

# Regular Agenda

**Date:** Thursday, May 15, 2025

**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

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**Mission Statement:** Our learning community will inspire, challenge and empower all students always.

**Board of Education Members:** President, Mr. Paul Troy; Vice President, Mr. Sean Cratty; Secretary, Mrs. Melissa Maiorino; Mr. Andy Bittman; Mr. Rich Bobby; Mr. Andy Fekete; Mrs. Laura Murray

## Agenda

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

1. **Call to Order / Roll Call (A)** (Mr. Troy)

Call to order the Regular Meeting at \_\_\_:\_\_\_ p.m. A quorum must be met.

**Roll Call: Ayes / Absent / Motion** \_\_\_\_\_

**Members:** Mr. Bittman, Mr. Bobby, Mr. Cratty, Mr. Fekete, Mrs. Maiorino, Mrs. Murray, Mr. Troy

2. **Closed Session / Roll Call (A)** (Mr. Troy)

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; **(2)** Collective negotiating matters; **(9)** Student Disciplinary; **(11)** Litigation; **(21)** Discussion of minutes of meetings lawfully closed under this Act.

**Members:** Mr. Bittman, Mr. Bobby, Mr. Cratty, Mr. Fekete, Mrs. Maiorino, Mrs. Murray, Mr. Troy

**Roll Call: Ayes / Nays / Absent / Motion** \_\_\_\_\_

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. Troy) *approx. 7:00 p.m.*

Resume the Regular meeting at \_\_\_:\_\_\_ p.m.

**Members:** Mr. Bittman, Mr. Bobby, Mr. Cratty, Mr. Fekete, Mrs. Maiorino, Mrs. Murray, Mr. Troy

**Roll Call: Ayes / Absent / Motion** \_\_\_\_\_

1. **Action as Required / Roll Call** (Mr. Troy)

Will come from the Board.

**Roll Call: Ayes / Nays / Absent / Motion** \_\_\_\_\_

**Action:** Recommendation will come from the Board.

**Members:** Mr. Bittman, Mr. Bobby, Mr. Cratty, Mr. Fekete, Mrs. Maiorino, Mrs. Murray, Mr. Troy

4. **Pledge of Allegiance** (Mr. Troy)

The Robotics Club will lead us in the pledge.

James Williams, Declan Crowley, Yuvati Sivakumar, Sidak Sandhu - Conley Elementary

Elise Morfoot, Lincoln