *Uniform Grievance Procedure*, a copy of which is available in the District Administrative Office, on the District website, or by contacting any of the individuals named below. ¶

Concerns or complaints related to potential violations should be directed to:¶

Nondiscrimination Coordinators/Title IX Coordinators:¶

Dr. Adam Zehr	Mrs. Karrie Baughman
650 Dr. John Burkey Drive	650 Dr. John Burkey Drive
Algonquin, IL 60102	Algonquin, IL 60102
(847) 659-6158	(847) 659-6158¶

Complaint Managers:¶

Dr. Amy MacCrindle	Mrs. Karrie Baughman	Mrs. Deanna Gill	Mr. Mark Altmayer¶
650 Dr. John Burkey Drive	650 Dr. John Burkey Drive	650 Dr. John Burkey Drive	650 Dr. John Burkey Drive¶
Algonquin, IL 60102	Algonquin, IL 60102	Algonquin, IL 60102	Algonquin, IL 60102¶
(847) 659-6158	(847) 659-6158	(847) 659-6158	(847) 659-6158¶

A student may appeal the Board's resolution of a complaint filed to the Regional Superintendent of Schools, and thereafter, to the State Superintendent of Education.¶

For concerns or complaints against District 158 or its employees other than a discrimination complaint, the parent is encouraged to first contact the appropriate staff member directly. If the problem is not resolved, the parent should then contact the Building Principal. If the problem remains unresolved, the parent should then contact the District Administrative Office.¶

SAFETY AND SECURITY

All District operations, including the education program, shall be conducted in a manner that will promote the safety and security of everyone on District property or at a District event. As such, District 158 has developed and maintains a comprehensive safety and security plan that includes, without limitation:

1. An emergency operations and crisis response plan addressing prevention, preparation, response, and recovery for each school;
2. Provisions for a coordinated effort with local law enforcement, fire officials, and emergency medical services personnel;
3. A school safety drill plan;
4. Instruction in safe bus riding practices; and
5. A clear, rapid, factual, and coordinated system of internal and external communication.

Campus Resource Officers

District 158 has established a Campus Resource Officer (CRO) program in partnership with the Algonquin, Huntley, and Lake in the Hills Police Departments. As part of an intergovernmental agreement, this partnership helps create "effective and positive school student discipline that: (1) is part of District 158's larger effort to address school safety and climate, (2) includes proactive and restorative methods rather than only punitive, and (3) is clear, consistent and equitable."

Each CRO is equipped with a body worn camera as provided by law in accordance with Police Department policies. The CRO's body worn camera will not record during the school day unless and until the CRO has reason to believe that a crime has been or is in the process of being committed. Further, in the event a CRO is in a hostile situation or perceives that a complaint will be raised, at the CRO's discretion, the body worn camera can begin recording.

Emergency Procedure Terms

- **Lockdown:** A lockdown is declared when, in the opinion of an administrator, Campus Resource Officer, or staff member, a situation exists that threatens the safety of students and staff and requires them to take appropriate protective action – locking down in a classroom, hiding from the danger or safely getting out of the building.
- **Hold in Place and Teach:** This protocol is enacted when there is a situation *inside the building* that requires immediate action for all persons to remain in place. It is non-life threatening to the general population and to the school.
- **Secure the Building and Teach:** This protocol is enacted when there is a situation *outside the building* that requires all persons to remain inside the school building.
- **Severe Weather/Shelter in Place:** This protocol is enacted when there is a severe weather/tornado warning indicated in the area of the school(s). All staff and students, inside or outside of the school, will be advised to move to their designated safe areas within the school.

  Should a severe weather/tornado warning occur at dismissal time, students will be kept in the building until conditions improve or an all-clear signal is issued.

  In the event buses are in transit and a severe weather/tornado warning is announced, buses will go to the closest school building or predetermined location based on movement of the potential weather.

  - **Tornado Watch:** A tornado watch is used when conditions are favorable for tornadoes to form.
  - **Tornado Warning:** A tornado warning is used when a tornado funnel is signed or indicated by weather radar. Shelter should be taken immediately.

School Safety Drill Plan



In accordance with the School Safety Drill Act (105 ILCS 128/) and Board Policy 4:170, *Safety*, the following drills will be conducted:

1. Three school evacuation drills;
2. Two bus evacuation drills;
3. One severe weather/shelter in place drill;
4. One law enforcement lockdown drill.

Emergency drill procedures will be discussed with all students by their classroom teachers prior to each drill. If a parent would like to opt their child out of participating in the law enforcement lockdown drill, they must request this in writing to the Building Principal each school year.

School Bus Safety

All students shall be provided with instruction in safe bus riding practices at least twice during each school year. The instruction shall include two emergency bus evacuation drills, as well as the operation and use of the emergency door, windows (as a means of escape), and fire extinguisher.

Student Drop-Off and Pick-Up

In the interest of safety and security of all students and staff, please follow the pick-up/drop-off procedures specific to your school.

Vehicles MAY NOT be parked or located in the bus lanes or fire lanes at ANY TIME.
Vehicles located in these locations may be ticketed and/or towed by the police.

SEARCH AND SEIZURE

In an effort to maintain order and security in the schools, school authorities are authorized to conduct reasonable searches of school property and equipment, as well as of students and their personal effects. School authorities include school liaison police officers (Campus Resource Officers).

School Property and Equipment
As Well as Personal Effects Left by Students

School authorities may inspect and search school property and equipment owned or controlled by the school (such as lockers, desks, and parking lots), as well as personal effects left there by a student, without notice to or consent of the student. Students have no reasonable expectation of privacy in these places or areas or in their personal effects left there.

The Superintendent may request the assistance of law enforcement officials to conduct inspections and searches of lockers, desks, parking lots, and other school property and equipment for illegal drugs, weapons, or other dangerous substances or materials, including searches conducted through the use of specially trained dogs.

Search of Student Accounts or Profiles on Social Networking Websites

In accordance with the Right to Privacy in the School Setting Act, 105 ILCS 75/:

1. School officials may not request or require a student or the student's parent to provide a password or other related account information to gain access to the student's account or profile on a social networking site.
2. School officials may conduct an investigation or require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates the school's disciplinary rule or policy. In the course of the investigation, the student may be required to share the content that is reported in order for the school to make a factual determination.

Searches of Students and/or Student's Personal Effects

School authorities may search a student and/or the student's personal effects in the student's possession (purses, wallets, knapsacks, book bags, lunch boxes, etc.), when there is reasonable grounds for suspecting that the search will produce evidence the particular student has violated or is violating either the law or the school or District's rules and policies.

The search will be conducted in a manner that is reasonably related to its objective of the search and not excessively intrusive in light of the student's age and sex, and the nature of the infraction. When feasible, the search will be conducted as follows:

- Outside the view of others, including students;
- In the presence of a school administrator or adult witness; and
- By a certificated employee or school liaison police officer (Campus Resource Officer) of the same sex as the student.

Seizure of Property

If a search produces evidence that a student has violated or is violating either the law or the school or District's rules or policies, such evidence may be seized and impounded by school authorities, and disciplinary action may be taken. When appropriate, such evidence may be transferred to law enforcement authorities. The student's parent(s) shall be notified of the search as soon as possible.

A copy of Board Policy 7:140, *Search and Seizure*, can be found on the District's website or may be obtained by calling the District 158 Administrative Office at (847) 659-6158.

SPECIAL EDUCATION

Education of Children with Disabilities

The District shall provide a free appropriate public education in the least restrictive environment and any necessary related services to all students with disabilities enrolled in District 158, as required by the Individuals

with Disabilities Education Act (IDEA). The term "children with disabilities" means children between ages 3 and the day before their 22nd birthday for whom it is determined that special education services are needed, except those children with disabilities who turn 22 years of age during the school year are eligible for special education services through the end of the school year. It is the intent of the school to ensure that students with disabilities are identified, evaluated and provided with appropriate educational services.

Once a student is determined to have a disability under IDEA, an Individualized Education Program (IEP) will be developed by a team of educators along with parents.

For additional information, please contact the Special Services Department at (847) 659-6158.

Services and Programs

District 158 provides a continuum of services to students with IEPs. Every effort is made to educate the student within their home school and classroom environment. The Individualized Education Program team, including the student's parent(s) and educators, meets annually to determine the needs of the student and the least restrictive environment. Students who move into District 158 with an IEP will be provided with the services listed in the Individualized Education Program plan.

Students with IEPs are afforded the safeguards and rights described in the parent guide, *Educational Rights and Responsibilities: Understanding Special Education in Illinois*, available on the Illinois State Board of Education (ISBE) website.

Students with disabilities who do not qualify for an Individualized Education Program, as required by the federal Individuals with Disabilities Education Act and implementing provisions of this Illinois law, may qualify for services under Section 504 of the federal Rehabilitation Act of 1973 if the student: (1) has a physical or mental impairment that substantially limits one or more major life activities, (2) has a record of a physical or mental impairment, or (3) is regarded as having a physical or mental impairment.

Access to Classroom for Special Education Observation or Evaluation

The parent of a student receiving special education services, or being evaluated for eligibility, is afforded reasonable access to educational facilities, personnel, classrooms, and buildings. This same right of access is afforded to an independent educational evaluator or a qualified professional retained by or on behalf of a parent or child. For further information, please contact the Building Principal.

Discipline of Special Education Students

The District will comply with the Individuals With Disabilities Education Improvement Act of 2004 and the Illinois State Board of Education's Special Education rules when disciplining special education students. No special education student shall be expelled if the student's particular act of gross disobedience or misconduct is a manifestation of the student's disability.

Additional information, including laws, regulations, and guidance, is available at the Illinois State Board of Education (ISBE) website.

Behavioral Interventions

Behavioral interventions shall be used with students with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors. The Board will establish and maintain a committee to develop, implement, and monitor procedures on the use of behavioral interventions for children with disabilities.

Physical Restraint, Time Out, and Isolated Time Out (RTO)

Isolated time out, time out, and physical restraint shall only be used if the student's behavior presents an imminent danger of serious physical harm to the student or others, and other less restrictive and intrusive measures were tried and proven ineffective in stopping it. The school may not use isolated time out, time out, or physical restraint as discipline or punishment, convenience for staff, retaliation, as a substitute for appropriate educational or behavioral support, a routine safety matter, or to prevent property damage in the absence of imminent danger of serious physical harm to the student or others. The use of prone restraint is prohibited.

Additional information for parents, including *The Physical Restraint, Time Out, and Isolated Time Out Bill of Rights*, is available on the Illinois State Board of Education (ISBE) website.

Exemption From PE Requirement for Special Education Students

A student who is eligible for special education may be excused from physical education courses in either of the following situations:

1. The student (a) is in grades 3-12, (b) has an IEP that requires that special education support and services be provided during physical education time, and (c) the parent agrees or the IEP team makes the determination; or
2. The student (a) has an IEP, (b) is participating in an adaptive athletic program outside of the school setting, and (c) the parent documents the student's participation as required by the Superintendent or designee.

A student requiring adapted physical education will receive that service in accordance with the student's Individualized Education Program.

Related Service Logs

For a student with an IEP, the District must create related service logs that record the type of related services administered under the student's IEP and the minutes of each type of related service that has been administered.

STUDENT PRIVACY PROTECTIONS

Surveys

All surveys requesting personal information from students, as well as any other instrument used to collect personal information from students, must advance or relate to the District's educational objectives, or assist students' career choices. This applies to all surveys, regardless of whether the student answering the questions can be identified or who created the survey.

Surveys by Third Parties

Before a school official or staff member administers or distributes a survey or evaluation created by a third party to a student, the student's parent may inspect the survey or evaluation, upon their request and within a reasonable time of their request. This applies to every survey: (1) that is created by a person or entity other than a district official, staff member, or student, (2) regardless of whether the student answering the questions can be identified, and (3) regardless of the subject matter of the questions.

Parents who object to disclosure of information concerning their child to a third party may do so in writing to the Building Principal.

Surveys Requesting Personal Information

School officials and staff members will not request, nor disclose, the identity of any student who completes any survey or evaluation (created by any person or entity, including the school or District) containing one or more of the following items:

1. Political affiliations or beliefs of the student or the student's parents.
2. Mental or psychological problems of the student or the student's family.
3. Behavior or attitudes about sex.
4. Illegal, anti-social, self-incriminating, or demeaning behavior.
5. Critical appraisals of other individuals with whom students have close family relationships.
6. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers.
7. Religious practices, affiliations, or beliefs of the student or the student's parent.
8. Income other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such programs.

The student's parent may: (1) inspect the survey or evaluation upon, and within a reasonable time of, their request, and/or (2) refuse to allow their child to participate in the survey. The school will not penalize any student whose parent exercised this option.

Instructional Material

A student's parent may inspect, upon their request, any instructional material used as part of their child's educational curriculum within a reasonable time of their request.

The term "instructional material" means instructional content that is provided to a student, regardless of its format, printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

Prohibition on Selling or Marketing Students' Personal Information

No school official or staff member may market or sell personal information concerning students (or otherwise provide that information to others for that purpose). The term personal information means individually identifiable information including: (1) a student or parent's first and last name, (2) a home or other physical address (including street name and the name of the city or town), (3) a telephone number, (4) a Social Security identification number or (5) driver's license number or State identification card.

Unless otherwise prohibited by law, the above paragraph does not apply: (1) if the student's parent have consented; or (2) to the collection, disclosure or, use of personal information collected from students for the exclusive purpose of developing, evaluating or providing educational products or services for, or to, students or educational institutions, such as the following:

1. College or other postsecondary education recruitment, or military recruitment.
2. Book clubs, magazines, and programs providing access to low-cost literary products.
3. Curriculum and instructional materials used by elementary schools and secondary schools.
4. Tests and assessments to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments.
5. The sale by students of products or services to raise funds for school-related or education-related activities.
6. Student recognition programs.

Under no circumstances may a school official or staff member provide a student's personal information to a business organization or financial institution that issues credit or debit cards.

A parent who desires to opt their child out of participation in activities provided herein or who desires a copy or access to a survey or any other material described herein may contact the Building Principal.

A complete copy of the District's Student and Family Privacy Rights policy is available on the District's website.

STUDENT RECORDS

The District will maintain two sets of records for each student: a permanent record and a temporary record.

Permanent Records

All student permanent records are maintained for at least 60 years after the student transfers, graduates, or permanently withdraws.

A student's permanent record may include:

- basic identifying information
- academic transcripts
- attendance records
- accident and health reports
- honors and awards
- school-sponsored activities and athletics



- information pertaining to the release of this record

Temporary Records

Student temporary records are 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 parent or to the student when the student reaches 18 years of age, graduates from high school, marries, or enters military service, whichever comes first. Such students are called *eligible students*.

A student's temporary record may include:

- family background information
- intelligence and aptitude test scores
- psychological reports
- achievement test results
- participation in extracurricular activities, including any offices held in school-sponsored clubs or organizations
- honors and awards received
- teacher anecdotal records
- disciplinary information
- special education files
- records associated with plans developed under Section 504 of the Rehabilitation Act of 1973
- verified reports of information from non-educational persons, agencies or organizations of clear relevance to the student's education
- information pertaining to the release of this record

Rights and Privacy Regarding Student Records

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

1. **The right to inspect and copy the student's education records within 10 business days after the date the District receives a request for access.**
   A parent or student 18 years of age has the right to inspect and copy their permanent record. The parent or student should submit to the Building Principal or the Official Records Custodian a written request that identifies the record(s) they wish to inspect. The Building Principal will make arrangements for access and notify the parent or student of the time and place where the records may be inspected.

   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, 105 ILCS 10/5a, and 750 ILCS 60/214(b) (15).

2. **The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, irrelevant, or improper.**
   A parent or eligible student may ask the District to amend a record that they believe is inaccurate, misleading, irrelevant, or improper. They should write to the Building Principal or the Official Records Custodian, clearly identify the part of the record they want changed, and specify the reason.

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

3. **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 without consent is permitted 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 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 parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill 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 individuals, the parent 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.

Academic grades and references to expulsions or out-of-state suspensions cannot be challenged at the time a student's records are being forwarded to another school to which the student is transferring.

Disclosure is also permitted without consent to: any person for research, statistical reporting or planning, provided that no student or parent(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; and juvenile authorities when necessary for the discharge of their official duties who request information before adjudication of the student.

4. **The right to a copy of any school student record proposed to be destroyed or deleted.**
   Student temporary records are reviewed every four years or upon a student's change in attendance centers, whichever occurs first.

5. **The right to prohibit the release of directory information.**
   Throughout the school year, the District may release directory information regarding students, limited to: name, address, grade level, birth date and place, parent names and addresses, academic awards, degrees, and honors, information in relation to school-sponsored activities, organizations, and athletics, major field of study, or period of attendance in school.

   Any parent 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 or eligible student is specifically informed otherwise.

6. **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.**

7. **The right to file a complaint with the U.S. Department 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

TRANSPORTATION

School bus transportation is an important part of each student's education experience and the Transportation Department will assist in making this experience as pleasant as possible.



It is the responsibility of the Transportation Department to design and implement routes and stops according to guidelines set forth by the Illinois State Board of Education and Illinois State Law. Decisions regarding special education students will take into account related disabilities and the student's IEP pertaining to transportation.

Transportation Department Staff

The District 158 Transportation Department staff are dedicated to the service, safety and well-being of all students that it transports. Bus drivers are responsible for the students riding their buses just as teachers are responsible for the students in their classrooms. The bus driver is required to report students who violate the bus rules of proper behavior and conduct while riding the bus.

Bus Conduct, Expectations, and Discipline

Every student has a right to a safe and enjoyable ride to and from school free from intimidation, threat or harassment. Bus drivers are responsible for the lives of all students on their bus and will not be required to transport any student who is a disciplinary problem. The school discipline system applies to students at the bus stop, bus loading and unloading locations, on the ride, and throughout the school day. If a student's behavior is not acceptable, the right of riding the bus may be suspended and the student may face further consequences.

Bus Expectations

- Be on time
- Walk to and away from the bus
- Find a seat immediately and remain seated
- Maintain an appropriate noise level and use appropriate language
- Keep your hands, arms, feet, and all objects inside the bus and to yourself
- Follow directions from the bus driver and other adults
- Help keep the bus clean
- Report unsafe behavior to the bus driver
- Use only approved items on the bus

Bus Discipline

The bus is an extension of the school and classroom in which all school rules, regulations and discipline policies and procedures apply.

- Transportation is a right that can be suspended.
- Each student is responsible for their behavior while on the bus and in the school bus loading and unloading areas.
- Unacceptable conduct on the school bus or at a school stop may result in a warning, detention, suspension or expulsion from school.

Should a student's bus riding privilege be suspended, it then becomes the responsibility of the parent to transport the student. Revocation of a student's bus riding privilege is not considered an exclusion, expulsion or suspension from school. Students suspended from the school bus who do not have alternate transportation to school will have the opportunity to make up missed school work for equivalent academic credit. It is the responsibility of the parent to notify the school that the student does not have alternate transportation.

Bus Routes

Students are required to ride their designated routes and get on and off at their designated stops. Students must be picked-up and dropped-off at the same location Monday through Friday. Transportation needs to keep track of students riding their designated routes in the event of an emergency (i.e. bus collision, lost or missing students, etc.). Due to the number of students being transported, it is not feasible to let students ride home on routes other than their designated routes.

In the event of an emergency, the parent must call the Transportation Department at (847) 659-3000 to request a change in their child's designated route. Requests for changes will be accepted or denied based on the number of students assigned to a particular bus route. If the request is approved, the Transportation Department will notify the school of the change.

Bus Stops

~~Students need to be at their designated bus stop five minutes prior to the scheduled bus arrival time. The private property of those living near the bus stop is to be respected. Bus drivers are required to report any student who is consistently tardy for their bus, as corrective action may be necessary. It is important that buses maintain a timely schedule.~~

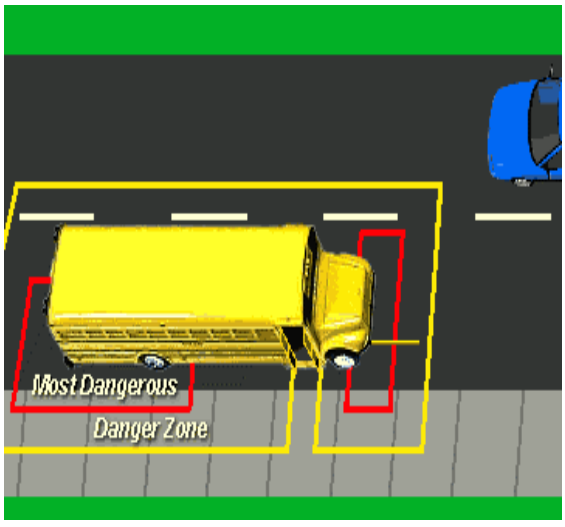
The Transportation Department requires that students be at the bus stop five (5) minutes before the regular pick-up times. The five minutes compensates for any variance in the bus run and allows the bus to stay on schedule. When the bus comes to a stop, the students can board the bus, and it can be on its way to the remaining stops. It is important for students to be present at their designated bus stop at least five minutes before the scheduled arrival time to ensure timely pick-ups. Due to multiple circumstances, the bus may arrive three to five minutes earlier or later than the posted time.

In areas where sidewalks are provided, students need to stand a safe distance on the sidewalk away from the curb and street. In areas where sidewalks are not provided, students need to stay off the road and out of harm's way of motorists using the roadway. The private property of those living near the bus stop is to be respected.

Students waiting for the bus are not to approach the bus until the bus has come to a complete stop and the driver has opened the door. Students are to get on the bus in single file in an orderly fashion without pushing and shoving, and find a seat immediately.

When students need to cross a road before boarding or after exiting the bus, they must wait on the curb or edge of the roadway until the driver signals the student giving them permission to cross the road. Students should cross the road far enough in front of the bus (approximately 10 feet) so the driver can see the student and the student can see the driver.

Not following these guidelines is a serious safety offense and drivers have been directed to submit bus conduct reports of students who do not follow these guidelines.



Danger Zones Surrounding School Buses

Statistically school bus transportation is the safest means of transportation that a student can take to and from school. A student has a 150 times greater risk of being in an accident to and from school via another vehicle other than a school bus.

The area within 10 feet in the front, sides, and rear of the bus are known as the DANGER ZONE. As such, precautionary guidelines must be adhered to when students are loading and unloading.

At no time should a student walk directly alongside the bus nor should a student cross the road behind the bus. Students need to remain at least 10 feet away from the bus before loading. When unloading, students must exit and immediately step at

least 10 feet away from the bus and proceed immediately to their destination.

If a student drops an item in front of, alongside of, or at the rear of the bus, the student should not retrieve the item until notifying the driver. The driver will then decide if it is safe for the student to retrieve the dropped item.

Not following these guidelines is a serious safety offense and drivers have been directed to submit bus conduct reports for students not following these guidelines.

Electronic Recordings on School Buses

The Board of Education has adopted a policy authorizing the use of electronic recordings on school buses when transportation is provided for a school activity.

Electronic video and audio recordings are viewed to investigate incidents reported by a bus driver, administrator, CRO, supervisor, student, or other person. They are also viewed at random.

Viewing and/or listening to electronic video and/or audio recordings is limited to CROs and District personnel. These individuals must have (1) a law enforcement, security, or safety reason, or (2) a need to investigate and/or monitor student or driver conduct. A written log will be kept of those individuals viewing the recording stating the time, name of individual viewing, and date the recording was viewed.

The content of the recordings are student records and are subject to District policies and procedures concerning school student records. If the content of a recording becomes the subject of a student disciplinary hearing, it will be treated like other evidence in the proceeding.

Transportation of Students with Disabilities

All students with an IEP are provided transportation entirely at District expense. The mode of transportation will be determined via the IEP conference. A parent wishing to waive the right to District approved transportation and desiring reimbursement for such services must seek reimbursement through the State of Illinois. District 158 will not provide reimbursement for expenses incurred by the parent.

20243-20245

Early Childhood Center Handbook







Mission Statement

The purpose of the District 158 Early Childhood Center is to create an educational experience that will provide the foundation for learning by addressing the unique needs of children through experiences and interactions with materials, peers, and adults.

Updated: 08.16.23

District 158 Early Childhood Center

10910 Reed Road - Door #4
Lake In The Hills, IL 60156

(847) 659-5400 - Office
(847) 659-5411 - Attendance Line
(847) 659-6156 - Screening Hotline

Office Hours: 7:15 am to 3:30 pm
Session I: 7:45 am to 10:15 am
Session II: 11:00 am to 1:30 pm

Dr. Sheryl Pauwels, Principal

HUNTLEY
COMMUNITY SCHOOL DISTRICT 158

Early Childhood Center
Schedule of Events 2024-2025

Institute Days - No School for Students
August 12, 2024
August 13, 2024
October 11, 2024
January 6, 2025

Non Attendance Days - No School
November 27, 2024
February 14, 2025
April 18, 2025

Waived Holidays - School in Session
Veterans Day - November 11, 2024
Casimir Pulaski Day - March 3, 2025

Holidays - No School/Offices Closed
Independence Day - July 4, 2024
Labor Day - September 2, 2024
Columbus Day - October 14, 2024
Election Day - November 5, 2024
Thanksgiving Break - November 28-29, 2024
Christmas Holiday - December 24-25, 2024
New Year Holiday - December 31, 2024 & Jan. 1, 2025
Dr. Martin Luther King's Birthday - January 20, 2025
Presidents Day - February 17, 2025
Memorial Day - May 26, 2025
Junteenth - June 19, 2025

★ 2024-2025 Yearly Calendar

★ District 158 Interactive Calendar

School Begins
August 16, 2024 (ECC)

Parent Education Days - No ECC Classes
September 24, 2024
October 25, 2024
December 20, 2024
February 13, 2025
April 17, 2025
May 23, 2025

ECC Parent Teacher Conferences - No ECC Classes
November 25, 2024
November 26, 2024
March 3, 2025
March 4, 2025

Winter Break - No School
December 23, 2024 - January 6, 2025

Spring Break - No School
March 24, 2025 - March 28, 2025

Miscellaneous
December 20, 2024 - Last day before Winter Break
January 7, 2025 - First day after Winter Break
March 21, 2025 - Last day before Spring Break
March 31, 2025 - First day after Spring Break

Last Day of School for ECC
May 22, 2025

Table of Contents

Welcome
- About the Early Childhood Center
- Home and School Communications
- Parent Education Days
- Parent Notifications and Permissions

General Information and Notices
- Accommodating Individuals with Disabilities
- Animals on School Property
- Equal Educational Opportunities
- Video and Audio Monitoring System
- Weapons Policy

Emergency Communication
- Emergency Notifications
- School Day Cancellations

Enrollment Information
- Birth Certificate Requirement
- Custody Arrangements
- Waiver of Fees
- Student Placement

School & Community Relations
- Care Solace
- Faith's Law Notifications - Employee Conduct Standards
- Gun-Free, Tobacco, Alcohol, and Drug-Free Zones
- Mandated Reporter
- Parent-Teacher Association (PTA)
- Pesticide Application Notice
- Sex Offender ~~& Violent Offender~~ Notification Law
- Visitor Guidelines
- Volunteers

School Guidelines
- Bathroom Procedures / Toilet Training
- Clothing and Hygiene
- Party Invitations and Birthday Acknowledgements
- Respect for Property
- Snacks and Foods from Home
- Treats for Classroom Celebrations

Parents' Rights Notifications
- School Visitation Rights for Parents

Attendance, Absences, and Tardies
- Absences
  - Excused ~~Acceptable~~ Absences (EA)
  - Unexcused ~~Unacceptable~~ Absences (UA)

Procedures for Communicating Absences
Illnesses
Family Emergencies
Release Time for Religious Instruction & Observation
~~Absences and Participation in~~ After School Activities Attendance Requirements
Diagnostic Procedures for Identifying Student Absences and Support Services to Truant or Chronically Truant Students
Extended ~~Prearranged~~ Absences
~~Release Time for Religious Instruction/Observation~~
~~Attendance Monitoring Program~~¶
~~Tardy to School~~

Behavior Expectations and Discipline
Aggressive Behavior
Discipline of Special Education Students

Educational Programs
Assessments
Curriculum
Daily Schedule
Multi-Tiered Systems of Support
Section 504
Social/Emotional Development

Health Services
Health Office Staff
Accident, Illness or Injury Procedure
Administering Medication to Students
Prescription Medications
Non-Prescription Medications
Undesignated Asthma Medication
Undesignated Epinephrine Auto Injectors (Epi-Pens)
Undesignated Opioid Antagonists
Anaphylaxis Prevention
Communicable Diseases
Concussions
Emergency Contact Information
Epilepsy or Seizure Disorder
Life-Threatening Food Allergies or Life-Threatening Chronic Illnesses
Physical Examination and Immunization Requirements
Vision and Hearing Screenings
When to Keep Your Child at Home

Rights and Responsibilities
Uniform Grievance Procedure

Safety and Security
Campus Resource Officers
Emergency Procedure Terms

Safety in the Building
School Safety Drill Plan
School Bus Safety
Student Drop-Off and Pick-Up

Special Education

Education of Children with Disabilities
Services and Programs
Discipline of Special Education Students
Behavioral Interventions
Physical Restraint, Time Out, and Isolated Time Out (RTO)

Transportation

Transportation Department Staff
Bus Conduct, Expectations, and Discipline
Bus Expectations
Bus Discipline
Bus Routes
Danger Zones Surrounding School Buses
Electronic Recordings on School Buses
Transportation of Students with Disabilities







Handbook Disclaimer

The Early Childhood Center defaults to the District 158 elementary school handbook for items not specifically addressed in the ECC Handbook including, but not limited to, discipline policies, harassment and bullying, internet/technology, and student records. The elementary handbook is available on each elementary school website under the “Parents” tab.

To ensure continued compliance with federal, state or local regulations, the rules, guidelines, and Board Policies published in this handbook are subject to review and may be amended during the year without notice as necessary for the routine operation of the school or District. Any amendment(s) made during the year will be posted to the school website.

Nothing in this handbook shall be construed in a manner contrary to Board of Education Policies, State, or federal law.

WELCOME



About The Early Childhood Center

The District 158 Early Childhood Center (ECC) serves preschool students ages 3-5 who qualify for services based on developmental screenings and at-risk criteria set by the *Preschool for All Children* Illinois State Grant Program. The program also meets the needs of students who have qualified for an Individualized Education Program (IEP) under the Individuals with Disabilities Education Act (IDEA).

ECC has classrooms for students who have qualified as at-risk under *Preschool for All Children*, Early Childhood Special Education classes, and classes that blend students identified as at-risk and students with an IEP.

Related services such as social work, speech and language, occupational therapy, physical therapy, hearing and vision support, and orientation and mobility are available for students who qualify. These services are integrated into the classroom setting whenever possible or through outpatient services when appropriate. All program placements are determined by the school team with the parent and follow the Illinois State Board of Education (ISBE) procedures and requirements.

ECC classroom programs operate 5 days per week for 2.5 hours per day. Two sessions are provided each day. The District 158 Early Childhood Center currently serves more than 280 students.

Home and School Communications

What you can expect:

- Parent/Teacher Conferences are conducted two times (2) a year - once in the Fall and once in the Spring. See *ECC Schedule of Events* on Page 3 for dates.
- Report cards are distributed two (2) times per year (fall and spring)
- Classroom newsletters and calendars
- Notification of upcoming Early Childhood Center events
- Parents may communicate with staff through email, phone calls, or notes. Please allow time for the staff to respond, as all communication will be done during work hours and non-student attendance times, as to not interfere with direct instruction.
- Parent Education Days are held on seven (7) days throughout the school year. There is no student attendance on these days. See *ECC Schedule of Events* on Page 3 for dates.
- Please visit our website and find us on Facebook at District 158 Early Childhood Center.

Parent Education Days

A school and family partnership is integral to the success of our students. Each school year, seven days are utilized for our Parent Education Days per the *Preschool for All Children* Illinois State Grant Program we receive from the Illinois State Board of Education (ISBE).

On Parent Education Days, there is no school attendance for ECC students; instead we offer educational workshops for families to explore topics with the ECC staff to enhance the development of our students. Child care is provided. We also provide an activity to encourage families to engage with other families and ECC staff in a variety of locations throughout the community. Parent Education Days are voluntary.

Parent Notifications and Permissions

There will be times throughout the school year when parents will be asked to give permission for activities or indicate attendance at activities such as field trips, family activities, and Parent Education Days. Parents are asked to indicate participation at the time responses are due. We do not want to disappoint parents and children when late responses are received and arrangements have been made and cannot be changed.

GENERAL INFORMATION AND NOTICES

Accommodating Individuals with Disabilities

Individuals with disabilities will be provided an opportunity to participate in all school-sponsored services, programs, or activities. Individuals with disabilities should notify the Superintendent or Principal if they have a disability that will require special assistance or services and, if so, what services are required. This notification should occur as far in advance as possible of the school-sponsored function, program, or meeting.



Animals on School Property

In order to ensure student health and safety, animals are not allowed on school property except in the case of a service animal accompanying a student or other individual with a documented disability. This rule may be temporarily waived by the Principal in the case of an educational opportunity for students, provided that: (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.

Equal Educational Opportunities

Equal educational opportunities shall be available for all students 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. Any parent may file a discrimination grievance by using Board policy 2:260, *Uniform Grievance Procedure* or by completing and submitting a Formal Public Complaint form.

Video and Audio Monitoring System

A video and audio monitoring system is in use on school buses and a video monitoring system is in use in public areas of the school building. These systems have been put in place to protect students, staff, visitors and school property. If a discipline problem is captured on audiotape or videotape, these recordings may be used as the basis for imposing student discipline. If criminal actions are recorded, a copy of the tape may be provided to law enforcement personnel.

Weapons Policy

It is the policy of District 158 to prohibit the possession or the assistance of possession of weapons on school grounds, at any school activity, on school transportation vehicles, or in any designated school transportation waiting area.

EMERGENCY COMMUNICATIONS

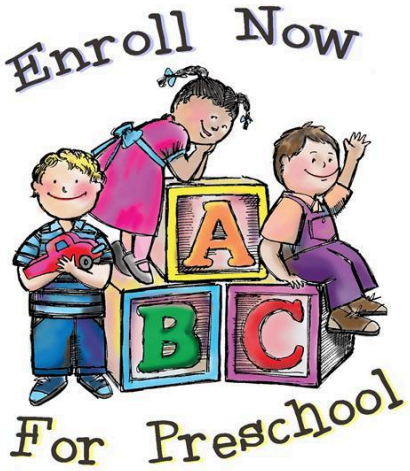
Emergency Notifications

District 158 will send out notification alerts in critical situations, such as emergency weather closures, crisis incidents, and other incidents affecting school operations through the ~~SwiftReach SwiftK12~~ School Messenger/Communicate program. This system integrates with PowerSchool, and parents can manage their contact information and preferences through the PowerSchool Parent Portal. For more information, visit the Safety and Security webpage and select "Alerts" from the dropdown menu ~~or click Managing Your Information and Preferences in SwiftK12 to view instructions~~.

School Day Cancellations

The Superintendent is authorized to close school(s) in the event of hazardous weather or other emergency that threatens the safety of students, staff members, or school property. Should the need to close occur, parents will be notified via ~~SwiftReach SwiftK12~~School Messenger/Communicate, the District's automated messaging system. Information will also be posted to the District 158 website at www.huntley158.org. In the event school is closed, all after-school activities are also cancelled.

ENROLLMENT INFORMATION



All students who attend and/or receive services through the District 158 Early Childhood Center have been screened or evaluated and have qualified to attend.

Once a child qualifies to attend, they must be registered with a birth certificate, proof of residency, and provide a current physical with an immunization record completed within the last 12 months before they will be permitted to attend.

Birth Certificate Requirement

Illinois law requires at registration, or within 30 days of registration, a certified copy of the student's birth certificate to be on file with the District. If a certified copy is not available at the time of registration, the District must be furnished at a minimum: the student's full legal name and date of birth. If a person enrolling a student fails to provide a certified copy of the student's birth certificate within 30 days of registration, the Superintendent or designee shall immediately notify the local law enforcement agency, and shall also notify the person enrolling the student in writing that, unless the person complies within 10 days, the case will be referred to the local law enforcement authority for investigation. If compliance is not obtained within that 10-day period, the Superintendent or designee shall refer the case.

Custody Arrangements

In order for school personnel to be aware of any custody arrangements, please provide legal custody/divorce settlement documents to the school prior to the beginning of the school year or as situations change.

Waiver of Fees

Waiver of student fees will be granted to those students who qualify. Parents may apply for waiver of school fees by completing and submitting the Application for Fee Waiver form and proof of current income.

> **Please note**: In order to be eligible for a waiver of student registration fees, applications must be received *within thirty (30) days of the date your child enters school for the current school year*. Fees will not be waived until the Application for Fee Waiver form is received, reviewed and approved. If approved, other fees incurred after the date the application is received will be eligible for a fee waiver.

Board Policy 4:140, *Waiver of Student Fees*, is available on the District website and a copy may be obtained by calling the District 158 Administrative Office at (847) 659-6158.

Student Placement

Student placement is a function of building administration. Teachers work together with building administrators to place students in classrooms. Parents may provide written comments or information pertaining to their child's learning needs and session preference by May 1 for the following school year.

SCHOOL AND COMMUNITY RELATIONS

Care Solace

We are committed to the well-being of our students, staff and families to create a safe and healthy learning environment. In support of this ongoing commitment, Huntley 158 has partnered with **Care Solace** to provide an additional layer of care for our community.

If students, staff or their family members are looking for help with mental health or substance use, Care Solace can help you quickly find treatment options matched to your needs regardless of the circumstance. Care Solace is a complimentary and confidential service provided to students, staff, and their families by District 158. Care Solace's team is available 24 hours a day, 7 days per week, 365 days a year, and can support you in any language.

If you would like to use Care Solace to help find a provider:

- Call 888-515-0595
- Visit www.caresolace.com/huntley and either search on your own OR click "Book Appointment" for assistance by video chat, email, or phone.

Care Solace is not an emergency response service or mental health services provider. In the event of a life threatening emergency, please call 9-1-1 or the National Suicide Hotline 1-800-273-8255.

Faith's Law Notifications - Employee Conduct Standards

School districts are required to include in their student handbook notification of the District's Employee Code of Professional Conduct. These standards, in part, define appropriate conduct between school employees and students.

Board Policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*, is available on the District website and a copy may be obtained by calling the District 158 Administrative Office at (847) 659-6158.

Gun-Free, Tobacco, Alcohol, and Drug-Free Zones

All District 158 buildings and grounds are gun-free, tobacco, alcohol, and drug-free zones. Cigarettes and alternative nicotine products are not permitted. This includes all after school activities and school-related events.

Mandated Reporter

All school personnel, including teachers, administrators, and support staff members, are required by law to immediately report any and all suspected cases of child abuse or neglect to the Illinois Department of Children and Family Services (DCFS).

Parent Teacher Association

The Parent Teacher Association (PTA) is a partnership that brings people together to share thoughts and ideas about programs and activities that benefit students and their families. The PTA works with staff to help promote school goals and bring a sense of community to our schools. For further information, please visit the Chesak-Martin PTA's website.



Pesticide Application Notice

District 158 maintains a registry of employees and parents of students who have registered to receive written or telephone notification prior to the application of pesticides to school grounds. To be added to the list, please contact the Director of Communications and Public Engagement at (847) 659-6158.

Notification will be given before application of the pesticide. Prior notice is not required if there is imminent threat to health or property.

Sex Offender ~~& Violent Offender~~ Notification Law

State law prohibits a convicted child sex offender from being present on school property when children under the age of 18 are present, except in the following circumstances as they relate to the individual's child:

1. To attend a conference at the school with school personnel to discuss the progress of their child.
2. To participate in a conference in which evaluation and placement decisions may be made with respect to their child's special education services.
3. To attend conferences to discuss issues concerning their child, such as retention or promotion.

In all other cases, convicted child sex offenders are prohibited from being present on school property unless they obtain written permission from the Superintendent or Board.

Any time a convicted child sex offender is present on school property for any reason – including the three reasons above – the individual is responsible for notifying the Building Principal upon arrival and upon departure. The convicted child sex offender must remain under the direct supervision of a school official at all times while in the presence or vicinity of children. A violation of this law is a Class 4 felony.

In addition, State law requires schools to notify parents that information about sex offenders and violent offenders against youth is available to the public on the Illinois Department of State Police (ISP) website. The ISP website contains the following:

- Illinois Sex Offender Registry, https://isp.illinois.gov/Sor/Disclaimer
- Illinois Murderer and Violent Offender Against Youth Registry, https://isp.illinois.gov/MVOAY**/Disclaimer**
- Frequently Asked Questions Concerning Sex Offenders, https://isp.illinois.gov/Sor/FAQs

Visitor Guidelines

The safety and security of your children is our number one concern. In an effort to maintain a safe, disruption free educational environment for all students, we ask all visitors to use the same procedures when entering the building. The District expects mutual respect, civility, and orderly conduct among all individuals on school property or at a school event.



- All schools are accessible only via the secured main entrance (Door #4).
- All visitors must press the call button outside the main entrance door (Door #4), state their purpose for visiting, and wait to be buzzed into the building.
- All visitors must provide valid ID and be scanned into the Raptor Visitor Management System which will run an instant background check. You will be issued a visitor pass that should be worn visibly. At the conclusion of your visit, you will need to stop in at the office, sign-out and turn in your visitor's pass.
- Visitors with histories that appear on the Raptor check will be either denied access to the building, limited to conducting business in the front office, or will be provided escorted access to other parts of the building as is necessitated by circumstances and/or applicable law.
- Any person who engages in prohibited conduct may be ejected from or denied admission to school property in accordance with State law. The person may also be subject to being denied admission to school athletic or extracurricular events for up to one calendar year.

Visits to Classrooms and Conferences

- All visits to classrooms must be pre-arranged with the teacher.
- Conferences will be held outside school hours or during the teacher's conference/preparation period.
- All visitors must follow the Visitor Guidelines as outlined above.

Volunteers

District 158 is fortunate to have extensive community and parental involvement. Throughout the school year, there are many opportunities to volunteer in the schools. In keeping with District guidelines, siblings are not permitted to accompany volunteers during volunteer activities. We appreciate everyone's understanding.

SCHOOL GUIDELINES

Bathroom Procedures / Toilet Training

Students attending the ECC program are in various stages of toilet training. If toilet training is being worked on at home, we will try to accommodate your child by using the same strategies at school while also encouraging independence.

If needed, we will assist your child with a change when pull-ups or diapers are soiled or the child indicates a need to be changed. Your child's teacher may provide toilet training suggestions and/or information upon request.

All pull-ups, diapers, and wipes will be provided by the parent. Please be sure that your child attempts to go to the bathroom and has a clean, dry pull-up or diaper before getting on the bus or coming to school.



Clothing and Hygiene

Since we do many activities that can be messy or that require the students to participate while seated on the floor, we suggest all students wear washable "play" clothing. *It is best that students wear gym shoes so they can participate in gross motor time each day, indoors or outside, weather permitting*.

As the weather changes and children are wearing more clothing, we encourage them to dress and undress themselves. Parents can help by teaching them to put on and remove outer clothing such as coats, hats, mittens, etc. The more practice they have, the better they can accomplish these tasks independently.

A student's clothing and hygiene must not disrupt the educational process or compromise standards of health and safety. Parents will be contacted in situations where student dress or hygiene presents a problem.

Party Invitations and Birthday Acknowledgements

Invitations to private parties (birthdays, holidays, etc.) should be distributed outside of school. These types of invitations will only be distributed at school if the entire class is invited to the private party. Birthday acknowledgements (balloons, flowers, etc.) will not be sent to classrooms and cannot be sent home on the bus.

Respect for Property

Students are to respect the property of others including that of students, staff and school. School issued materials such as textbooks, tablets, lab materials, etc., are on loan to students. Any damage or replacement costs are the parent's responsibility. Student storage areas are school property and are to be used only for the purpose of storing books, coats, boots, etc. These areas are subject to search by school authorities.

Snacks and Foods from Home

Snacks are provided for all ECC students through the Preschool For All Children grant. All snacks from home should be nutritious.

Treats for Classroom Celebrations

Healthy food and beverage options should be made available for classroom celebrations. Candy and pop are discouraged, and gum is not allowed. When bringing treats for classroom celebrations, please remember that District 158 requires all treats be commercially prepared and packaged. The distribution of edible birthday treats is not permitted in schools.

A list of healthy food and beverage options for school functions along with ideas for classroom rewards can be found in the District's School Wellness Plan.

PARENTS' RIGHTS NOTIFICATIONS

School Visitation Rights for Parents

The School Visitation Rights Act permits employed parents, who are unable to meet with educators because of a work conflict, the right to time off from work under certain conditions to attend necessary school functions such as parent-teacher conferences, academic meetings and behavioral meetings. Letters verifying participation in this program are available from the school office upon request.



ATTENDANCE, ABSENCES, AND TARDIES

School attendance is one of the most important tasks of a student. Accordingly, all students are expected to be present in all scheduled classes every school day unless absent for a valid reason. Students who stay home for trivial illnesses or because they do not feel like attending school are, in effect, only hurting themselves. They are missing vital information in their education and placing their future in jeopardy. ~~Attendance is crucial for students to succeed and receive the full benefits of the ECC program prior to entering Kindergarten.~~ We will closely monitor all absences and hope for the cooperation of parents in improving school attendance.

Absences

For students who are required to attend school there are two types of absences: excused and unexcused. The school may require documentation explaining the reason for the student's absence. The school administrator is the final decision maker as to whether an absence is Excused or Unexcused. ~~If your child will be absent because of illness, you are required to call the absentee line by the beginning of the school day and report the absence each day. If your child is absent and we do not receive a call, we will call you at home or your place of employment to verify the absence. The purpose of this procedure is to determine if your child has arrived safely to school. School policy requires a written excuse from a doctor for any student who is absent from school due to illness for three or more consecutive days for an absence to be considered excused.~~

Excused ~~Acceptable~~ Absences (EA)

~~Examples of absences that may be excused include, but are not limited to:~~

1. Illness of the student
2. Mental or Behavioral Health Days – Students may utilize up to five mental or behavioral health days. After use of the second mental or behavioral health day, the student may be referred to the appropriate school support personnel.
3. ~~Medical or dental appointments (with a note from the doctor or dentist)~~
4. Death in the immediate family
5. Family emergency~~*~~
6. Religious holiday observance
7. ~~Court appearance~~
8. A student will be excused for up to 5 days in cases where the student's parent is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat-support postings.
9. Court appearance
10. School sponsored activity

~~* "Needed at home" is not a sufficient excuse. The note from the parent must indicate the reason for the emergency requiring the student to miss school. ¶~~

Unexcused ~~Unacceptable~~ Absences (UA)

~~Examples of absences that cannot be excused include, but are not limited to:¶~~

~~1. Errands which could be scheduled when a student is not required to be in school¶~~
~~2. Oversleeping¶~~
~~3. Car trouble or missing the bus¶~~

The Illinois School Code (Section 26.2A) does NOT grant parents the authority to excuse their child from attending a class or the entire school day. The school is responsible for determining whether or not an absence is excused or unexcused.

- All other absences are Unexcused.
- Tardies (late to school/class), vacations, and cultural trips are Unexcused Absences.

Procedure for Communicating Absences

In the event of any absence, the student's parent is required to call the school before school begins to explain the reason for the absence. If a call has not been made to the school to report the student's absence by the start of the day, a school official will call the home or your place of employment to verify the absence. The purpose of this procedure is to determine if your child has arrived safely. If the parent cannot be contacted, the student will be required to submit a signed note from the parent explaining the reason for the absence. Failure to do so shall result in an unexcused absence. Upon request of the parent, the reason for the absence will be kept confidential.

When your child arrives after the official start time, parents are required to sign their child in at the school office. Students who leave school early for reasons of illness, appointments, or notes from home will be released only to the parent unless prior arrangements have been made through the school office. Parents are required to sign their child out in the office.

Illnesses

If your child will be absent because of illness, you are required to call the school by the beginning of the school day and report the absence *each* day. If your child is absent and we do not receive a call, we will call you at home or your place of employment to verify the absence. The purpose of this procedure is to determine if your child has arrived safely to school.

During a long-term illness, a parent may call on the first day and notify the office of the anticipated length of the absence. After three consecutive days of illness, a written excuse from a doctor is required for an absence to be considered excused. If you are unable to take your student to the doctor, your student can be seen and excused by the school health office and they will determine if the student meets the definition for being too sick to be at school. A doctor's note and/or school health office verification will change the absence code to "Medical Verification" for attendance purposes. If a pattern of non-attendance has been established by the building administrator, a written excuse from a doctor and/or school health office verification of illness may be required as part of a student's individualized attendance plan.

Family Emergencies

A student may be excused for extenuating circumstances such as a family emergency. The following examples do not contitute a family emergency and would therefore be recognized as an Unexcused Absence:

- Errands, which could be scheduled when a student is not required to be in school
- Oversleeping
- Car trouble
- Leaving school without receiving proper authorization
- Missing the bus
- Being tardy to school without a valid excuse (as defined by the State of Illinois)

Release Time for Religious Instruction & Observation

A student will be released from school, as an excused absence, to observe a religious holiday or for religious instruction. The student's parent must give written notice to the Building Principal at least five (5) calendar days before the student's anticipated absence(s).

Students excused for religious reasons will be given an opportunity to make up any all missed work, including homework and tests, for equivalent academic credit.

~~Absences and Participation in~~ After School Activities Attendance Requirements

A student must be present at school a minimum of one and one half hours (1.5) to be eligible to participate in after school activities such as concerts, presentations, trips, Parent-Tot events, etc. If a student goes home ill during the day, that student becomes ineligible for participation in any after school activities that day.

Diagnostic Procedures for Identifying Student Absences and Support Services to Truant or Chronically Truant Students

State law requires every school district to collect and review its chronic absence data and determine what systems of support and resources are needed to engage chronically absent students and their families to encourage the habit of daily attendance and promote success. This review must include an analysis of chronic absence data from each attendance center. Any student who has 10% or more absences of the school days each month will receive a letter or phone call home to discuss attendance and determine if there is a need to develop a plan of support. A meeting may be set with the family and school to determine if further absences would be marked unexcused without documentation for the remainder of that trimester.

Furthermore, State law provides that school districts are encouraged to provide a system of support strategies to students who are at risk of reaching or exceeding chronic absence levels. School districts are also encouraged to make resources available to families such as those available through the State Board of Education's Family Engagement Framework to support and engage students and their families to encourage heightened school engagement and improved daily school attendance.

"Chronic absence" means absences that total 10% or more of school days of the most recent academic school year, including absences with and without valid cause, and out-of-school suspensions.

The school and District use the following diagnostic procedures for identifying the causes of unexcused student absences: Interviews with the student, the student's parent(s) and any school officials who may have information about the reasons for the student's attendance problems.

Supportive services to truant or chronically truant students include: parent conferences, student counseling, family counseling, and information about existing community services.

Extended Absences

For planned absences, parents should notify the academic team and office in writing in advance. This can be done through the "Extended Absence Form."

While such absences are discouraged, alternative assignments may be provided, when possible, as long as teachers have sufficient notice. Please review the District calendar to view days of non-attendance and if possible, schedule appointments and vacations on these dates.

~~Prearranged Absences¶~~

~~For planned absences, such as family vacations during the school year, parents should notify the teacher and office in writing in advance. Such absences are discouraged. Please review the District calendar to view days of non-attendance and if possible, schedule appointments and vacations on these dates.¶~~

~~Release Time for Religious Instruction/Observation¶~~

~~A student will be released from school, as an excused absence, because of religious reasons, including to observe a religious holiday, for religious instruction, or because the student's religion forbids secular activity on a particular day or time of day. The student's parent must give written notice to the Building Principal at least five (5) calendar days before the student's anticipated absence. Students excused for religious reasons will be given an opportunity to make up any missed work, including homework and tests. A parent may request that a student be excused from physical activity in PE during a period of religious fasting, by notifying the physical education teacher in writing.¶~~

~~Attendance Monitoring Program¶~~

~~The attendance monitoring program is divided into three (3) levels of absenteeism:¶~~

~~**Level A – 15 Full Days Absent¶**~~

- ~~At this level, a letter will be sent to the parents notifying them of the dates of the absences and inquire if there is anything the school can do to assist in getting their child to school.¶~~

- We will also ask if the absence will be prolonged due to illness, a hospital stay, etc., that the school be notified or a doctor's note provided for any absences of three or more consecutive days.¶
- This is not a punitive letter, but one of concern on our part.¶

Level B – 20 Full Days Absent¶

- A second letter will be sent once again advising the parents of the dates missed and how a continued pattern of absenteeism may affect their child's education.¶
- If there is an absenteeism pattern, a conference with the school administration will be required. If there is not an absenteeism pattern, the conference will be waived and only the letter sent.¶
- If absences to date are found to be unexcused, a meeting may be scheduled to discuss the child's absenteeism and the impact on the child's education. The school will also provide any necessary support.¶

Level C – 25 Full Days Absent¶

- A registered letter will be sent to the parents notifying them of the dates of the absences. This letter will advise the parents that they must schedule a meeting with the school administration to discuss their child's absenteeism and the impact on their child's education. The school will also provide any necessary support.¶

Tardy to School¶

It is very important that children arrive at school on time. The educational process is disrupted for all concerned when this does not occur. When tardy to school, a parent must report to the Main Office to sign the child in, and wait until the child can be taken to class.¶

Excused tardies are dentist, doctor, eye doctor appointments, etc. Unexcused tardies include oversleeping or missing the bus.¶

BEHAVIOR AND DISCIPLINE

Aggressive Behavior

Illinois law requires school districts to notify the parent of a child who demonstrates behaviors that put the student at risk for aggressive behavior. Board Policy 7:190, *Student Behavior*, prohibits a student while at school or a school-related activity from: (1) engaging in any kind of behavior that causes physical or psychological harm to someone else, and/or (2) urging other students to engage in such conduct.

Discipline of Special Education Students

The District will comply with the Individuals With Disabilities Education Improvement Act of 2004 and the Illinois State Board of Education's Special Education rules when disciplining special education students. No special education student shall be expelled if the student's particular act of gross disobedience or misconduct is a manifestation of the student's disability.

EDUCATIONAL PROGRAMS



Assessments

ECC has adopted the Teaching Strategies Gold Assessment system. All children are monitored for progress in social/emotional, physical, language, cognitive, literacy, and mathematical skills. Progress is reported to parents at least two times per year. Additional assessments may be used to monitor progress.

Curriculum

The Creative Curriculum model is implemented and aligns with the Illinois Early Learning and Development Standards. Four developmental areas are addressed: social/emotional, physical, cognitive, and language. These areas of development are most effectively taught when students are engaged in activities with their peers, adults, and in natural environments.

Daily Schedule

A daily schedule and routine provide a basic consistent structure for each day to meet children's individual needs and enhance the development of each child. A good schedule for children of preschool age offers balance between active and quiet times; large group, small group and individual activities, indoor and outdoor play times; and times for children to choose their own activities as well as times for teacher-directed tasks.

A daily schedule works best when it is also developmentally appropriate, flexible and, at times, spontaneous to meet individual and group interests. The ECC schedule includes the following components, not necessarily in this sequence, in every classroom.

Typical Daily Schedule

- Arrival routine
- Whole group or circle time
- Snack as a whole group or during choice time
- Choice time includes free play in interest areas, small groups and/or individual assessments, and snacks may be included
- Gross motor activities outside on the playground or inside in the multipurpose room, classroom, or Motor Room
- Story time, music, finger plays
- Arts and crafts activities
- Bathroom times are included as needed for toileting and hand washing
- Departure routine

Multi-Tiered Systems of Support Framework

Huntley 158 utilizes a Multi-Tiered System of Support (MTSS) framework to foster a positive learning environment and focuses on supporting the whole child.

MTSS is a term used to describe an evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. All students are part of MTSS, including students with disabilities, as part of their education. In MTSS, integrated instruction and intervention is delivered in varying intensities (multiple tiers) based on student need. "Need-driven" decision-making seeks to ensure that district resources reach the appropriate levels to accelerate the performance of ALL students to achieve and/or exceed proficiency levels.

Tier 1 - Universal Interventions are what all students receive. This Tier focuses on the implementation of the district's core curriculum and is aligned with the Illinois Social Emotional Learning Standards.

Tier 2 - Secondary Interventions are what some students receive in addition to Tier 1 instruction. These services are more concentrated and are targeted interventions for small groups.

Tier 3 - Tertiary Interventions are what a few students receive. This is the most intense level of intervention a school can provide a student through the MTSS model. These services are typically provided to a very small group and/or one on one.

~~Multi-Tiered Systems of Support~~¶

~~Multi-Tiered Systems of Support (MTSS) is a multi-tier approach for early identification and support of students with learning and behavior needs. The MTSS process begins with high-quality instruction and universal screening of all students. Students with identified needs are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These interventions may be provided by a variety of personnel, including general education teachers, special educators, paraprofessionals, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the dynamics, intensity and duration of interventions are based on individual student response to instruction. MTSS is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by student outcome data.~~¶

~~The State of Illinois provides districts and schools with a framework for using MTSS to determine a student's eligibility for and entitlement to special education services. Effective, research-based core instruction, interventions, and assessment plays a critical role in this process and data from the core curricula and instruction, as well as interventions, are used in the eligibility determination process. If the intervention plan shows the student demonstrates performance discrepancy as indicated by national, state and local assessments AND does not demonstrate educational progress through those established national, state or local norms, the team will then refer the student to the Individual Problem Solving Team to discuss the process of special education entitlement.¶~~

Section 504

Students with disabilities who do not qualify for an Individualized Education Plan (IEP) under the Individuals with Disabilities Education Act and Illinois School Code may qualify for services under Section 504 of the Rehabilitation Act of 1973 if the child: (1) has a physical or mental impairment that substantially limits one or more major life activities, (2) has a record of a physical or mental impairment, or (3) is regarded as having a physical or mental impairment. Any parent who is deaf or does not typically communicate using spoken English and who participates in a Section 504 meeting with a District representative shall be entitled to the services of an interpreter. Parents seeking information about Section 504 rights and services should contact the Principal.

Social/Emotional Development

Socialization is an essential part in learning. All young children need to develop a sense of security and safety in the classroom environment as well as respect for themselves and others.

The Early Childhood Center uses the Pyramid Model. The Pyramid Model is a social and emotional learning framework that–when implemented with fidelity–promotes young children's healthy development, and prevents challenging behaviors. The Model focuses on building adults' skills so that they can support children's social and emotional health, through strengthening relationships and directly teaching emotional literacy, self-regulation, listening, friendship skills, and basic problem solving.

Through positive interactions in a caring atmosphere, the following strategies will be utilized:

- Demonstrate and model positive interactions
- State classroom rules frequently, often using pictures to illustrate
- Set limits and consequences
- Give choices whenever possible
- Redirect children to appropriate and positive activities
- Use consistent strategies

If a situation arises in which interaction by an adult is necessary to maintain an ongoing safe and secure environment, some examples of consequences that may occur include but are not limited to:

- Reminder of appropriate behavior
- Use consistent strategies
- Redirection to another activity
- Time away from an activity and/or peers within the classroom
- Removal of a child or children from the classroom for safety reasons (with adult supervision and support)

All strategies are based on individual needs of the child and the learning situation. For students with a Behavioral Intervention Plan, behaviors will be addressed as outlined in their plans.

While the District has suspension and expulsion procedures as outlined in Board Policy 7:190, *Student Behavior*, Board Policy 7:200, *Suspension Procedure*, and Board Policy 7:210, *Expulsion Procedure* per Public Act 100-105, the Early Childhood Center does not utilize suspension or expulsion measures as behavioral consequences.

HEALTH SERVICES

Health Office Staff

The health program is designed to maintain health and prevent serious injury or illness. A Registered School Nurse is employed by the District in each school to be on duty when children are present during school hours.

Accident, Illness or Injury Procedure

When a student becomes ill at school, the student will be taken to the Health Office. The nurse will assess the seriousness of the illness or injury and administer first aid. If warranted, parents will be notified. Possible outcomes after being assessed by the nurse, the student: (1) may return to class, (2) may be picked up by the parent, or (3) may be sent to the hospital via EMS.

If the student has a fever of 100.4° F or greater, the student MUST be picked up from school. Other situations where a student must be picked up from school include, but are not limited to: vomiting, diarrhea, open lesions that cannot be covered, lethargy, serious head injuries, undiagnosed persistent or disruptive cough, eye drainage or redness, undiagnosed or new rashes, and serious limb injuries. These situations will be given a "nurse home" attendance code. Parents are required to sign their child out in the office before leaving the building.

If an accident or illness merits being excused from school and/or physical activity/gross motor time, a doctor's note is required that specifies when the student may return to normal activity. The School Nurse will not be able to write a note to excuse the student from gross motor time. A physician's release to return to gross motor time is required whenever a doctor's note has been issued for a concussion or other reason.

Administering Medication to Students



Every attempt should be made to schedule medication administration outside of school hours. However, if under exceptional circumstances a child is required to take prescribed medication during school hours, all medication shall be transported to and from school by a parent. Students are not to transport or have medications in their possession except for the self-administration of diabetes medication, asthma medication, pancreatic enzymes, or epinephrine auto-injectors, as outlined below.

The School Nurse, principal, or designee will administer the medication in compliance with the following regulations:

Prescription Medication

- A Request for Administration of Medication Form (available on the District website) signed by the parent, and *signed by the medical doctor*, renewed annually at the beginning of the school year.
- The original prescription bottle must be brought to school by the parent (children may NOT carry the medication to school).
- The prescription bottle label must contain the student's name, name of medication, time to be administered, dosage, possible side effects and termination date of administering the medication.
- All student prescription medication must be stored in an appropriate locked cabinet in the Health Office, accessible to authorized personnel only.

Non-Prescription Medication

- A Request for Administration of Medication Form (available on the District website) signed by the parent, and *signed by the medical doctor*, renewed annually at the beginning of the school year. Some non-prescription medications may be supplied by the school – please check your school for specifics.
- The medication needs to be labeled with the student's name and brought to school by a parent.
- All student non-prescription medication must be stored in an appropriate locked cabinet in the Health Office, accessible to authorized personnel only.

Undesignated Asthma Medication

Public Act 100-0726 (the Act) amends the school code 105 ILCS 5/22-30 and 27A-5, to include undesignated asthma medication to the other undesignated emergency medications in Illinois schools. The Act permits schools to stock a supply of asthma medication and spacers; authorizes physicians to provide school districts and non-public schools with a standing order; and gives School Nurses or other trained personnel the authority to provide/administer Albuterol to any person (including parents, visitors and guests) that the School Nurse believes in good faith is experiencing respiratory distress. Undesignated Albuterol multi-dose inhalers and spacers are available in all school health offices during school hours.

Undesignated Epinephrine Auto Injectors (Epi-Pens)

The Emergency Epinephrine Act, P.A. 97-0361 (the Act) became law in Illinois in 2011. The Act permits schools to stock a supply of Epinephrine Auto-Injectors, authorizes physicians to provide school districts and non-public schools with a prescription to obtain the emergency auto-injectors from local pharmacists, and gives School Nurses or other trained personnel the authority to provide/administer the epinephrine to any person (including parents, visitors, and guests) the School Nurse believes in good faith is having an anaphylactic reaction. Undesignated epi-pens are available in all schools during school hours. The standing order and emergency auto-injectors are kept in the Health Office.

Undesignated Opioid Antagonists

Illinois School Code (105 ILCS 5/23-30(f)) and District Policy 7:270, *Administering Medicines to Students*, permits schools to maintain a supply of undesignated opioid antagonists in the name of the District and provide or administer them as necessary according to State law. Opioid antagonist means a drug that binds to opioid receptors, including, but not limited to, naloxone hydrochloride (Narcan) or any other similarly acting drug approved by the U.S. Food and Drug Administration. A School Nurse or trained personnel, as defined in State law, may administer an undesignated opioid antagonist to a person when they, in good faith, believe that person is having an opioid overdose.

A copy of Policy 7:270, *Administering Medicines to Students*, is available on the District's website.

Huntley District 158 and its employees and agents, including the physician, physician assistant, or advance practice nurse providing the standing protocol or prescription for School District Supply of Undesignated Medications, shall incur no liability or professional discipline, except for willful and wanton conduct, as a result of any injury arising from the administration of undesignated medication, including, but not limited to, asthma medication (inhaler), epinephrine auto injectors (Epi-Pen), diabetes medication (glucagon), or opioid antagonists, regardless of whether authorization was given by a student's parent/guardian, the student's physician, physician assistant, or advance practice nurse.

Anaphylaxis Prevention

While it is not possible for the school or District to completely eliminate the risks of an anaphylactic emergency, the District maintains a comprehensive policy on anaphylaxis prevention, response, and management in order to reduce these risks and provide accommodations and proper treatment for anaphylactic reactions. Parents and students who desire more information may contact the School Nurse.

Board Policy 7:285, *Anaphylaxis Prevention, Response, and Management Program,* is available on the District's website or a copy can be obtained by calling the District 158 Administrative Office at (847) 659-6158.



Communicable Diseases

Please notify the school office as soon as possible if your child contracts any contagious disease. If such a disease is contracted, the child must be excluded from school. Communicable diseases such as chicken pox, German measles, impetigo, influenza, measles, mumps, scarlet fever, infectious mononucleosis, norovirus, coronavirus, and strep throat are contagious before they reach a stage where they can be recognized and diagnosed. Certain communicable diseases will require a doctor's release for the student to re-enter school or may require documentation from the County Department

of Health to re-enter school or school related activities. Please check with the school Health Office for specifics.

Concussions

If a student sustains a concussion, please notify the Health Office. The school will support a student with a concussion working with the student's physician and by providing a Return-to-Learn protocol. The student will check in with the School Nurse daily to evaluate symptom severity.

The Illinois Department of Public Health (IDPH) has adopted the U.S. Centers for Disease Control and Prevention's (CDC) *Heads Up* campaign brochures which include concussion fact sheets for parents available on the IDPH website.

A physician's release to return to gross motor time is required whenever a doctor's note has been issued for a concussion or other reason.

Emergency Contact Information

There are times when a student's illness or injury may require transportation to the hospital. The local rescue squad will transport the student to the appropriate medical facility. Every attempt will be made to notify the parent before transport. In order to contact parents quickly, it is required that we have complete and current information in PowerSchool on the following items:

- Your home address and telephone number
- Working status of parent(s), including the name of the company, the address and phone number where you can be reached
- The name and phone number of a neighbor, friend, or relative who is willing to attend to your child in an emergency.

It is the responsibility of the parent to notify the Registration Department at studentupdate@district158.org of any changes in the aforementioned items.

Epilepsy or Seizure Disorder

Parents of students who are diagnosed with epilepsy or a seizure disorder must submit a Seizure Action Plan (available on the District website) at the beginning of each school year.

Life-Threatening Food Allergies or Life-Threatening Chronic Illnesses

State law requires District 158 to annually inform parents of students with life-threatening allergies or life-threatening chronic illnesses of the applicable provisions of Section 504 of the Rehabilitation Act of 1973 and other applicable federal statutes, state statutes, federal regulations and State rules.

Parents of students with food allergies should provide a Food Allergy Emergency Action Plan and Treatment Authorization form (available on the District website) completed by the student's physician and submitted every year at the beginning of the school year.

Federal law protects students from discrimination due to a disability that substantially limits a major life activity. If your child has a qualifying disability, an individualized Section 504 Plan will be developed and implemented to provide the support needed for your child to access their education effectively. While not all students with life-threatening allergies and life-threatening chronic illnesses may be eligible under Section 504, we may be able to appropriately meet a student's needs through other means.

Physical Examination and Immunization Requirements



In accordance with the Illinois Department of Public Health (IDPH) and the Illinois School Code, physical examinations are required for all students entering Early Childhood/Preschool, Kindergarten, sixth grade and ninth grade, and students transferring from out-of-state. The physical examination must include a record of all immunizations the child has received**.**

Every child who enters Early Childhood/Preschool, Kindergarten, sixth or ninth grade and every child who enters an Illinois school for the first time, irrespective of grade,

must present evidence of immunization as prescribed by the rules and regulations of the Illinois Department of Public Health (IDPH) and the Illinois State Board of Education (ISBE).

Students failing to meet the required immunizations against measles, tetanus, diphtheria, poliomyelitis, varicella, pertussis (whooping cough), meningitis, rubella, mumps, and Hepatitis B, will be excluded from all District schools. There are two exceptions to this State law:

- Children whose parents object to immunizations on religious grounds must present the IDPH's Certificate of Religious Exemption form to the Superintendent or designee. Upon receipt of the form, the Superintendent or designee shall immediately inform the parent of exclusion procedures if there is an outbreak of one or more diseases from which the student is not protected.
- Per Illinois School Code, if the physical condition of the child is such that any one or more of the immunization agents should not be administered on medical grounds, the examining physician responsible for the performance of the health examination shall endorse such fact upon the health examination form.

All physical and immunizations must be submitted prior to the first day of school or students will not be allowed to attend. The Illinois Certificate of Child Health Examination form is available on the District website.

Vision and Hearing Screenings

Vision and hearing screenings are done as mandated for preschool children. Parents will be notified of the screening days. Children are not required to undergo a vision screening if an optometrist or ophthalmologist has completed and signed a report form indicating an eye exam has been administered within the previous 12 months and that evaluation is on file at the school. A vision screening is not a substitute for a complete eye and vision evaluation by an eye doctor.

Please Note: Vision and hearing screenings are not an option. If a vision and a hearing examination report are not on file at the school for your child, we are required to conduct the screening(s).

When To Keep Your Child at Home

Please keep your child at home during an illness to decrease the number of students who are exposed to the illness. Students who have been running a fever (100.4° F or greater) should be kept home fever-free for 24 hours before they return to school unless guidelines from the CDC or IDPH increase this timeframe. Students should also remain at home for 24 hours after vomiting has stopped and the student can tolerate a solid diet, and/or until diarrhea-free for 24 hours.

RIGHTS AND RESPONSIBILITIES

Uniform Grievance Procedure

Any individual may file a sex equity, sexual harassment, Section 504 disability, or other discrimination complaint by using the procedure described in Board Policy 2:260, *Uniform Grievance Procedure*, a copy is available in the District Administrative Office, on the District website, or by contacting any of the individuals named below.

Concerns or complaints related to potential violations should be directed to:

Nondiscrimination Coordinators/Title IX Coordinators:

Dr. Adam Zehr
650 Dr. John Burkey Drive
Algonquin, IL 60102
(847) 659-6158

Mrs. Karrie Baughman
650 Dr. John Burkey Drive
Algonquin, IL 60102
(847) 659-6158

Complaint Managers:

Dr. Amy MacCrindle
650 Dr. John Burkey Drive
Algonquin, IL 60102
(847) 659-6158

Mrs. Karrie Baughman
650 Dr. John Burkey Drive
Algonquin, IL 60102
(847) 659-6158

Mrs. Dede Gill
650 Dr. John Burkey Drive
Algonquin, IL 60102
(847) 659-6158

Mr. Mark Altmayer
650 Dr. John Burkey Drive
Algonquin, IL 60102
(847) 659-6158

A student may appeal the Board's resolution of a complaint filed to the Regional Superintendent of Schools, and thereafter, to the State Superintendent of Education.

For concerns or complaints against District 158 or its employees other than a discrimination complaint, the parent is encouraged to first contact the appropriate staff member directly. If the problem is not resolved, the parent should then contact the Building Principal. If the problem remains unresolved, the parent should then contact the District Administrative Office.

SAFETY AND SECURITY

All District operations, including the education program, shall be conducted in a manner that will promote the safety and security of everyone on District property or at a District event. As such, District 158 has developed and maintains a comprehensive safety and security plan that includes, without limitation:

1. An emergency operations and crisis response plan addressing prevention, preparation, response, and recovery for each school;
2. Provisions for a coordinated effort with local law enforcement, fire officials, and emergency medical services personnel;
3. A school safety drill plan;
4. Instruction in safe bus riding practices; and
5. A clear, rapid, factual, and coordinated system of internal and external communication.

Campus Resource Officers

District 158 has established a Campus Resource Officer (CRO) program in partnership with the Algonquin, Huntley, and Lake in the Hills Police Departments. As part of an intergovernmental agreement, this partnership helps create "effective and positive school student discipline that: (1) is part of District 158's larger effort to address school safety and climate, (2) includes proactive and restorative methods rather than only punitive, and (3) is clear, consistent and equitable."

Each CRO is equipped with a body worn camera as provided by law in accordance with Police Department policies. The CRO's body worn camera will not record during the school day unless and until the CRO has reason to believe that a crime has been or is in the process of being committed. Further, in the event a CRO is in a hostile situation or perceives that a complaint will be raised, at the CRO's discretion, the body worn camera can begin recording.

Emergency Procedure Terms

- **Lockdown:** A lockdown is declared when, in the opinion of an administrator, Campus Resource Officer, or staff member, a situation exists that threatens the safety of students and staff and requires them to take appropriate protective action – locking down in a classroom, hiding from the danger or safely getting out of the building.
- **Hold in Place and Teach:** This protocol is enacted when there is a situation *inside the building* that requires immediate action for all persons to remain in place. It is non-life threatening to the general population and to the school.
- **Secure the Building and Teach:** This protocol is enacted when there is a situation *outside the building* that requires all persons to remain inside the school building.
- **Severe Weather/Shelter in Place:** This protocol is enacted when there is a severe weather/tornado warning indicated in the area of the school(s). All staff and students, inside or outside of the school, will be advised to move to their designated safe areas within the school.

  Should a severe weather/tornado warning occur at dismissal time, students will be kept in the building until conditions improve or an all-clear signal is issued.

  In the event buses are in transit and a severe weather/tornado warning is announced, buses will go to the closest school building or predetermined location based on movement of the potential weather.

- **Tornado Watch:** A tornado watch is used when conditions are favorable for tornadoes to form.
- **Tornado Warning:** A tornado warning is used when a tornado funnel is signed or indicated by weather radar. Shelter should be taken immediately.

Safety in the Building

Student safety is our top priority and special precautions are taken in the Early Childhood Center to ensure the health and safety of all children.

In the classroom:

- Unsafe objects and supplies are kept in cabinets and out of reach.
- Toys and materials are inspected frequently for broken pieces.
- An adult is always present when children are in the hallway, going to the bathroom, and walking to and from the bus or car rider lines.
- All District 158 staff members are required to wear ID badges. Substitutes are required to display a badge or lanyard identifying them as a substitute.
- ALL visitors are required to sign in and out of the building in the Main Office and are required to wear a visitor's tag.

Gross motor time:

- The ECC playground is fenced in for the safety of students.
- At least one teacher and one assistant will be with the children on the playground or in the Motor Room at all times. Frequently, two classes will use the playground or Motor Room at the same time and additional staff will be supervising the children.
- The staff will review the expectations for the playground and Motor Room with students prior to use and will utilize a variety of strategies to assist the children in remaining safe at all times.



School Safety Drill Plan

In accordance with the School Safety Drill Act (105 ILCS 128/) and Board Policy 4:170, *Safety*, the following drills will be conducted:

1. Three school evacuation drills;
2. Two bus evacuation drills;
3. One severe weather/shelter in place drill;
4. One law enforcement lockdown drill.

Emergency drill procedures will be discussed with all students by their classroom teachers prior to each drill. If a parent would like to opt their child out of participating in the law enforcement lockdown drill, they must request this in writing to the Building Principal each school year.

School Bus Safety

All students shall be provided with instruction in safe bus riding practices at least twice during each school year. The instruction shall include two emergency bus evacuation drills, as well as the operation and use of the emergency door, windows (as a means of escape), and fire extinguisher.

Student Drop-Off and Pick-Up

Parents must have a car rider number tag to use the drop-off and pick-up car rider lane. Number tags are provided for those who will be regular car riders. On the occasion when a student who normally rides the bus needs to be a car rider, parents MUST PARK in the parking lot and sign the child in or out via the Main Office.

<u>Drop-Off and Pick-Up Times</u>

- **Session 1** – Drop-Off: 7:40 am to 7:50 am | Pick-Up: 10:10 am to 10:20 am
- **Session 2** – Drop-Off: 10:55 am to 11:05 am | Pick-Up: 1:25 pm to 1:35 pm

<u>Drop-Off and Pick-Up Procedures</u>

1. Register as a car rider by filling out the Drop-Off/Pick-Up Information form and obtain a family number. You will receive a number tag for your car and the same number will be placed on your child's backpack.
2. When picking up your child, hang the number tag from the rearview mirror so that it can be seen by the supervisors. In most cases, only one number tag per family will be issued. If an authorized person on your list would like to pick up your child curbside, you will need to make sure they have the issued number tag.
3. Students will not be released curbside if a number card/tag is not present in the vehicle. Either, the driver will be asked to verify pick up with an ID or will need to park in the parking lot and come into the building to sign out the student.

Rules for a Safe and Efficient Student Drop-Off and Pick-Up

- Drop-off takes place in front of the entrance to the building. Please watch the supervisors and pull forward until you are motioned to stop.
- All cars should be flowing in a single file line along the curb, no double parking.
- For safety and courtesy to other parents and students, parents cannot stop their car in the drop-off line and let their child out or get out of their vehicle and walk the child to the supervisors.
- Please unbuckle children from their car seat only after your vehicle has come to a complete stop and a supervisor is approaching your vehicle.
- You MUST be in the drop-off area and wait in your car until a supervisor comes to your car to escort your child into the building.

Vehicles MAY NOT be parked or located in the bus lanes or fire lanes at ANY TIME.
Vehicles located in these locations may be ticketed and/or towed by the police.

SPECIAL EDUCATION

Education of Children with Disabilities

The District shall provide a free appropriate public education in the least restrictive environment and any necessary related services to all students with disabilities enrolled in District 158, as required by the Individuals with Disabilities Education Act (IDEA). The term "children with disabilities" means children between ages 3 and the day before their 22nd birthday for whom it is determined that special education services are needed, except those children with disabilities who turn 22 years of age during the school year are eligible for special education services through the end of the school year. It is the intent of the school to ensure that students with disabilities are identified, evaluated and provided with appropriate educational services.

Once a student is determined to have a disability under IDEA, an Individualized Education Program (IEP) will be developed by a team of educators along with parents.

For additional information, please contact the Special Services Department at (847) 659-6158.

Services and Programs

District 158 provides a continuum of services to students with IEPs. Every effort is made to educate the student within their home school and classroom environment. The Individualized Education Program team, including the student's parent(s) and educators, meets annually to determine the needs of the student and the least restrictive environment. Students who move into District 158 with an IEP will be provided with the services listed in the Individualized Education Program plan.

Students with IEPs are afforded the safeguards and rights described in the parent guide, *Educational Rights and Responsibilities: Understanding Special Education in Illinois*, available on the Illinois State Board of Education (ISBE) website.

Students with disabilities who do not qualify for an Individualized Education Program, as required by the federal Individuals with Disabilities Education Act and implementing provisions of this Illinois law, may qualify for

services under Section 504 of the federal Rehabilitation Act of 1973 if the student: (1) has a physical or mental impairment that substantially limits one or more major life activities, (2) has a record of a physical or mental impairment, or (3) is regarded as having a physical or mental impairment.

Discipline of Special Education Students

The District will comply with the Individuals With Disabilities Education Improvement Act of 2004 and the Illinois State Board of Education's Special Education rules when disciplining special education students. However, all students must conform to the Student Behavior policies as outlined in this Handbook.

Additional information, including laws, regulations, and guidance, is available at the Illinois State Board of Education (ISBE) website.

Behavioral Interventions

Behavioral interventions shall be used with students with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors. The Board will establish and maintain a committee to develop, implement, and monitor procedures on the use of behavioral interventions for children with disabilities.

Physical Restraint, Time Out, and Isolated Time Out (RTO)

Isolated time out, time out, and physical restraint shall only be used if the student's behavior presents an imminent danger of serious physical harm to the student or others, and other less restrictive and intrusive measures were tried and proven ineffective in stopping it. The school may not use isolated time out, time out, or physical restraint as discipline or punishment, convenience for staff, retaliation, as a substitute for appropriate educational or behavioral support, a routine safety matter, or to prevent property damage in the absence of imminent danger of serious physical harm to the student or others. The use of prone restraint is prohibited.

Additional information for parents, including *The Physical Restraint, Time Out, and Isolated Time Out Bill of Rights*, is available on the Illinois State Board of Education (ISBE) website.

TRANSPORTATION



School bus transportation is an important part of each student's education experience and the Transportation Department will assist in making this experience as pleasant as possible.

It is the responsibility of the Transportation Department to design and implement routes and stops according to guidelines set forth by the Illinois State Board of Education and Illinois State Law. Decisions regarding special education students will take into account related disabilities and the student's IEP pertaining to transportation.

Transportation Department Staff

The District 158 Transportation Department staff are dedicated to the service, safety and well-being of all students that it transports. Bus drivers are responsible for the students riding their buses just as teachers are responsible for the students in their classrooms. The bus driver is required to report students who violate the bus rules of proper behavior and conduct while riding the bus.

Bus Conduct, Expectations, and Discipline

Every student has a right to a safe and enjoyable ride to and from school free from intimidation, threat or harassment. Bus drivers are responsible for the lives of all students on their bus and will not be required to transport any student who is a disciplinary problem. The school discipline system applies to students at the bus stop, bus loading and unloading locations, on the ride, and throughout the school day. If a student's behavior is not acceptable, the right of riding the bus may be suspended and the student may face further consequences.

Bus Expectations

- Be on time

- Walk to and away from the bus
- Find a seat immediately and remain seated
- Maintain an appropriate noise level and use appropriate language
- Keep your hands, arms, feet, and all objects inside the bus and to yourself
- Follow directions from the bus driver and other adults
- Help keep the bus clean

Bus Discipline

The bus is an extension of the school and classroom in which all school rules, regulations and discipline policies and procedures apply.

- Transportation is a right that can be suspended.
- Each student is responsible for their behavior while on the bus and in the school bus loading and unloading areas.
- Unacceptable conduct on the school bus or at a school stop may result in a warning, detention, suspension or expulsion from school.

Should a student's bus riding privilege be suspended, it then becomes the responsibility of the parent to transport the student. It is the responsibility of the parent to notify the school that the student does not have alternate transportation.

Bus Routes

Students are required to ride their designated routes and get on and off at their designated stops. Students must be picked-up and dropped-off at the same location Monday through Friday. Transportation needs to keep track of students riding their designated routes in the event of an emergency (i.e. bus collision, lost or missing students, etc.). Due to the number of students being transported, it is not feasible to let students ride home on routes other than their designated routes.

In the event of an emergency, the parent must call the Transportation Department at (847) 659-3000 to request a change in their child's designated route. Requests for changes will be accepted or denied based on the number of students assigned to a particular bus route. If the request is approved, the Transportation Department will notify the school of the change.

Bus Stops

~~Students need to be at their designated bus stop five minutes prior to the scheduled bus arrival time. The private property of those living near the bus stop is to be respected. Bus drivers are required to report any student who is consistently tardy for their bus, as corrective action may be necessary. It is important that buses maintain a timely schedule.~~

The Transportation Department requires that students be at the bus stop five (5) minutes before the regular pick-up times. The five minutes compensates for any variance in the bus run and allows the bus to stay on schedule. When the bus comes to a stop, the students can board the bus, and it can be on its way to the remaining stops. It is important for students to be present at their designated bus stop at least five minutes before the scheduled arrival time to ensure timely pick-ups. Due to multiple circumstances, the bus may arrive three to five minutes earlier or later than the posted time.

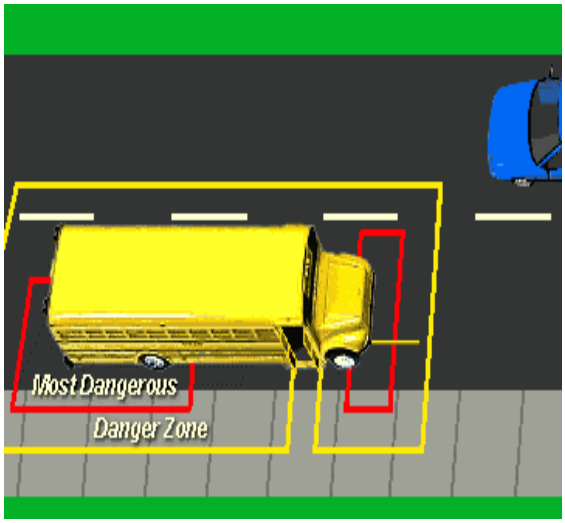
In areas where sidewalks are provided, students need to stand a safe distance on the sidewalk away from the curb and street. In areas where sidewalks are not provided, students need to stay off the road and out of harm's way of motorists using the roadway. The private property of those living near the bus stop is to be respected.

Students waiting for the bus are not to approach the bus until the bus has come to a complete stop and the driver has opened the door. Students are to get on the bus in single file in an orderly fashion without pushing and shoving, and find a seat immediately.

When students need to cross a road before boarding or after exiting the bus, they must wait on the curb or edge of the roadway until the driver signals the student giving them permission to cross the road. Students should

cross the road far enough in front of the bus (approximately 10 feet) so the driver can see the student and the student can see the driver.

Not following these guidelines is a serious safety offense and drivers have been directed to submit bus conduct reports of students who do not follow these guidelines.



Danger Zones Surrounding School Buses

Statistically school bus transportation is the safest means of transportation that a student can take to and from school. A student has a 150 times greater risk of being in an accident to and from school via another vehicle other than a school bus.

The area within 10 feet in the front, sides, and rear of the bus are known as the DANGER ZONE. As such, precautionary guidelines must be adhered to when students are loading and unloading.

At no time should a student walk directly alongside the bus nor should a student cross the road behind the bus. Students need to remain at least 10 feet away from the bus before loading. When unloading, students must exit and immediately step at least 10 feet away from the bus and proceed immediately to their destination.

If a student drops an item in front of, alongside of, or at the rear of the bus, the student should not retrieve the item until notifying the driver. The driver will then decide if it is safe for the student to retrieve the dropped item.

Not following these guidelines is a serious safety offense and drivers have been directed to submit bus conduct reports for students not following these guidelines.

Electronic Recordings on School Buses

The Board of Education has adopted a policy authorizing the use of electronic recordings on school buses when transportation is provided for a school activity.

Electronic video and audio recordings are viewed to investigate incidents reported by a bus driver, administrator, CRO, supervisor, student, or other person. They are also viewed at random.

Viewing and/or listening to electronic video and/or audio recordings is limited to CROs and District personnel. These individuals must have (1) a law enforcement, security, or safety reason, or (2) a need to investigate and/or monitor student or driver conduct. A written log will be kept of those individuals viewing the recording stating the time, name of individual viewing, and date the recording was viewed.

The content of the recordings are student records and are subject to District policies and procedures concerning school student records. If the content of a recording becomes the subject of a student disciplinary hearing, it will be treated like other evidence in the proceeding.

Transportation of Students with Disabilities

All students with an IEP are provided transportation entirely at District expense. The mode of transportation will be determined via the IEP conference. A parent wishing to waive the right to District approved transportation and desiring reimbursement for such services must seek reimbursement through the State of Illinois. District 158 will not provide reimbursement for expenses incurred by the parent.

HUNTLEY
COMMUNITY SCHOOL DISTRICT 158

Huntley Community School District 158

650 Dr. John Burkey Drive
Algonquin, Illinois 60102
(847) 659-6158 • www.district158.org

DATE: June 20, 2024

TO: Board of Education and Administration

FROM: Doug Renkosik, Director of Operations & Maintenance

RE: Kitchen Make Up Air Unit Replacement at Huntley High School
National Cooperative Purchasing Alliance Contract # 02-91
Board of Education, June 20, 2024
Action Item

Background:
On the evening of Monday May 20, 2024, second shift maintenance staff at Huntley High School reported discovery of failure of the kitchen make up air unit serving the commercial kitchen exhaust system. Deformation of the metal cabinet suggested an explosion had taken place on this natural gas-fired make up air unit.

This unit provides for the exhaust of the combustible gases, heat, and any smoke being emitted by kitchen equipment operating under the hood in Huntley High School's large commercial kitchen. In addition, it brings tempered fresh air from outside the building into the kitchen to replace the air being removed by the highly productive exhaust system.

Due to the significant damage to the unit and the age of the unit, the O&M Department chose to pursue a proposal for replacement of the unit. A Cooperative Purchasing Network purchasing method was chosen to speed up the project in lieu of traditional "bid and spec method" since this system would need to be operational by the start of the FY25 School Year.

Attached is a proposal from Midwest Mechanical for the replacement of this unit (including the supply air and the exhaust system) which adheres to the terms and conditions of National Cooperative Purchasing Alliance contract # 02-91.

Recommendation:

The Administration recommends the Board of Education approve the National Cooperative Purchasing Alliance contract # 02-91 proposal from Midwest Mechanical in the amount of $97,760.00 at the Board of Education Meeting.

DR

Midwest Mechanical
Building Efficiency and Sustainability
A Service Logic Company

Proposal for:

Huntley Community School District 158

Kitchen Makeup Air Unit Replacement at Huntley High School

This project is adheres to the terms and conditions of NCPA co-op contract 02-91

INSTALLATION PROPOSAL

By and Between:

Contractor Performing Work:

Midwest Mechanical Group, Inc.
801 Parkview Boulevard
Lombard, IL 60148

Customer:

Huntley Community School District 158
650 Dr. John Burkey Drive
Algonquin IL 60102

PROJECT LOCATION:
Huntley High School
13719 Harmony Road
Huntley IL 60142

PROJECT DESCRIPTION: **Kitchen Makeup Air Unit Replacement at Huntley High School**
RQN number: **2024-061000**

Date: 6/18/24

We are pleased to offer our proposal to furnish, supply and install the specified scope of work for Huntley High School School as outlined below:

OUR PROPOSAL INCLUDES THE FOLLOWING SCOPE OF WORK:

Midwest Mechanical proposes to replace an existing kitchen make-up air unit and exhaust fan at Huntley High School. This work will be implemented during the summer break prior to the start of the 2024-2025 school year. The proposed scope of work includes the following:

General

- Provide all necessary stamped engineering drawings for HVAC and controls work. Structural design drawings by a 3rd party licensed structural engineer are included.
- Secure all necessary permits required by the local Regional Office of Education.
- Provide all necessary Project and Construction Management and coordinate all site activities associated with the project.
- Provide floor protection of staging and work areas. Areas used for staging to store and prep new equipment prior to installation will be coordinated with the District prior to the start of construction.
- Provide air side balancing of new HVAC systems as described herein.
- Provide necessary technical check-out, start-up, commissioning and testing of new equipment to ensure proper operation.

- Provide project close-out paperwork including warranty letters, as-built drawings and Operations and Maintenance manuals on all new equipment.
- Equipment selections to be submitted to the District prior to equipment and material order.
- Existing HVAC equipment not listed below will remain and be reused.
- Existing fire alarm, life safety, AV, IT, and sprinkler systems will remain. Modifications, upgrades, or replacement of existing fire alarm, life safety, AV, IT, and sprinkler systems is not included in scope.
- Moving, off-site storage, protection, security, and cleaning of existing building furnishings, equipment, computer systems and educational materials will be the responsibility of the District.

Replace existing Makeup Air Unit (MAU) serving the School Kitchen Exhaust Hood

Design, furnish and install new rooftop air handling system to serve the kitchen as described below:

- Remove one (1) existing gas-fired MAU located on the roof above the kitchen.
- Remove (1) kitchen exhaust fan and roof curb.
- Provide one (1) new direct gas-fired MAU. New unit to be located on existing rails. New unit will contain gas heat, and supply fan. Unit will be supplied with factory controls and will include a BACnet interface. New system will operate with variable flow based on heat conditions below hood to maintain levels below allowable maximum temperature set point.
- Provide new exhaust fan, UL705 rated for commercial cooking equipment.
- Provide crane rigging to remove existing and set new equipment.
- Provide new roof curb adaptor and tie into existing roofing system as required.
- Existing ductwork will remain and be reused. Provide new duct transitions as required.
- Interface factory controls with existing building automation system.
- Provide electrical work as detailed below:
    - Disconnect power feed to one (1) existing MAU and exhaust fan.
    - Reconnect power feed to new MAU and exhaust fan.
- Provide air balancing for MAU and exhaust fan.
- Provide Infrared scanning following completion of electrical work.
- Provide update of District 158's Arch Flash Assessment and Coordination study report of the Huntley High School's electrical distribution system utilizing the services of the Seam Group.

Exclusions and Clarifications

1. *No asbestos abatement work*
2. *No HVAC modification or work on systems or equipment outside the area listed above.*
3. *Project includes payment and performance bond*
4. *No fire alarm, sprinkler, or life safety work*
5. *No general contracting work such as painting, flooring, millwork, or floor tiling unless specified above.*
6. *No hydronic balancing of systems unless specified above.*
7. *No cleaning services except for broom cleaning.*
8. *In observance of current factory production and material distribution volatilities, Midwest Mechanical can only guarantee the firm pricing and/or lead time estimations (as stated within) for a period of 20 business days from the date of this proposal. As such, any authorizations to proceed which are received beyond this time period may be*

subject to a revised final contract pricing and/or lead time projection to reflect market conditions at the time of The Customer's acceptance.

PRICING SUMMARY:
The price for above scope of work and materials is…… $97,760

Terms of Payment:

The terms of payment for this project, will be based upon billings corresponding to percent project completion. Net 45 day payment on invoices. Midwest Mechanical looks forward to exceeding your expectations during and after the project. Please feel free to contact me at (630)-487-8961 with any questions or concerns.

Best Regards,
Dan Brandolino
Daniel T. Brandolino
Vice President- Public Sector

Approved By:_____

Date:_____

HUNTLEY COMMUNITY SCHOOL DISTRICT 158

last edit 6-18-24

GENERAL CONDITIONS

1. GENERAL

A. References to "Architect" or "Engineer" in the proposal specifications shall mean "School District 158" in all referenced locations.

2. EXCEPTIONS

Any exceptions to these conditions or deviations from the specifications must be submitted in writing and attached to the proposal form.

3. EXEMPTION FROM TAXES

DISTRICT 158 is exempt from Federal, State, and Municipal taxes.

4. DEPARTMENT OF HUMAN RIGHTS REGULATIONS

All bidders must abide by and attest to the fact that they are in compliance with the Illinois Human Rights Act as amended effective July 1, 1993 (formerly the Fair Employment Practice Commission). The D.H.R. (formerly F.E.P.C.) number must be on the proposal form. Bidders who do not have a D.H.R. number can satisfy this requirement by signing the enclosed Certificate of Compliance and submitting it with the bid.

5. ELIGIBILITY TO CONTRACT

Vendor, pursuant to Section 5/10-20.21(b) of the School Code, with submission of its proposal certifies that neither it, nor any of its partners, or officers, or owners:

A. Have been convicted in the past five (5) years of the offense of bid-rigging under Section 33E of the Illinois Criminal Code of 1961, 720 ILCS 5/33E -1 et seq., as amended;
B. Have ever been convicted of the offense of bid-rotating under Section 33E-4 of the Illinois Criminal Code of 1961, as amended;
C. Have ever been convicted of bribing or attempting to bribe an officer or an employee of the State of Illinois; or
D. Have made an admission of guilt of any of the above conduct which is a matter of record.

Vendor acknowledges that the School Board may declare any contract awarded pursuant to this proposal void if this certification is false.

6. CRIMINAL BACKGROUND INVESTIGATIONS

Vendor hereby represents, warrants, and certifies that no officer or director of the vendor has any knowledge that any employee thereof has been convicted of committing or attempting to commit any one or more of the following offenses set forth in Section 5/21-23a of the Illinois School Code or who falsifies, or omits facts from his or her employment documents.

Vendor agrees that it shall not employ any person who has or may have direct, daily contact with the pupils of any school in the district, and for whom a criminal background investigation has not been conducted pursuant hereto, and further represents and agrees that all employees or applicants who may have direct contact with employees shall be required to furnish a written "Authorization for Criminal Background Information" on forms provided by the district authorizing the Board of Education to request a criminal background investigation of said person pursuant to 105 ILCS 5/10-21-9 as amended by P.A. 96-1452 and to receive criminal history record information pursuant thereto to determine if the applicant has been convicted of committing or attempting to commit any of the criminal or drug offenses enumerated above. Vendor further agrees to submit with said authorization for any costs and expenses associated with the criminal background investigation.

Besides remaining in compliance with the criminal background check as described in the AIA A201 documentation, the contractor shall also follow the CSD158 criminal background check process as follows:

A. Contractor sends CSD158 designee; presently send to email address drenkosik@district158.org, a list of names of tradesman to be background checked with the primary contact for the tradesman's office (for contact if there is a " hit" on the check) – 48 hours prior to the scheduled visit.
B. If the designee considers the list reasonable, he forwards it to the D158 Chief Security Officer's office as "Heads Up" and asks for available times for the contractor to drop in at D158 Administration Center, 650 Dr. John Burkey Drive (; formerly known as Academic Drive)., Algonquin, Il 60102 or commencement of the background check process.
C. Tradesman named shall go to the D158 Administration Center and see the D158 designee to have their driver's license scanned for a search on the Raptor national database of sex offenders. if it comes back clean, then he will take their digital photo (for future printing on an ID badge) and a scan of their fingerprints which will be sent to the Illinois State Police for a criminal background search.
D. Once the Illinois State Police returns the background check clearance,

a. If the background clearance is approved, the HR Office will print an ID badge and forward the O&M Office for distribution to the tradesman.
b. If the background check shows a "hit", the D158 Chief Security Officer's office will contact the tradesman's supervisor directly for resolution on the matter. Until this matter is resolved, the work shall return the ID badge to the tradesman's supervisor who shall return it to D158 directly and suspend that worker's assignment on D158 premises.

E. Once the D158 Chief Security Officer's office receives a clean background check report, they will print an ID badge with the tradesman's photo on it and notify the tradesman's supervisor that the ID Badge is ready for pickup by the tradesman. The tradesman must personally stop at the District Office to sign for the ID Badge.
F. Prior to the final payment for the project, D158 will reconcile reimbursement of D158 for all background check expenses (at $40.00 each).

Vendor further represents, warrants, and certifies that no employee or applicant with respect to whom the criminal investigation reveals any conviction for committing and/or attempting to commit any of the above-enumerated offenses, including the Sex Offender Registry Act, and the Statewide Child Murder and Violent Offender Against Youth Database shall be employed thereby in any position that involves or may involve contact with the students of the school district.

7. NONDISCRIMINATION

Vendor, certifies with submission of a bid, that it does not engage in discriminatory practices regarding employment or delivery of or access to services and programming and that it fully complies with the requirements of federal and State civil rights laws, including but not limited to the Illinois Civil Rights Act of 2003, P.A. 93-0425; Illinois Human Rights Act, 775 ILCS 5/1-101 et seq.; the Americans with Disabilities Act, 42 U.S.C.12101 et seq., and the Rehabilitation Act of 1973, as amended, 29 USC 701 et seq., as well as the rules and regulations promulgated there under.

Vendor acknowledges that the School Board may declare any contract awarded pursuant to this proposal void if this certification is found to be false.

8. PREVAILING WAGE LAW

Contractors are required to pay no less than the prevailing wage for all laborers, workers, and mechanics performing work under contract with Huntley Community School District 158. Also, it is required that the contractor shall provide assurance such as with a bond or letter containing a statement that will guarantee faithful performance in regard to the prevailing wage law. All contractors hired by Huntley Community School District 158 are required to ensure that all subcontractors hired by them or their subcontractors also pay prevailing wage rates in compliance with Illinois Public Act 100-1177 (SB0203). Enclosed is a form letter which if signed, notarized, and returned with your proposal will satisfy this requirement. Contractors who award portions of their work to subcontractors shall provide their subcontractors with such a written statement as well.

Payment of Prevailing Wage

This contract calls for the construction of a "public work," within the meaning of the Illinois Prevailing Wage Act as updated in Illinois Public Act 100-1177 (SB0203). The Act requires contractors and subcontractors to pay laborers, workers, and mechanics performing services on public works projects no less than the "prevailing rate of wages" (hourly cash wages plus fringe benefits) in the county where the work is performed. For information regarding current prevailing wage rates, please refer to the Illinois Department of Labor's website. All contractors and subcontractors rendering services under this contract must comply with all requirements of the Act, *including but not limited to*, all wage, notice, and record-keeping duties.

Record-Keeping Responsibilities

All contractors and subcontractors who work for Huntley Community School District 158 on public works construction projects must create, keep, and post certified payroll reports to the Illinois Department of Labor website as called for in Public Act 100-1177 (SB0203).

9. INSURANCE REQUIREMENTS

A. School District 158 will only accept carriers on the contractor's Certificate of Insurance that have an A.M. Best rating of no lower than A-7.

B. The successful bidder shall expressly bind himself/herself to defend and save the District harmless from all suits or actions of every name and description including Scaffolding Act Liability. Successful bidder shall carry insurance, in company or companies acceptable to the District, for Worker's Compensation, Commercial General Liability, and Automobile liability.

C. Each bidder shall submit as part of the bid, a certification of insurance in force to meet the above specifications. That certificate shall name HUNTLEY COMMUNITY SCHOOL DISTRICT 158 as an additional insured and shall state that all insurance listed above is primary. HUNTLEY COMMUNITY SCHOOL DISTRICT 158 shall be notified 30 days prior to any material change in the insurance.

D. **Workman's Compensation** - Statutory

- e.l. - each occurrence $1,000,000
- e.l. - disease –each employee $1,000,000
- e.l. – disease – policy limit $1,000,000

E. **Comprehensive General Liability Insurance:** The successful bidder shall maintain at all times during the contract Comprehensive Liability Insurance (including Broad Form Property Damage) with limits for combined bodily injury and property damage of not less than $1,000,000 for each occurrence and not less than $2,000,000 aggregate.

F. **Comprehensive Auto Liability Insurance:** The successful bidder shall maintain at all times during the contract Comprehensive Auto Liability with limits for combined bodily injury and property damage of not less than $1,000,000 for each occurrence and not less than $1,000,000 aggregate.

G. **Excess Liability:** An umbrella policy is required with minimum lists of $5,000,000 per occurrence (*see Notes at end of document for variations in this limit for different forms of contracted services)* and will apply to both bodily injury and property damage. The umbrella policy shall apply overall primary coverage and limits of liability as listed in the preceding section. The umbrella coverage must be as broad as the primary policies and must be free of any restrictions that do not appear in the underlying policies.

H. **Owned/Rented Equipment Insurance:** The Contractor shall secure, pay for, and maintain whatever Fire or Extended Coverage Insurance deemed necessary to protect the Contractor against loss of owned or rented capital equipment and tools, including any tools owned by mechanics, and any tools, equipment, scaffoldings, staging, towers and forms owned or rented by the Contractor. The requirement to secure and maintain such insurance is solely for the benefit of the Contractor; Contractor shall require the same coverage as the Subcontractor. Failure of the Contractor to secure such insurance or to maintain adequate levels of coverage shall not obligate District 158, or their agents and employees for any losses of owned or rented requirement. It is expressly understood and agreed that District 158 shall have no responsibility therefore, the Contractor secures such insurance the insurance policy shall include a waiver of subrogation clause as follows: "It is agreed that in no event shall this insurance company have any right of recovery against District 158 or their agents."

I. **Contractor's Obligation:** The procuring of the insurance required under this Contract shall be considered solely as securing Contractor's obligation or liabilities assumed under the Contract. Contractor shall remain fully liable and responsible for all such obligations, whether or not the insurance provided by the Contractor is approved by District 158.

There will be no "Waivers of Subrogation" permitted on the insurance policy or contract between DISTRICT 158 and the contractor. A copy of the Certificate of Insurance shall be furnished to the Director of Operations and Maintenance before the work begins.

10. HOLD HARMLESS AND INDEMNIFICATION

The contractor shall assume all liability for, and shall protect, defend, indemnify, and hold harmless the Board of Education and its members individually, their officers, employees, servants, and agents from and against all claims, actions, suits, judgments, costs, losses, expenses, and liabilities of whatsoever kind or nature including reasonable legal fees incurred by owner arising out of:

A. Any infringement (actual or claimed) of any patents, copyrights, or trade names by reason of any work performed or to be performed by the contractor under this contract or by reason of anything to be supplied by the contractor pursuant to this contract.

B. Bodily injury, including death, to any person or persons (including contractor's officers, employees, agents, and servants) or damage to or destruction of any property, including the loss of use thereof:

i. Caused in whole or in part by any act, error, or omission by the contractor or any subcontractor or anyone directly or indirectly employed by any of them regardless of whether or not it is caused in part by a party to be indemnified hereunder.

ii. Arising directly or indirectly out of the presence of any person in or about any part of the project size or the streets, sidewalks, and property adjacent thereto.
iii. Arising directly or indirectly out of the use, misuse, or failure of any machinery or equipment used directly or indirectly in the performance of this contract.

11. FORCE MAJEURE

The parties to any contract shall be excused from performance during the time and to the extent that they are prevented from obtaining goods or performing services by acts of God, fire, or power failure or reduction, provided that: satisfactory evidence thereof is presented to the District, and provided further that it is satisfactorily established that the non-performance was not due to the fault or negligence of the party not performing. The scheduled completion date stipulated in these specifications shall be adjusted by a period of time equal to such time lost because of the stated condition.

12. SIGNATURE CONSTITUTES ACCEPTANCE

The signing of the proposal form shall be construed as acceptance of all the provisions contained herein.

13. PROPOSAL BOND

Each proposal shall be accompanied by a proposal bond in the amount of 10% of the total amount proposal issued by a properly licensed commercial surety. The proposal bond shall be given as a guarantee that the bidder will supply the items in accordance with the specifications and prices bid. Proposal security in the form of a Cashier Check will be accepted in lieu of a proposal bond. The cashier's check or irrevocable letter of credit from the bidder's bank on their letterhead signed by an authorized bank officer, must be in the amount equal to 10% of the bid. Proposal security in the form of a proposal bond issued by a surety having a "Best" rating of A- or better and licensed to conduct business in the state where the Project is located and named in the current list of "Surety Companies Acceptable on Federal Bonds" as published in the Federal Register by the Audit Staff Bureau of Accounts, U.S. Treasury Department. The successful bidder's bond will be retained by the District until a contract is signed and full delivery and installation are complete.

14. PERFORMANCE BOND AND LABOR AND MATERIAL PAYMENT BOND

A 100% performance and payment bond is REQUIRED for all of the scope of work in this bid. The Bonds must be issued by a properly licensed commercial surety having a "Best" rating of A- or better. The bidder shall deliver these bonds to the Owner not later than the date of execution of the Contract. Proof that installation labor has been completed in compliance with the State of Illinois guidelines concerning the rate of Prevailing Wages must be furnished to the District before such Performance and Payment Bond will be released. The Performance Bond and Payment Bond shall be provided in the form that is provided later in this specification.

15. PAYMENTS

On District projects, a 10% retainer fee will be held if applicable, until all punch list items are completed and approved by the Director of Operations and Maintenance. The School District #158 processes checks once a month. The deadline for receiving invoices is the Friday before the last Thursday of the month preceding the payment month. Payment shall be considered for approval at the regular Board meeting (generally the third Thursday of the month). Payment will follow meeting approval.

16. LIEN WAIVERS

Waivers of lien from the prime contractor, prime contractor's supplier(s), subcontractor(s), and subcontractors' supplier(s) must accompany each request for payment. Contractor must furnish the names of all subcontractors and a schedule of values with each pay request. Partial waivers must list a dollar amount. All final waivers must state "Paid in Full" in place of a dollar amount. Final payment will not be released until final waivers marked "Paid in Full" are submitted for all subcontractors, suppliers, and prime contractor. All waivers must be accompanied by a sworn statement listing subcontractors and suppliers, the amounts of their contracts, and the amounts requested.

17. EXAMINATION OF SITE

Before submitting a bid, the contractor should visit the site and is responsible for knowing the conditions affecting the work. Failure to visit the site(s) shall not be accepted as a valid reason for any changes by the successful bidder.

HUNTLEY COMMUNITY SCHOOL DISTRICT 158

last edit 6-18-24

GENERAL CONDITIONS

18. WARRANTY

Warranty shall be minimum 2 years material and labor on materials and workmanship except where called to be a longer period of time in other places in the specification or in the case of manufacturer's provide or are asked to provide warrant periods for a longer duration. In all cases, the warranty period starts on the day the contractor's final payment application for the project is approved.

19. SAFETY

The contractor is responsible for making sure that all conditions are safe for pedestrians and workers. Any precautionary measures such as warning signs, barricades, etc., that might be necessary shall be at the expense of the contractor and provided for in the quoted price.

20. **PERSONNEL** (Construction and Service Contracts Only)

If any person employed on the work site be intemperate, disorderly, incompetent, willfully negligent or dishonest in the performance of his/her duties, he or she shall be directed to cease work and vacate the job site immediately.

21. WORKMANSHIP

All work under this contract shall be performed in a skillful and workmanlike manner. District 158 may, in writing, require the Contractor to remove from the work any employee the District deems incompetent, careless, or otherwise objectionable.

22. CONSTRUCTION DEBRIS DISPOSAL

Contractors shall not use DISTRICT 158's refuse dumpsters for debris brought to the job site or created at the job site by the contractor's work onsite. This includes demolition debris.

23. CLEAN-UP

The contractor is responsible for keeping the job site clean at all times. Also, after the job is completed, he is responsible for removing all tools, equipment, excess material, and debris from the site and leaving the area in a clean condition that meets the approval of the Director of Operations and Maintenance or his designee. Final cleaning shall be completed to the School District's satisfaction.

24. CHANGE IN SCOPE

Contractors and subcontractors must receive prior written approval from DISTRICT 158's Operations and Maintenance Office before proceeding with any work that is a change in scope and/or additional cost (a change order) to DISTRICT 158.

25. PROPOSAL SUMMARIES

Proposal Summaries will be mailed within three business days after the Board approves the lowest responsible bid.

26. SAFETY DATASHEETS

All contractors performing work in DISTRICT 158 Buildings shall submit, to the Operations and Maintenance Office, copies of Safety Data Sheets (SDS) on all building materials to be used in accordance with the Illinois Department of Labor's Hazardous Communication Program Regulations prior to the commencement of work. Contractors must maintain a legible hard copy of these SDS sheets on file at the job site at all times while construction is in progress as required for their safety program compliance. In addition, the contractor shall coordinate with the O & M office to obtain the company link to access the online database before any site work can start. Periodic District checks may be performed, contractor must be able to furnish information on demand. Contractor must provide adequate control measures to protect the occupants of the building before, during, and after the use of any building materials which contain hazardous ingredients. Contractors who must use building materials that contain hazardous ingredients must review and get approval on the intended control measures prior to the commencement of the work.

In addition, all contractors who are to perform work at DISTRICT 158 facilities must make their employees aware of DISTRICT 158's Hazardous Communication Program. DISTRICT 158 has a copy of all SDS sheets on products at the building that the District has purchased. The binder containing those SDS sheets is accessible online and access will be made available to the awarded contractor's office upon request after award of the bid. If any contractor's employee would like a copy of DISTRICT 158's Hazardous Communication Plan procedure or a particular SDS sheet of a particular material that DISTRICT 158 has delivered to the site from a source other than the contractor, please see the custodians at the building to get a copy duplicated.

631

27. CONTRACT

A. The Agreement between the Owner and the Contractor for the Work will be in the Form of the Sample Agreement between District 158 and Contractor as provided later in this document.

B. **CANCELLATION OF CONTRACT** - In case of bankruptcy of the contractor or failure of the contractor to pay supplies or workers or a work stoppage or a failure by the contractor to provide sufficient workers for the job or sufficient material for the job, the Board of Education may terminate the contract and take over the completion of the project, applying the unpaid balance of money for the contract to the completion of the work and any extra expenses incidental thereto.

C. At any time, the District may terminate the contract with or without cause. The contractor may receive payment for all work completed but will not be entitled to lost profit or overhead.

28. CONTACT WITH STUDENTS

When School is in session, construction personnel shall have absolutely no contact with students. Any expense to be incurred for the contractor to meet the following access limitations shall be a part of the contractor's bid.

A. On days when school is in session the trades should not be allowed into areas where students are during the school day. Therefore, the bidder shall plan all work that needs to take place in halls and other rooms (like running power to the space, etc.) to be done other than during school hours.

B. Emergency access to student-occupied school areas is only allowed if the tradesmen enter the front door and proceed to the main office directly, sign in, and get a visitor's badge before entering or if a District employee accompanies the tradesman at all times.

C. If tradesmen must be in student-occupied areas alone where they may have direct contact due to extenuating circumstances, those tradesmen must have a full criminal background check completed by the State of Illinois and District ID badges prior to gaining access. The background checks will be at the bidder's expense and the badges will be purchased from the District by the bidder at the published District employee replacement cost at the time of the purchase.

D. For contractors that have frequent need to access and work in areas of the buildings where the possibility of direct student contact is often necessary, the contractor should have his affected employees submit to the fingerprint and background check so that they can effectively perform the work that they are to do.

E. In accordance with 105 ILCS 5/10-21.9(f): (1) prohibit any of its employees who is or was found guilty of a criminal offense listed in 105 ILCS 5/10-21.9(c) and 5/21b-80(c) to have direct, daily contact at a District school or school-related activity with one more student(s); (2) prohibits any of the contractor's employees from having direct daily contact with one or more students if the employee was found guilty of any offense in 5/21B-80(b) (certain drug offenses) until seven years following the end of the employee's sentence for the criminal offense; and (3) require each of its employees who will have direct, daily contact with student(s) to cooperate during the District's fingerprint-based criminal history records check on him or her.

F. In accordance with 105 ILCS 5/22-94: (1) prohibit any of its employees from having direct contact with children or students if the contract has not performed a sexual misconduct-related employment history review (EHR) of the employee or if the District objects to the employee's assignment based on the employee's involvement in an instance of sexual misconduct as provided in 105 ILCS 5/22-94(j)(3), which the contractor is required to disclose; (2) discipline, up to and including termination or denial of employment, any employee who provides false information or willfully fails to disclose information required by the EHR; (3) maintain all records of EHRs and provide the District access to such records upon request; and (4) refrain from entering into any agreements prohibited by 105 ILCS 5/22-94(g).

G. In accordance with 105 ILCS 5/24-5: (1) concerning each new employee of a contractor that provides services to students or in schools provide the District with evidence of physical fitness to perform the duties assigned and freedom from communicable disease; and (2) require any new or existing employee who provides services to students or in schools to complete additional health examinations as required by the District and be subject to additional health examinations, including tuberculosis screening, as required by the Il Dept. of Public Health rules or order of a local health official

HUNTLEY COMMUNITY SCHOOL DISTRICT 158
last edit 11-1-21
INSTRUCTIONS TO BIDDERS AND GENERAL CONDITIONS

31. SUBSTITUTIONS

A. The materials, products, and equipment described in the Contract Documents establish a standard of the required function, dimension, appearance, and quality to be met by any proposed substitution.

B. A Contractor only (not distributor, representative, or other person in like capacity) may request of the Architect/Engineer a statement a minimum of 9 days prior to proposal opening, concerning acceptability of any material or device which the Contractor is uncertain of as to compliance with the Contract Documents. It shall be the sole responsibility of the Contractor to transmit such requests in writing only in a full and complete manner accompanying the request with all data necessary for qualification of the article and at such a date as to allow reasonable time for the examination thereof. Such data may include structural analysis, drawings, including specific details pertaining to the Project, Project Manual and modifications, and any other information deemed necessary by the Architect/Engineer. All costs incidental to the submission of this data are to be borne by the submitting Contractor.

1. The following information is deemed necessary by the Architect/Engineer for this Project:

a) Written evidence of a satisfactory experience record, including a minimum of five references for similar type projects of a size exceeding 75 percent of the area included in this Project that are at least five years old, and located within 100 miles of this Project. These references shall include the project name, location, and completion date. Owner and/or Architect/Engineer contacts including names, addresses, and telephone numbers, and specific components existing and installed on each referenced project.

C. The Architect/Engineer will examine such requests to the extent possible, but there shall be no guarantee that all requests can be examined, nor will the Architect/Engineer examine requests accompanied by inadequate data, that are received too late to be qualified, or are received after the last Addendum to the Project Manual has been issued.

D. If the Architect/Engineer approves any proposed substitutions, such approval will be set forth in an Addendum. Bidders shall not rely upon approvals made in any other manner. Approved substitutions may include modifications to submitted material deemed necessary by the Architect/Engineer to conform to the established standard of the required function, dimension, appearance, and quality set forth in the Contract Documents and shall be binding with regard to the performance of the Work if accepted.

32. Contractors Claims for Confidentiality

Proposals will be reviewed by the school district and retained for up to ten years. Copies of proposals will not be released to the general public except as required by law under the Freedom of Information Act, court order, or as otherwise determined appropriate by the School District. If a vendor believes that a portion of its proposal is confidential or proprietary, it may include a detailed explanation indicating which parts of the information it would prefer to keep confidential, if possible. The explanation should also state the reasons why the information is considered a trade secret or commercial or financial information which, if released, would cause competitive harm. Vendors submitting proposals understand and agree that submission of such an explanation shall not obligate the School District to withhold the information if the School District receives a request for the information and determines, in its sole discretion, that release is required under law or is otherwise appropriate.

HUNTLEY COMMUNITY SCHOOL DISTRICT 158
last edit 11-1-21
INSTRUCTIONS TO BIDDERS AND GENERAL CONDITIONS

SAMPLE AGREEMENT BETWEEN HUNTLEY COMMUNITY DISTRICT 158 AND CONTRACTOR

AGREEMENT made as of the_____day of _____ in the year Two Thousand and Twenty-Two.
(In words, indicate day, month, and year)

BETWEEN the Owner – Hereinafter referred to as "District 158":

Huntley Community School District 158
650 Dr. John Burkey Drive(; formerly known as Academic Drive)
Algonquin, IL 60102

and the Contractor:
(Name, address, and other information)

the Project in:
(Name and location)

District 158 and Contractor agree as follows.

HUNTLEY COMMUNITY SCHOOL DISTRICT 158

last edit 11-1-21

INSTRUCTIONS TO BIDDERS AND GENERAL CONDITIONS

1. THE WORK OF THIS CONTRACT

The Contractor shall fully execute the Work described in the Contract Documents, except to the extent specifically indicated in the Contract Documents to be the responsibility of others.

2. DATE OF COMMENCEMENT AND SUBSTATION COMPLETION

The date of commencement of the Work shall be the date of this Agreement unless a different date is stated separately in the contract or a provision is made for the date to be fixed in a notice to proceed issued by District 158. The contract time shall be measured from the date of commencement. The Contractor shall achieve Substantial Completion of the entire Work not later than _____ days from the date of commencement.

3. CONTRACT SUM

District 158 shall pay the Contractor the Contract Sum in current funds for the Contractor's performance of the Contract. The Contract Sum shall be _____ dollars and _____ Centers ($_____) subject to additions and deletions as provided in the Contract Documents.

The Contract Sum is based upon the following alternates, if any, which are described in the Contract Documents and are hereby accepted by District 158.

_____

_____

Unit Prices, if any, are as follows:

Description	Units	Price ($0.00)

Progress Payments

Based upon Applications for Payment, District 158 shall make progress payments on account of the Contract Sum to the Contractor as provided below and elsewhere in the Contract Documents. The deadline for receiving invoices is the Tuesday before the last Thursday of the month proceeding the payment month. Payment shall be considered for approval at the regular Board meeting (generally the third Thursday of the month). Payment will follow meeting approval.

4. ENUMERATION OF CONTRACT DOCUMENTS

The Contract Documents are listed in Article 5 and, except for Modifications issued after execution of this Agreement, are enumerated as follows:

The Supplementary and other Conditions of the Contract are those contained in the Project Manual dated _____, and as follows:

Document	Title	Pages

The Specifications are those contained in the Project Manual enumerated as follows:

Sections	Title	Pages

The Drawings are as follows, and are dated _____ unless a different date is shown below:

Number	Title	Date

The Addenda, if any, are as follows:

Sections	Title	Pages

Portions of Addenda relating to bidding requirements are not part of the Contract Documents unless the bidding requirements are also enumerated in this Article 4.

635

HUNTLEY COMMUNITY SCHOOL DISTRICT 158
last edit 11-1-21
INSTRUCTIONS TO BIDDERS AND GENERAL CONDITIONS

Other documents, if any, forming part of the Contract Documents, are as follows:

_____

_____

GENERAL CONDITIONS

1. GENERAL PROVISIONS

A. Contract Documents: The Contract Documents consist of this Agreement with Conditions of the contract (General, Supplementary and other Conditions), Drawings, Specifications, Addenda issued prior to the execution of this Agreement, other documents listed in this Agreement and Modifications issued after execution of this Agreement. A Modification is (1) a written amendment to the Contract signed by both parties, (2) a Change Order. (3) a Construction Change Directive or (4) a written order for a minor change in the Work. The intent of the contract Documents is to include all terms necessary for the proper execution and completion of the Work by the Contractor. The Contract Documents are complementary, and what is required by one shall be as binding as if required by all; performance by the Contractor shall be required to the extent consistent with the Contract Documents and reasonably inferable from them as being necessary to produce the indicated results.

B. The Contract: The Contract Documents form the Contract for Construction. The Contract represents the entire and integrated agreement between the parties hereto and supersedes prior negotiations, representations or agreements, either written or oral; however, the instructions to bidders are included as an integral part of the contract. Should there be a conflict, the District reserves the right to apply the provision favorable to the District. The Contract may be amended or modified only by a Modification. The Contract Documents shall not be construed to create a contractual relationship of any kind between any persons or entities other than District 158 and Contractor.

C. The Work: The term "Work" means the construction and services required by the Contract Documents, whether completed or partially completed, and includes all other labor, materials, equipment and services provided or to be provided by the Contractor to fulfill the Contractor's obligations. The Work may constitute the whole or part of the Project.

D. Execution of the Contract: Execution of the Contract by the Contractor is a representation that the Contractor has visited the site, become generally familiar with local conditions under which the Work is to be performed and correlated personal observations with the requirements of the Contract Documents.

E. Ownership and Use of Drawings, Specifications and Other Instruments of Service: The Drawings, Specifications and other documents, including those in electronic form, are Instruments of Service through which the Work to be executed by the Contractor is described. The Contractor may retain one record set. Neither the Contractor nor any Subcontractor, Sub-subcontractor or material or equipment supplier shall own or claim a copyright in the Drawings, Specifications and other documents unless otherwise indicated in writing.

F. The "General Conditions of the Contract for Construction" AIA Document A201, 2007 Edition, Articles 1-14 and the Supplemental Conditions to the AIA Document A201, 2007 Edition, Articles 1-14 inclusive, is hereby made a part of this Contract. A copy is included herein as part of the Contract Documents.

G. The "INSTRUCTIONS TO BIDDERS AND GENERAL CONDITIONS" document within the proposal specification is hereby made a part of the contract.

H. If language is found to conflict between the "General Conditions of the Contract for Construction" AIA Document A201, 2007 Edition, Articles 1-14 inclusive with this proposal specification and the "INSTRUCTIONS TO BIDDERS AND GENERAL CONDITIONS" inclusive with this proposal specification, then the "INSTRUCTIONS TO BIDDERS AND GENERAL CONDITIONS" shall govern.

2. DISTRICT 158

A. Information and Services Required of District 158

i. District 158 shall furnish and pay for surveys and a legal description of the site if required.

ii. The Contractor shall be entitled to rely on the accuracy of information furnished by District 158 but shall exercise proper precautions relating to the safe performance of the Work.

iii. Except for permits and fees which are the responsibility of the Contractor under the contract Documents, District 158 shall secure and pay for other necessary approvals, easements, assessments and charges required for the construction, use or occupancy of permanent structures or permanent changes in existing facilities if required.

B. District 158's Right to Stop the Work: If the Contractor fails to correct Work which is not in accordance with the requirements of the Contract Documents, or persistently fails to carry out the Work in accordance with the Contract

Documents, District 158 may issue a written order to the Contractor to stop the Work, or any portion thereof, until the cause for such order is eliminated; however, the right of District 158 to stop the Work shall not give rise to a duty on the part of District 158 to exercise this right for the benefit of the Contractor or any other person or entity.

C. **District 158's Right to Carry Out the Work:** If the Contractor defaults or persistently fails or neglects to carry out the Work in accordance with the Contract Documents, or fails to perform a provision of the Contract, District 158, after 10 days written notice to the Contractor and without prejudice to any other remedy District 158 may have, may make good such deficiencies and may deduct the reasonable cost thereof, including District 158's expenses and compensation for services made necessary thereby, from the payment then or thereafter due the Contractor.

3. CONTRACTOR

A. Review of Contract Documents and Field Conditions by Contractor

i. Since the Contract Documents are complementary, before starting each portion of the Work, the Contractor shall carefully study and compare the various Drawings and other Contract Documents relative to that portion of the Work, as well as the information furnished by District 158, shall take field measurements of any existing conditions related to that portion of the Work and shall observe any conditions at the site affecting it. These obligations are for the purpose of facilitating construction by the Contractor and are not for the purpose of discovering errors, omissions or inconsistencies in the Contract Documents; however, any errors, omissions or inconsistencies discovered by the Contractor shall be reported promptly to District 158 as a request for information in such form as District 158 may require.

ii. Any design errors or omissions noted by the Contractor during this review shall be reported promptly to District 158 but it is recognized that the Contractor's review is made in the Contractor's capacity as a contractor and not as a licensed design professional unless otherwise specifically provided in the Contract Documents.

B. Supervision and Construction Procedures

i. The Contractor shall supervise and direct the Work, using the Contractor's best skill and attention. The Contractor shall be solely responsible for and have control over construction means, methods, techniques, sequences, and procedures, and for coordinating all portions of the Work under the Contract, unless the Contract Documents give other specific instructions concerning these matters. If the Contract Documents give specific instructions concerning construction means, methods, techniques, sequences or procedures, the Contractor shall be fully and solely responsible for the job site safety thereof unless the Contractor gives timely written notice to District 158 that such means, methods, techniques, sequences or procedures may not be safe.

ii. The Contractor shall be responsible to District 158 for acts and omissions of the Contractor's employees. Subcontractors and their agents and employees, and other persons or entities performing portions of the Work for or on behalf of the Contractor or any of its Subcontractors if applicable.

C. Labor and Materials

i. Unless otherwise provided in the Contract Documents, the Contractor shall provide and pay for labor, materials, equipment, tools, construction equipment and machinery, water, heat, utilities, transportation, and other facilities and services necessary for proper execution and completion of the Work whether temporary or permanent and whether or not incorporated or to be incorporated in the Work.

ii. The Contractor shall enforce strict discipline and good order among the Contractor's employees and other persons carrying out the Contract. The Contractor shall not permit employment of unfit persons or persons not skilled in tasks assigned to them.

iii. The Contractor shall deliver, handle, store, and install materials in accordance with manufacturers' instructions.

iv. The Contractor may make substitutions only with the consent of District 158, after evaluation by District 158 or his representative, and in accordance with a Change Order.

D. **Warranty:** The Contractor warrants to District 158 that materials and equipment furnished under the Contract will be of good quality and new unless otherwise required or permitted by the Contract Documents, that the Work will be free from defects not inherent in the quality required or permitted, and that the Work will conform with the requirements of the Contract Documents. Work not conforming to these requirements, including substitutions not properly approved and authorized, may be considered defective.

E. **Taxes:** The Contractor shall pay sales, consumer, use, and other similar taxes which are legally enacted when bids are received or negotiations concluded. The School District is tax exempt and some taxes normally present in commercial work may not apply. District 158 will assist in determining applicability of taxes if requested by Contractor.

F. **Permits, Fees and Notices**

i. Unless otherwise provided in the Contract Documents, the Contractor shall secure and pay for the building permit and other permits and governmental fees, licenses and inspections necessary for proper execution and completion of the Work.

ii. The Contractor shall comply with and give notices required by laws, ordinances, rules, regulations and lawful orders of public authorities applicable to performance of the Work. The Contractor shall promptly notify District 158 if the Drawings and Specifications are observed by the Contractor to be at variance therewith. If the Contractor performs Work knowing it to be contrary to laws, statues, ordinances, building codes, and rules and regulations without such notice to District 158, the Contractor shall assume appropriate responsibility for such Work and shall bear the costs attributable to correction.

G. Submittals

i. The Contractor shall review for compliance with contract documents, approve in writing and submit to Huntley Community School District 158 shop drawings, product data, samples and similar submittals required by the contract documents with reasonable promptness. The Work shall be in accordance with approved submittals.

ii. shop drawings, product data, samples and similar submittals are not contract documents.

H. Use of Site: The Contractor shall confine operations at the site to areas permitted by law, ordinances, permits and the Contract Documents and shall not unreasonably encumber the site with materials or equipment.

I. Cutting and Patching: The Contractor shall be responsible for cutting, fitting or patching required to complete the Work or to make its parts fit together properly.

J. Cleaning Up: The Contractor shall keep the premises and surrounding area free from accumulation of waste materials or rubbish caused by operations under the Contract. At the completion of the Work, the Contractor shall remove from and about the Project wants materials, rubbish, the Contractor's tools, construction equipment, machinery and surplus materials.

K. Royalties, Patents and Copyrights: The Contractor shall pay all royalties and license fees: shall defend suits or claims for infringement of copyrights and patent rights and shall hold District 158 harmless from loss on account thereof, but shall not be responsible for such defense or loss when a particular design, process or product of a particular manufacturer or manufacturers is required by the Contract Documents unless the Contractor has reason to believe that there is an infringement of patent or copyright and fails to promptly furnish such information to District 158.

L. Access to Work: The Contractor shall provide District 158 access to the Work in preparation and progress wherever located.

M. Indemnification

i. To the fullest extent permitted by law and to the extent claims, damages, losses or expenses are not covered by Protective Liability insurance purchased by the Contractor in accordance with insurance requirements enumerated elsewhere in this document. The Contractor shall indemnify and hold harmless District 158 from and against claims, damages, losses and expenses, including but not limited to attorneys' fees, arising out of our resulting from the performance of the Work., provided that such claim, damage, loss or expense is attributable to bodily injury, sickness, disease or death, or to injury to or destruction of tangible property (other than the Work itself), but only to the extent caused by the negligent acts or omissions of the Contractor, a Subcontractor, anyone directly or indirectly employed by them or anyone for whose acts they may be liable, regardless of whether or not such claim, damage, loss or expense is caused in part by a party indemnified hereunder. Such obligation shall not be construed to negate, abridge, or reduce other rights or obligations of indemnity which would otherwise exist as to a party or person.

ii. In claims against any person or entity indemnified under the above by an employee of the Contractor, a Subcontractor, anyone directly or indirectly employed by them or anyone for whose acts they may be liable, the indemnification obligation shall not be limited by a limitation on amount or type of damages, compensation or benefits payable by or for the Contractor or Subcontractor under workers' compensation acts, disability benefit acts, or other employee benefit acts.

4. DISTRICT 158'S ADMINISTRATION OF THE CONTRACT

A. District 158 will provide administration of the Contract (1) during construction, (2) until final payment is due and (3) from time to time during the one-year period for correction of Work described in Section 16.B.

B. District 158 will have authority to reject Work that does not conform to the Contract Documents.

C. District 158 will review and approve or take other appropriate action upon the Contractor's submittals such as Shop Drawings, Product Data and Samples, but only for the limited purpose of checking for conformance with information given and the design concept expressed in the Contract Document.

D. District 158 will interpret and decide matters concerning performance under, and requirements of, the Contract Documents on written request of the Contractor.

E. Claims and Disputes

i. Claims, disputes and other matters in question arising out of or relating to this Contract, including those alleging an error or omission by District 158 but excluding those arising under protection of persons and property shall be referred initially to District 158 for decision in a timely manner.

ii. If a claim, dispute or other matter in question relates to or is the subject of a mechanic's lien, the party asserting such matter may proceed in accordance with applicable law to comply with the lien notice or filing deadlines prior to resolution of the matter by District 158, by mediation or by arbitration.

iii. The parties shall endeavor to resolve their disputes by mediation which, unless the parties mutually agree otherwise, shall be in accordance with the Construction Industry Mediation Rules of the American Arbitration Association currently in effect. Request for mediation shall be filed in writing with the other party to this Agreement and with the American Arbitration Association. The request may be made concurrently with the filing of a demand for arbitration but, in such event, mediation shall proceed in advance of arbitration or legal or equitable proceedings, which shall be stayed pending mediation for a period of 60 days from the date of filing, unless stayed for a longer period by written agreement of the parties or court order.

iv. Claims, disputes and other matters in question arising out of or relating to the Contract that are not resolved by mediation, shall be decided by arbitration which, unless the parties mutually agree otherwise, shall be in accordance with the Construction Industry Arbitration Rules of the American Arbitration Association currently in effect. The demand for arbitration shall be filed in writing with the other party to this Agreement and with the American Arbitration Association and shall be final, and judgment may be entered upon it in accordance with applicable law in any court having jurisdiction thereof.

5. SUBCONTRACTORS

A. A Subcontractor is a person or entity who has direct contact with the Contractor to perform a portion of the Work at the site.

B. Unless otherwise stated in the Contract Documents or the bidding requirements, the Contractor, as soon as practical after award of the Contract, shall furnish in writing to District 158 the names of the Subcontractor for each of the principal portions of the Work. The Contractor shall not contract with any Subcontractor to whom District 158 has made reasonable and timely objection.

C. Contracts between the Contractor and Subcontractors shall (1) require each Subcontractor, to the extent of the Work to be performed by the Subcontractor, to be bound to the Contractor by the terms of the Contract Documents, and to assume toward the Contractor all the obligations and responsibilities, including the responsibility for safety of the Subcontractor's Work, which the Contractor, by the Contract Documents, assumes toward District 158.

6. DISTRICT 158'S RIGHT TO PERFORM CONSTRUCTION AND TO AWARD SEPARATE CONTRACTS

A. District 158 reserves the right to perform construction or operations related to the Project with District 158's own forces, and to award separate contracts in connection with other portions of the Project or other construction or operations on the site under conditions of the contract identical or substantially similar to these, including those portions related to insurance and waiver of subrogation. If the Contractor claims that delay or additional cost is involved because of such action by District 158, the Contractor shall make such claim as provided.

B. The Contractor shall afford District 158 and separate contractors' reasonable opportunity for introduction and storage of their materials and equipment and performance of their activities, and shall connect and coordinate the Contractor's activities with theirs as required by the Contract Documents.

C. District 158 shall be reimbursed by the Contractor for costs incurred by District 158 which are payable to a separate contractor because of delays, improperly timed activities or defective construction of the Contractor.

7. CHANGES IN THE WORK

A. District 158, without invalidating the Contract, may order changes in the Work within the general scope of the Contract consisting of additions, deletions or other revisions, the Contract Sum and Contract Time being adjusted accordingly. Such changes in the Work shall be authorized by written Change Order signed by District 158, Contractor, or by written Construction Change Directive signed by District 158.

B. The cost or credit to District 158 from a change in the Work shall be determined by mutual agreement of the parties or, in the case of a Construction Change Directive, by the contractor's cost of labor, material, equipment, and reasonable overhead and profit as agreed to with District 158 prior to commencement of the Work.

C. District 158 will have authority to order minor changes in the Work not involving adjustment in the Contract Sum or extension of the Contract Time and not inconsistent with the intent of the Contract Documents. Such changes shall

be effected by written order and shall be binding on District 158 and contractor. The Contractor shall carry out such written orders promptly.

D. If concealed or unknown physical conditions are encountered at the site that differ materially from those indicated in the Contract Documents or from those conditions ordinarily found to exist, the Contract Sum and Contract Time shall be equitably adjusted.

8. TIME

A. Time limits stated in the Contract Documents are of the essence of the contract. By executing the Agreement, the Contractor confirms that the Contract Time is a reasonable period for performing the Work.

B. The date of Substantial Completion is the date certified by District 158 in accordance with Section 13.D. ii.

C. If the Contractor is delayed at any time in the commencement or progress of the Work by changes ordered in the Work, by labor disputes, fire, unusual delay in deliveries, abnormal adverse weather conditions not reasonably anticipatable, unavoidable casualties or any causes beyond the Contractor's control, or by other causes which District 158 determines may justify delay, then the Contract Time shall be extended by Change Order for such reasonable time as District 158 may determine, subject to the provisions of Section 8.E.

9. PAYMENTS AND COMPLETION

A. Applications for Payment

i. Payments shall be made as provided in Article 3 of this Agreement. Applications for Payment shall be in a form satisfactory to District 158.

ii. The Contractor warrants that title to all Work covered by an Application for Payment will pass to District 158 no later than the time of payment. The Contractor further warrants that upon submittal of an Application for Payment all Work for which Certificates for Payment have been previously issued and payments received from District 158 shall, to the best of the Contractor's knowledge, information and belief, be free and clear of liens, claims, security interests or other encumbrances adverse to District 158's interests.

B. Certificates for Payment

i. The issuance of a Certificate for Payment will constitute a representation to District 158, that the Work has progressed to the point indicated and that, to the best of the Contractor's knowledge, information and belief the quality of the Work is in accordance with the Contract Documents. The foregoing representations are subject to an evaluation of the Work for conformance with the Contract Documents upon Substantial Completion, to results of subsequent tests and inspections, to correlation of minor deviations from the Contract Documents prior to completion and to specific qualifications expressed by District 158. The issuance of a Certificate for Payment will further constitute a representation that the contractor is entitled to payment in the amount certified. However, the issuance of a Certificate for Payment will not be a representation that District 158 has (1) made exhaustive or continuous onsite inspections to check the quality or quantity of the Work, (2) reviewed construction means, methods, techniques, sequences or procedures, (3) reviewed copies of requisitions received from Subcontractors and material suppliers and other data requested by District 158 to substantiate the Contractor's right to payment, or (4) made examination to ascertain how or for what purpose the Contractor has used money previously paid on account of the Contract Sum.

ii. District 158 may withhold payment in whole or in part, to the extent reasonably necessary to protect District 158. If in District 158's opinion the representations to District 158 required by section 13.B.i. cannot be made. District 158 may also withhold a Certificate for Payment or, because of subsequently discovered evidence, may nullify the whole or a part of a Certificate for Payment previously issued, to such extent as may be necessary to protect District 158 from loss for which the Contractor is responsible, including loss resulting from acts and omissions described in Section 7.B.ii, because of:

1. Defective Work not remedied;
2. Third party claims filed or reasonable evidence indicating probable filing of such claims unless security acceptable to District 158 is provided by the Contractor;
3. Failure of the Contractor to make payments properly to Subcontractors or for labor, materials or equipment;
4. Reasonable evidence that the Work cannot be completed for the unpaid balance of the Contract Sum;
5. Damage to District 158 or another contractor;

6. Reasonable evidence that the Work will not be completed within the Contract Time and that the unpaid balance would not be adequate to cover actual or liquidated damages for the anticipated delay; or
7. Persistent failure to carry out the Work in accordance with the Contract Documents.

iii. When the above reasons for withholding certification are removed, certification will be made for amounts previously withheld.

C. Payments to the Contractor

i. The Contractor shall promptly pay each Subcontractor, upon receipt of payment from District 158, out of the amount paid to the Contractor on account of such Subcontractor's portion of the Work, the amount to which said Subcontractor is entitled, reflecting percentages actually retained from payments to the Contractor on account of such Subcontractor's portion of the Work. The Contractor shall, by appropriate agreement with each Subcontractor, require each Subcontractor to make payments to sub-subcontractors in a similar manner.

ii. District 158 shall not have an obligation to pay or see to the payment of money to a Subcontractor except as may otherwise be required by law.

iii. A Certificate of Payment, a progress payment, or partial or entire use or occupancy of the Project by District 158 shall not constitute acceptance of Work not in accordance with the Contract Documents.

D. Substantial Completion

i. Substantial Completion is the stage in the progress of the Work when the Work or designated portion thereof is sufficiently complete in accordance with the Contract Documents so that District 158 can occupy or utilize the Work for their intended use.

ii. When requested by the Contractor, District 158 determines that the Work or designated portion thereof is substantially complete, District 158 will issue a Certificate of Substantial Completion which shall establish the date of Substantial Completion, establish responsibilities of District 158 and Contractor for security, maintenance, heat, utilities, damage to the Work and insurance, and fix the time within which the Contractor shall finish all items on the list accompanying the Certificate. Warranties required by the Contract Documents shall commence on the date of final acceptance of the Work or designated portion thereof unless otherwise provided in the Certificate of Substantial Completion.

E. Final Completion and Final Payment

i. Upon receipt of written notice from the contractor that the Work is ready for final inspection and acceptance and upon receipt of a final Application for Payment, District 158 will promptly make such inspection and, when District 158 finds the Work acceptable under the Contract Documents and the Contract fully performed, District 158 will promptly issue a statement that the Work has been completed in accordance with terms and conditions of the Contract Documents and that the entire balance found to be due the Contractor and noted in the final Certificate is due and payable.

ii. Final payment shall not become due until the Contractor has delivered to District 158 a complete release of all items arising out of this Contract or receipts in full covering all labor, materials, and equipment for which a lien could be filed, or a bond satisfactory to District 158 to indemnify District 158 against such lien. If such lien remains unsatisfied after payments are made, the Contractor shall refund to District 158 all money that District 158 may be compelled to pay in discharging such lien, including costs and reasonable attorneys' fees.

iii. The making of final payment shall constitute a waiver of claims by District 158 except those arising from:
1. Liens, claims, security interests or encumbrances arising out of the Contract and unsettled;
2. Failure of the Work to comply with the requirements of the Contract Documents; or
3. Terms of special warranties required by the Contract Documents.

iv. Acceptance of final payment by the Contractor, a Subcontractor or material supplier shall constitute a waiver of claims by that payee except those previously made in writing and identified by that payee as unsettled at the time of final Application for payments.

10. PROTECTION OF PERSONS AND PROPERTY

A. Safety Precautions and Programs: The Contractor shall be responsible for initiating, maintaining, and supervising all safety precautions and programs in connection with the performance of the Contract. The Contractor shall take reasonable precautions for safety of, and shall provide reasonable protection to prevent damage, injury, or loss to:

i. Employees on the Work and other persons who may be affected thereby;

ii. The Work and materials and equipment to be incorporated therein; and

iii. Other property at the site or adjacent therein.

642

The Contractor shall give notices and comply with applicable laws, ordinances, rules, regulations, and lawful orders of public authorities bearing on safety of persons and property and their protection from damage, injury, or loss. The Contractor shall promptly remedy damage and loss to property caused in whole or in part by the Contractor, a Subcontractor, a sub-subcontractor, or anyone directly or indirectly employed by any of them, or by anyone for whose acts they may be liable and for which the Contractor is responsible.

B. Hazardous Materials

i. If reasonable precautions will be inadequate to prevent foreseeable bodily injury or death to persons resulting from a material or substance, including but not limited to asbestos or polychlorinated biphenyl (PCB), encountered on the site by the Contractor, the Contractor shall, upon recognizing the condition, immediately stop Work in the affected area and report the condition to District 158 in writing. When the material or substance has been rendered harmless, Work in the affected area shall resume upon written agreement of District 158 and Contractor. The Contract Time may be extended appropriately.

ii. If, without negligence on the part of the Contractor, the Contractor is held liable for the cost of remediation of a hazardous material or substance solely by reason of performing Work as required by the Contract Documents, District 158 shall indemnify the Contractor for all cost and expense thereby incurred.

11. CORRECTION OF WORK

A. The Contractor shall promptly correct Work rejected by District 158 or failing to conform to the requirements of the Contract Documents, whether discovered before or after Substantial Completion and whether or not fabricated, installed or completed. Costs of correcting such rejected Work, including additional testing and inspections and compensation for District 158's services and expenses made necessary thereby, shall be at the Contractor's expense.

B. In addition to the Contractor's obligations under Section 7.D. If, within one year after the date of Substantial Completion of the Work or designated portion thereof or after the date for commencement of warranties established under Section 13.D.ii. or by terms of an applicable special warranty required by the Contract Documents, any of the Work is found to be not in accordance with the requirements of the Contract Documents, the Contractor shall correct it promptly after receipt of written notice from District 158 to do so unless District 158 has previously given the Contractor a written acceptance of such condition. District 158 shall give such notice promptly after discovery of the condition. During the one-year period for correction of Work, if District 158 fails to notify the Contractor and give the Contractor an opportunity to make the correction, District 158 waives the rights to require correction by the Contractor and to make a claim for breach of warranty.

C. If the Contractor fails to correct nonconforming Work within a reasonable time, District 158 may correct it and make claim against contractor for cost of correction.

D. The one-year period for correction of Work shall be extended with respect to portions of Work first performed after Substantial Completion by the period of time between Substantial Completion and the actual performance of the Work.

12. MISCELLANEOUS PROVISIONS

A. Assignment of Contract: Neither party to the Contract shall assign the Contract without written consent of the other.

B. Governing Law: The Contract shall be governed by Illinois law in a court convenient to District 158.

C. Tests and Inspections: Tests, inspections and approvals of portions of the Work required by the Contract Documents or by-laws, ordinances, rules, regulations or orders of public authorities having jurisdiction shall be made at an appropriate time. Unless otherwise provided, the Contractor shall make arrangements for such tests, inspections and approvals with an independent testing laboratory or entity acceptable to District 158, or with the appropriate public authority, and shall bear all related costs of tests, inspections and approvals. The Contractor shall give District 158 timely notice of when and where tests and inspections are to be made so that District 158 may be present for such procedures. District 158 shall bear costs of tests, inspections or approvals which do not become requirements until after bids are received or negotiations concluded.

D. Commencement of Statutory Limitation Period: As between District 158 and Contractor, any applicable statute of limitations shall commence to run and any alleged cause of action shall be deemed to have accrued not later than the date of issuance of the final Certificate for Payment.

13. TERMINATION OF THE CONTRACT

A. Termination by the Contractor: If District 158 fails to recommend payment for a period of 45 days through no fault of the Contractor, or if District 158 fails to make payment thereon for a period of 45 days, the Contractor may, upon seven additional days' written notice to District 158, terminate the Contract and recover from District 158 payment for Work executed and for proven loss with respect to materials, equipment, tools, and construction equipment and machinery, including reasonable overhead applicable to the Project.

B. Termination by District 158

i. District 158 may terminate the Contract if the Contractor:
   1. Persistently or repeatedly refuses or fails to supply enough properly skilled workers or proper materials;
   2. Fails to make payment to Subcontractors for materials or labor in accordance with the respective agreements between the Contractor and the Subcontractor;
   3. Persistently disregards laws, ordinances, rules, regulations, or orders of a public authority having jurisdiction, or
   4. Otherwise is guilty of substantial breach of a provision of the Contract Documents.

ii. When any of the above reasons exists, District 158 may, without prejudice to any other remedy District 158 may have and after giving the Contractor seven days' written notice, terminate the contract and take possession of the site and of all materials, equipment, tools, and construction equipment and machinery thereon owned by the Contractor and may finish the Work by whatever reasonable method District 158 may deem expedient. Upon request of the contractor, District 158 shall furnish to the Contractor a detailed accounting of the costs incurred by District 158 in finishing the Work.

iii. When District 158 terminates the Contract for one of the reasons stated in Section 13.B.i., the Contractor shall not be entitled to receive further payment until the Work is finished.

iv. If the unpaid balance of the Contract Sum exceeds the costs of finishing the Work, including compensation for services and expenses made necessary thereby, and other damages incurred by District 158 and not expressly waived, such excess shall be paid to the Contractor. If such costs and damages exceed the unpaid balance, the Contractor shall pay the difference to District 158. The amount to be paid to the Contractor or District 158, as the case may be, shall survive termination of the Contract.

14. OTHER CONDITIONS OR PROVISIONS

This Agreement entered into as of the day and year first written above.

_____	_____
DISTRICT 158 *(Signature)*	CONTRACTOR *(Signature)*
_____	_____
(Printed name and title)	*(Printed name and title)*

Certificate of Compliance
with the
Illinois Drug Free Workplace Act 30 ILCS 580/

The Contractor here-by certifies to the District that it will provide a drug free workplace by complying with the IL. Drug Free Workplace Act, 30 ILCS 580/. All contractors must comply with the notification mandates and other requirements in the IL. Drug Free Workplace Act. "Contractor" is defined in the IL. Drug Free Workplace Act as a "corporation, partnership, or other entity with 25 or more employees at the time of letting the contract, or a department, division, or unit thereof, directly responsible for the specific performance under a contract of $5,000 or more."

Signed: _____
Signature

By:_____
Printed Name

Title:_____

Date:_____

CERTIFICATE OF ELIGIBILITY TO BID

_____(contractor), pursuant to Section 33E-11 of the Illinois Criminal Code of 1961 as amended, hereby certifies that neither (he, she, it) nor any of (his, her, its) partners, officers, or owners of (his, her, its) business has been convicted in the past five (5) years of the offense of bid-rigging under Section 33E-3 of the Illinois Criminal Code of 1961 as amended and that neither (he, she, it) nor any of (his, her, its) partners, officers or owners of (his, her, its) business has ever been convicted of the offense of bid-rotating under Section 33E-4 of the Illinois Criminal Code of 1961 as amended.

_____ _____
Date Name of Contractor/Company

_____ _____
Street Address City, State, Zip

_____ _____
Title of Officer Name of Officer (Please Print)

_____
Signature of Officer

CERTIFICATE OF COMPLIANCE
TO THE
ILLINOIS DEPARTMENT OF HUMAN RIGHTS REGULATIONS

For this proposal to receive consideration by the Board of Education of School District #158, Algonquin, Illinois, the following certificate must be signed by an official of your company and returned with your proposal. This is to certify that our company is in compliance with the provisions of the Illinois Department of Human Rights Regulations.

Signed: _____
Signature

By: _____
Printed Name

Title: _____

Date: _____

CERTIFICATE OF COMPLIANCE WITH THE ILLINOIS PREVAILING WAGE LAW

TO: Mr. Doug Renkosik
Director of Operations and Maintenance
SCHOOL DISTRICT 158

Dear Mr. Renkosik,

This letter is to certify that _____
Name of Company

is in compliance with Illinois Public Act 100-1177 and all amendments pertaining to the payment of prevailing wages (as established by the Department of Labor (IDOL)) to all laborers, workers and mechanics performing work under this contract and agrees to post all certified payroll reports to the IDOL website as required.

Official Address: _____

_____ _____ _____
City, State *County* *Date*

_____ _____
Signature *Title*

_____
Telephone Number (with area code)

Sworn and subscribed on the _____day of _____, 20_____, before me, notary public, appointed in

_____ County for the State of IL

_____ _____
Signature of Notary *Name Typed or Printed*

(seal)

My commission expires: _____

_____ _____ _____
Month Day Year *City of Residence* *County*

.

HOLD HARMLESS AGREEMENT

By signing this Hold Harmless Agreement, the contractor certifies that to the fullest extent permitted by law, the contracor agrees to defend, pay in behalf of, and hold harmless Huntley Community School District 158 and its elected and appointed officials, employees and volunteers and others working in behalf of Huntley Community School District 158; against any and all claims, demands, suits, loss, including all costs connected therewith, for any damages which may be asserted, claimed or recovered against of from Huntley Community School District 158, its elected and appointed officials, employees, volunteers and others working in behalf of Huntley Community School District 158, by reason of personal injury, including bodily injury and death; and/or property damage, including loss of use thereof, which arises out of or is in any way connected or associated with this contract.

_____ _____

Company Name By (Sign Name)

_____ _____

Address Title

Sworn and subscribed on the _____day of _____, 2018,

before me, notary public, appointed in _____ County for the State of IL

_____ _____

Signature of Notary *Name Typed or Printed*

(seal)

My commission expires:

_____ _____ _____

Month Day Year *City of Residence* *County*

AIA® Document A312™ – 2010

Performance Bond

CONTRACTOR:
(Name, legal status and address)

SURETY:
(Name, legal status and principal place of business)

OWNER:
(Name, legal status and address)

CONSTRUCTION CONTRACT
Date:
Amount: $
Description:
(Name and location)
School Dist. 158

BOND
Date:
(Not earlier than Construction Contract Date)

Amount: $
Modifications to this Bond: [ ] None [X] See Section 16

CONTRACTOR AS PRINCIPAL		**SURETY**	
Company:	*(Corporate Seal)*	Company:	*(Corporate Seal)*
Signature:		Signature:	
Name and Title:		Name and Title:	

(Any additional signatures appear on the last page of this Performance Bond.)

(FOR INFORMATION ONLY — Name, address and telephone)
AGENT or **BROKER:**

OWNER'S REPRESENTATIVE:
(Architect, Engineer or other party:)

ADDITIONS AND DELETIONS:
The author of this document has added information needed for its completion. The author may also have revised the text of the original AIA standard form. An *Additions and Deletions Report* that notes added information as well as revisions to the standard form text is available from the author and should be reviewed. A vertical line in the left margin of this document indicates where the author has added necessary information and where the author has added to or deleted from the original AIA text.

This document has important legal consequences. Consultation with an attorney is encouraged with respect to its completion or modification.

Any singular reference to Contractor, Surety, Owner or other party shall be considered plural where applicable.

Init. /

AIA Document A312™ – 2010 Performance Bond. The American Institute of Architects. **All rights reserved.** WARNING: This AIA® Document is protected by U.S. Copyright Law and International Treaties. Unauthorized reproduction or distribution of this AIA® Document, or any portion of it, may result in severe civil and criminal penalties, and will be prosecuted to the maximum extent possible under the law. This document was produced by AIA software at 07:31:32 on 02/14/2013 under Order No.7338957849_1 which expires on 08/08/2014, and is not for resale.
User Notes:
(1232034131)

§ 1 The Contractor and Surety, jointly and severally, bind themselves, their heirs, executors, administrators, successors and assigns to the Owner for the performance of the Construction Contract, which is incorporated herein by reference.

§ 2 If the Contractor performs the Construction Contract, the Surety and the Contractor shall have no obligation under this Bond, except when applicable to participate in a conference as provided in Section 3.

§ 3 If there is no Owner Default under the Construction Contract, the Surety's obligation under this Bond shall arise after

.1 the Owner first provides notice to the Contractor and the Surety that the Owner is considering declaring a Contractor Default. Such notice shall indicate whether the Owner is requesting a conference among the Owner, Contractor and Surety to discuss the Contractor's performance. If the Owner does not request a conference, the Surety may, within five (5) business days after receipt of the Owner's notice, request such a conference. If the Surety timely requests a conference, the Owner shall attend. Unless the Owner agrees otherwise, any conference requested under this Section 3.1 shall be held within ten (10) business days of the Surety's receipt of the Owner's notice. If the Owner, the Contractor and the Surety agree, the Contractor shall be allowed a reasonable time to perform the Construction Contract, but such an agreement shall not waive the Owner's right, if any, subsequently to declare a Contractor Default;

.2 the Owner declares a Contractor Default, terminates the Construction Contract and notifies the Surety; and

.3 the Owner has agreed to pay the Balance of the Contract Price in accordance with the terms of the Construction Contract to the Surety or to a contractor selected to perform the Construction Contract.

§ 4 Failure on the part of the Owner to comply with the notice requirement in Section 3.1 shall not constitute a failure to comply with a condition precedent to the Surety's obligations, or release the Surety from its obligations, except to the extent the Surety demonstrates actual prejudice.

§ 5 When the Owner has satisfied the conditions of Section 3, the Surety shall promptly and at the Surety's expense take one of the following actions:

§ 5.1 Arrange for the Contractor, with the consent of the Owner, to perform and complete the Construction Contract;

§ 5.2 Undertake to perform and complete the Construction Contract itself, through its agents or independent contractors;

§ 5.3 Obtain bids or negotiated proposals from qualified contractors acceptable to the Owner for a contract for performance and completion of the Construction Contract, arrange for a contract to be prepared for execution by the Owner and a contractor selected with the Owner's concurrence, to be secured with performance and payment bonds executed by a qualified surety equivalent to the bonds issued on the Construction Contract, and pay to the Owner the amount of damages as described in Section 7 in excess of the Balance of the Contract Price incurred by the Owner as a result of the Contractor Default; or

§ 5.4 Waive its right to perform and complete, arrange for completion, or obtain a new contractor and with reasonable promptness under the circumstances:

.1 After investigation, determine the amount for which it may be liable to the Owner and, as soon as practicable after the amount is determined, make payment to the Owner; or

.2 Deny liability in whole or in part and notify the Owner, citing the reasons for denial.

§ 6 If the Surety does not proceed as provided in Section 5 with reasonable promptness, the Surety shall be deemed to be in default on this Bond seven days after receipt of an additional written notice from the Owner to the Surety demanding that the Surety perform its obligations under this Bond, and the Owner shall be entitled to enforce any remedy available to the Owner. If the Surety proceeds as provided in Section 5.4, and the Owner refuses the payment or the Surety has denied liability, in whole or in part, without further notice the Owner shall be entitled to enforce any remedy available to the Owner.

Init. /

AIA Document A312™ – 2010 Performance Bond. The American Institute of Architects. All rights reserved. WARNING: This AIA® Document is protected by U.S. Copyright Law and International Treaties. Unauthorized reproduction or distribution of this AIA® Document, or any portion of it, may result in severe civil and criminal penalties, and will be prosecuted to the maximum extent possible under the law. This document was produced by AIA software at 07:31:32 on 02/14/2013 under Order No.7338957849_1 which expires on 08/08/2014, and is not for resale.
User Notes:
(1232034131)

§ 7 If the Surety elects to act under Section 5.1, 5.2 or 5.3, then the responsibilities of the Surety to the Owner shall not be greater than those of the Contractor under the Construction Contract, and the responsibilities of the Owner to the Surety shall not be greater than those of the Owner under the Construction Contract. Subject to the commitment by the Owner to pay the Balance of the Contract Price, the Surety is obligated, without duplication, for

.1 the responsibilities of the Contractor for correction of defective work and completion of the Construction Contract;

.2 additional legal, design professional and delay costs resulting from the Contractor's Default, and resulting from the actions or failure to act of the Surety under Section 5; and

.3 liquidated damages, or if no liquidated damages are specified in the Construction Contract, actual damages caused by delayed performance or non-performance of the Contractor.

§ 8 If the Surety elects to act under Section 5.1, 5.3 or 5.4, the Surety's liability is limited to the amount of this Bond.

§ 9 The Surety shall not be liable to the Owner or others for obligations of the Contractor that are unrelated to the Construction Contract, and the Balance of the Contract Price shall not be reduced or set off on account of any such unrelated obligations. No right of action shall accrue on this Bond to any person or entity other than the Owner or its heirs, executors, administrators, successors and assigns.

§ 10 The Surety hereby waives notice of any change, including changes of time, to the Construction Contract or to related subcontracts, purchase orders and other obligations.

§ 11 Any proceeding, legal or equitable, under this Bond may be instituted in any court of competent jurisdiction in the location in which the work or part of the work is located and shall be instituted within two years after a declaration of Contractor Default or within two years after the Contractor ceased working or within two years after the Surety refuses or fails to perform its obligations under this Bond, whichever occurs first. If the provisions of this Paragraph are void or prohibited by law, the minimum period of limitation available to sureties as a defense in the jurisdiction of the suit shall be applicable.

§ 12 Notice to the Surety, the Owner or the Contractor shall be mailed or delivered to the address shown on the page on which their signature appears.

§ 13 When this Bond has been furnished to comply with a statutory or other legal requirement in the location where the construction was to be performed, any provision in this Bond conflicting with said statutory or legal requirement shall be deemed deleted herefrom and provisions conforming to such statutory or other legal requirement shall be deemed incorporated herein. When so furnished, the intent is that this Bond shall be construed as a statutory bond and not as a common law bond.

§ 14 Definitions

§ 14.1 Balance of the Contract Price. The total amount payable by the Owner to the Contractor under the Construction Contract after all proper adjustments have been made, including allowance to the Contractor of any amounts received or to be received by the Owner in settlement of insurance or other claims for damages to which the Contractor is entitled, reduced by all valid and proper payments made to or on behalf of the Contractor under the Construction Contract.

§ 14.2 Construction Contract. The agreement between the Owner and Contractor identified on the cover page, including all Contract Documents and changes made to the agreement and the Contract Documents.

§ 14.3 Contractor Default. Failure of the Contractor, which has not been remedied or waived, to perform or otherwise to comply with a material term of the Construction Contract.

§ 14.4 Owner Default. Failure of the Owner, which has not been remedied or waived, to pay the Contractor as required under the Construction Contract or to perform and complete or comply with the other material terms of the Construction Contract.

§ 14.5 Contract Documents. All the documents that comprise the agreement between the Owner and Contractor.

Init.
/
AIA Document A312™ – 2010 Performance Bond. The American Institute of Architects. All rights reserved. WARNING: This AIA® Document is protected by U.S. Copyright Law and International Treaties. Unauthorized reproduction or distribution of this AIA® Document, or any portion of it, may result in severe civil and criminal penalties, and will be prosecuted to the maximum extent possible under the law. This document was produced by AIA software at 07:31:32 on 02/14/2013 under Order No.7338957849_1 which expires on 08/08/2014, and is not for resale.
User Notes:
(1232034131)

§ 15 If this Bond is issued for an agreement between a Contractor and subcontractor, the term Contractor in this Bond shall be deemed to be Subcontractor and the term Owner shall be deemed to be Contractor.

§ 16 Modifications to this bond are as follows:

A. Section 7.2 is deleted and replaced with: "additional legal fees and costs; additional design professional fees and costs; and delay costs resulting from the Contractor's Default, and resulting from the actions or failure to act of the Surety under Section 5; and

B. Section 11 is deleted and replaced with: "Any proceeding, legal or equitable, under this Bond may be instituted in any court of competent jurisdiction in the location in which the work or part of the work is located and shall be instituted within the period required by the applicable Statue of Limitations. Additionally, if the Owner elects to resolve disputes with the Principal by arbitration, the Surety agrees to participate in the arbitration proceedings or be bound by the decisions rendered in connection with the arbitration proceedings."

(Space is provided below for additional signatures of added parties, other than those appearing on the cover page.)

CONTRACTOR AS PRINCIPAL		**SURETY**	
Company:	*(Corporate Seal)*	Company:	*(Corporate Seal)*
Signature:		Signature:	
Name and Title:		Name and Title:	
Address:		Address:	

Init. /

AIA Document A312™ – 2010 Performance Bond. The American Institute of Architects. All rights reserved. WARNING: This AIA® Document is protected by U.S. Copyright Law and International Treaties. Unauthorized reproduction or distribution of this AIA® Document, or any portion of it, may result in severe civil and criminal penalties, and will be prosecuted to the maximum extent possible under the law. This document was produced by AIA software at 07:31:32 on 02/14/2013 under Order No.7338957849_1 which expires on 08/08/2014, and is not for resale.
User Notes:
(1232034131)

Additions and Deletions Report for
AIA® Document A312™ – 2010

This Additions and Deletions Report, as defined on page 1 of the associated document, reproduces below all text the author has added to the standard form AIA document in order to complete it, as well as any text the author may have added to or deleted from the original AIA text. Added text is shown underlined. Deleted text is indicated with a horizontal line through the original AIA text.

Note: This Additions and Deletions Report is provided for information purposes only and is not incorporated into or constitute any part of the associated AIA document. This Additions and Deletions Report and its associated document were generated simultaneously by AIA software at 07:31:32 on 02/14/2013.

PAGE 1

School Dist. 158

...

Modifications to this Bond: [ ] None [X] See Section 16

PAGE 4

A. Section 7.2 is deleted and replaced with: "additional legal fees and costs; additional design professional fees and costs; and delay costs resulting from the Contractor's Default, and resulting from the actions or failure to act of the Surety under Section 5; and

B. Section 11 is deleted and replaced with: "Any proceeding, legal or equitable, under this Bond may be instituted in any court of competent jurisdiction in the location in which the work or part of the work is located and shall be instituted within the period required by the applicable Statue of Limitations. Additionally, if the Owner elects to resolve disputes with the Principal by arbitration, the Surety agrees to participate in the arbitration proceedings or be bound by the decisions rendered in connection with the arbitration proceedings."

Additions and Deletions Report for AIA Document A312™ – 2010 Performance Bond. The American Institute of Architects. **All rights reserved.** WARNING: This AIA® Document is protected by U.S. Copyright Law and International Treaties. Unauthorized reproduction or distribution of this AIA® Document, or any portion of it, may result in severe civil and criminal penalties, and will be prosecuted to the maximum extent possible under the law. This document was produced by AIA software at 07:31:32 on 02/14/2013 under Order No.7338957849_1 which expires on 08/08/2014, and is not for resale.
User Notes:
(1232034131)

Certification of Document's Authenticity

AIA® Document D401™ – 2003

I, , hereby certify, to the best of my knowledge, information and belief, that I created the attached final document simultaneously with its associated Additions and Deletions Report and this certification at 07:31:32 on 02/14/2013 under Order No. 7338957849_1 from AIA Contract Documents software and that in preparing the attached final document I made no changes to the original text of AIA® Document A312™ – 2010, Performance Bond, as published by the AIA in its software, other than those additions and deletions shown in the associated Additions and Deletions Report.

_____

(Signed)

_____

(Title)

_____

(Dated)

AIA Document D401™ – 2003. Copyright © 1992 and 2003 by The American Institute of Architects. **All rights reserved.** WARNING: This AIA® Document is protected by U.S. Copyright Law and International Treaties. Unauthorized reproduction or distribution of this AIA® Document, or any portion of it, may result in severe civil and criminal penalties, and will be prosecuted to the maximum extent possible under the law. This document was produced by AIA software at 07:31:32 on 02/14/2013 under Order No.7338957849_1 which expires on 08/08/2014, and is not for resale.
User Notes:
(1232034131)

AIA® Document A312™ – 2010

Payment Bond

CONTRACTOR:
(Name, legal status and address)

SURETY:
(Name, legal status and principal place of business)

OWNER:
(Name, legal status and address)

CONSTRUCTION CONTRACT
Date:
Amount: $
Description:
(Name and location)
School Dist. 158

BOND
Date:
(Not earlier than Construction Contract Date)

Amount: $
Modifications to this Bond: ☐ None ☐ See Section 18

CONTRACTOR AS PRINCIPAL		**SURETY**	
Company:	*(Corporate Seal)*	Company:	*(Corporate Seal)*
Signature:		Signature:	
Name and Title:		Name and Title:	

(Any additional signatures appear on the last page of this Payment Bond.)

(FOR INFORMATION ONLY — Name, address and telephone)
AGENT or **BROKER:**

OWNER'S REPRESENTATIVE:
(Architect, Engineer or other party:)

ADDITIONS AND DELETIONS:
The author of this document has added information needed for its completion. The author may also have revised the text of the original AIA standard form. An *Additions and Deletions Report* that notes added information as well as revisions to the standard form text is available from the author and should be reviewed. A vertical line in the left margin of this document indicates where the author has added necessary information and where the author has added to or deleted from the original AIA text.

This document has important legal consequences. Consultation with an attorney is encouraged with respect to its completion or modification.

Any singular reference to Contractor, Surety, Owner or other party shall be considered plural where applicable.

Init.
/
AIA Document A312™ – 2010 Payment Bond. The American Institute of Architects. **All rights reserved.** WARNING: This AIA® Document is protected by U.S. Copyright Law and International Treaties. Unauthorized reproduction or distribution of this AIA® Document, or any portion of it, may result in severe civil and criminal penalties, and will be prosecuted to the maximum extent possible under the law. This document was produced by AIA software at 07:40:06 on 02/14/2013 under Order No.7338957849_1 which expires on 08/08/2014, and is not for resale.
User Notes:
(791835970)

§ 1 The Contractor and Surety, jointly and severally, bind themselves, their heirs, executors, administrators, successors and assigns to the Owner to pay for labor, materials and equipment furnished for use in the performance of the Construction Contract, which is incorporated herein by reference, subject to the following terms.

§ 2 If the Contractor promptly makes payment of all sums due to Claimants, and defends, indemnifies and holds harmless the Owner from claims, demands, liens or suits by any person or entity seeking payment for labor, materials or equipment furnished for use in the performance of the Construction Contract, then the Surety and the Contractor shall have no obligation under this Bond.

§ 3 If there is no Owner Default under the Construction Contract, the Surety's obligation to the Owner under this Bond shall arise after the Owner has promptly notified the Contractor and the Surety (at the address described in Section 13) of claims, demands, liens or suits against the Owner or the Owner's property by any person or entity seeking payment for labor, materials or equipment furnished for use in the performance of the Construction Contract and tendered defense of such claims, demands, liens or suits to the Contractor and the Surety.

§ 4 When the Owner has satisfied the conditions in Section 3, the Surety shall promptly and at the Surety's expense defend, indemnify and hold harmless the Owner against a duly tendered claim, demand, lien or suit.

§ 5 The Surety's obligations to a Claimant under this Bond shall arise after the following:

§ 5.1 Claimants, who do not have a direct contract with the Contractor,

.1 have furnished a written notice of non-payment to the Contractor, stating with substantial accuracy the amount claimed and the name of the party to whom the materials were, or equipment was, furnished or supplied or for whom the labor was done or performed, within ninety (90) days after having last performed labor or last furnished materials or equipment included in the Claim; and

.2 have sent a Claim to the Surety (at the address described in Section 13).

§ 5.2 Claimants, who are employed by or have a direct contract with the Contractor, have sent a Claim to the Surety (at the address described in Section 13).

§ 6 If a notice of non-payment required by Section 5.1.1 is given by the Owner to the Contractor, that is sufficient to satisfy a Claimant's obligation to furnish a written notice of non-payment under Section 5.1.1.

§ 7 When a Claimant has satisfied the conditions of Sections 5.1 or 5.2, whichever is applicable, the Surety shall promptly and at the Surety's expense take the following actions:

§ 7.1 Send an answer to the Claimant, with a copy to the Owner, within sixty (60) days after receipt of the Claim, stating the amounts that are undisputed and the basis for challenging any amounts that are disputed; and

§ 7.2 Pay or arrange for payment of any undisputed amounts.

§ 7.3 The Surety's failure to discharge its obligations under Section 7.1 or Section 7.2 shall not be deemed to constitute a waiver of defenses the Surety or Contractor may have or acquire as to a Claim, except as to undisputed amounts for which the Surety and Claimant have reached agreement. If, however, the Surety fails to discharge its obligations under Section 7.1 or Section 7.2, the Surety shall indemnify the Claimant for the reasonable attorney's fees the Claimant incurs thereafter to recover any sums found to be due and owing to the Claimant.

§ 8 The Surety's total obligation shall not exceed the amount of this Bond, plus the amount of reasonable attorney's fees provided under Section 7.3, and the amount of this Bond shall be credited for any payments made in good faith by the Surety.

§ 9 Amounts owed by the Owner to the Contractor under the Construction Contract shall be used for the performance of the Construction Contract and to satisfy claims, if any, under any construction performance bond. By the Contractor furnishing and the Owner accepting this Bond, they agree that all funds earned by the Contractor in the performance of the Construction Contract are dedicated to satisfy obligations of the Contractor and Surety under this Bond, subject to the Owner's priority to use the funds for the completion of the work.

Init. /

AIA Document A312™ – 2010 Payment Bond. The American Institute of Architects. All rights reserved. WARNING: This AIA® Document is protected by U.S. Copyright Law and International Treaties. Unauthorized reproduction or distribution of this AIA® Document, or any portion of it, may result in severe civil and criminal penalties, and will be prosecuted to the maximum extent possible under the law. This document was produced by AIA software at 07:40:06 on 02/14/2013 under Order No.7338957849_1 which expires on 08/08/2014, and is not for resale.
User Notes:
(791835970)

§ 10 The Surety shall not be liable to the Owner, Claimants or others for obligations of the Contractor that are unrelated to the Construction Contract. The Owner shall not be liable for the payment of any costs or expenses of any Claimant under this Bond, and shall have under this Bond no obligation to make payments to, or give notice on behalf of, Claimants or otherwise have any obligations to Claimants under this Bond.

§ 11 The Surety hereby waives notice of any change, including changes of time, to the Construction Contract or to related subcontracts, purchase orders and other obligations.

§ 12 No suit or action shall be commenced by a Claimant under this Bond other than in a court of competent jurisdiction in the state in which the project that is the subject of the Construction Contract is located or after the expiration of one year from the date (1) on which the Claimant sent a Claim to the Surety pursuant to Section 5.1.2 or 5.2, or (2) on which the last labor or service was performed by anyone or the last materials or equipment were furnished by anyone under the Construction Contract, whichever of (1) or (2) first occurs. If the provisions of this Paragraph are void or prohibited by law, the minimum period of limitation available to sureties as a defense in the jurisdiction of the suit shall be applicable.

§ 13 Notice and Claims to the Surety, the Owner or the Contractor shall be mailed or delivered to the address shown on the page on which their signature appears. Actual receipt of notice or Claims, however accomplished, shall be sufficient compliance as of the date received.

§ 14 When this Bond has been furnished to comply with a statutory or other legal requirement in the location where the construction was to be performed, any provision in this Bond conflicting with said statutory or legal requirement shall be deemed deleted herefrom and provisions conforming to such statutory or other legal requirement shall be deemed incorporated herein. When so furnished, the intent is that this Bond shall be construed as a statutory bond and not as a common law bond.

§ 15 Upon request by any person or entity appearing to be a potential beneficiary of this Bond, the Contractor and Owner shall promptly furnish a copy of this Bond or shall permit a copy to be made.

§ 16 Definitions

§ 16.1 Claim. A written statement by the Claimant including at a minimum:

.1 the name of the Claimant;
.2 the name of the person for whom the labor was done, or materials or equipment furnished;
.3 a copy of the agreement or purchase order pursuant to which labor, materials or equipment was furnished for use in the performance of the Construction Contract;
.4 a brief description of the labor, materials or equipment furnished;
.5 the date on which the Claimant last performed labor or last furnished materials or equipment for use in the performance of the Construction Contract;
.6 the total amount earned by the Claimant for labor, materials or equipment furnished as of the date of the Claim;
.7 the total amount of previous payments received by the Claimant; and
.8 the total amount due and unpaid to the Claimant for labor, materials or equipment furnished as of the date of the Claim.

§ 16.2 Claimant. An individual or entity having a direct contract with the Contractor or with a subcontractor of the Contractor to furnish labor, materials or equipment for use in the performance of the Construction Contract. The term Claimant also includes any individual or entity that has rightfully asserted a claim under an applicable mechanic's lien or similar statute against the real property upon which the Project is located. The intent of this Bond shall be to include without limitation in the terms "labor, materials or equipment" that part of water, gas, power, light, heat, oil, gasoline, telephone service or rental equipment used in the Construction Contract, architectural and engineering services required for performance of the work of the Contractor and the Contractor's subcontractors, and all other items for which a mechanic's lien may be asserted in the jurisdiction where the labor, materials or equipment were furnished.

§ 16.3 Construction Contract. The agreement between the Owner and Contractor identified on the cover page, including all Contract Documents and all changes made to the agreement and the Contract Documents.

Init. /

AIA Document A312™ – 2010 Payment Bond. The American Institute of Architects. All rights reserved. WARNING: This AIA® Document is protected by U.S. Copyright Law and International Treaties. Unauthorized reproduction or distribution of this AIA® Document, or any portion of it, may result in severe civil and criminal penalties, and will be prosecuted to the maximum extent possible under the law. This document was produced by AIA software at 07:40:06 on 02/14/2013 under Order No.7338957849_1 which expires on 08/08/2014, and is not for resale.
User Notes:
(791835970)

§ 16.4 Owner Default. Failure of the Owner, which has not been remedied or waived, to pay the Contractor as required under the Construction Contract or to perform and complete or comply with the other material terms of the Construction Contract.

§ 16.5 Contract Documents. All the documents that comprise the agreement between the Owner and Contractor.

§ 17 If this Bond is issued for an agreement between a Contractor and subcontractor, the term Contractor in this Bond shall be deemed to be Subcontractor and the term Owner shall be deemed to be Contractor.

§ 18 Modifications to this bond are as follows:

(Space is provided below for additional signatures of added parties, other than those appearing on the cover page.)

CONTRACTOR AS PRINCIPAL		**SURETY**	
Company:	*(Corporate Seal)*	Company:	*(Corporate Seal)*
Signature:		Signature:	
Name and Title:		Name and Title:	
Address:		Address:	

Init.
/
AIA Document A312™ – 2010 Payment Bond. The American Institute of Architects. All rights reserved. WARNING: This AIA® Document is protected by U.S. Copyright Law and International Treaties. Unauthorized reproduction or distribution of this AIA® Document, or any portion of it, may result in severe civil and criminal penalties, and will be prosecuted to the maximum extent possible under the law. This document was produced by AIA software at 07:40:06 on 02/14/2013 under Order No.7338957849_1 which expires on 08/08/2014, and is not for resale.
User Notes:
(791835970)

Additions and Deletions Report for
AIA® Document A312™ – 2010

This Additions and Deletions Report, as defined on page 1 of the associated document, reproduces below all text the author has added to the standard form AIA document in order to complete it, as well as any text the author may have added to or deleted from the original AIA text. Added text is shown underlined. Deleted text is indicated with a horizontal line through the original AIA text.

Note: This Additions and Deletions Report is provided for information purposes only and is not incorporated into or constitute any part of the associated AIA document. This Additions and Deletions Report and its associated document were generated simultaneously by AIA software at 07:40:06 on 02/14/2013.

PAGE 1

School Dist. 158

Additions and Deletions Report for AIA Document A312™ – 2010 Payment Bond. The American Institute of Architects. **All rights reserved.** WARNING: This AIA® Document is protected by U.S. Copyright Law and International Treaties. Unauthorized reproduction or distribution of this AIA® Document, or any portion of it, may result in severe civil and criminal penalties, and will be prosecuted to the maximum extent possible under the law. This document was produced by AIA software at 07:40:06 on 02/14/2013 under Order No.7338957849_1 which expires on 08/08/2014, and is not for resale.
User Notes:
(791835970)

Certification of Document's Authenticity

AIA® Document D401™ – 2003

I, , hereby certify, to the best of my knowledge, information and belief, that I created the attached final document simultaneously with its associated Additions and Deletions Report and this certification at 07:40:06 on 02/14/2013 under Order No. 7338957849_1 from AIA Contract Documents software and that in preparing the attached final document I made no changes to the original text of AIA® Document A312™ – 2010, Payment Bond, as published by the AIA in its software, other than those additions and deletions shown in the associated Additions and Deletions Report.

_____

(Signed)

_____

(Title)

_____

(Dated)

AIA Document D401™ – 2003. Copyright © 1992 and 2003 by The American Institute of Architects. All rights reserved. WARNING: This AIA® Document is protected by U.S. Copyright Law and International Treaties. Unauthorized reproduction or distribution of this AIA® Document, or any portion of it, may result in severe civil and criminal penalties, and will be prosecuted to the maximum extent possible under the law. This document was produced by AIA software at 07:40:06 on 02/14/2013 under Order No.7338957849_1 which expires on 08/08/2014, and is not for resale.
User Notes:
(791835970)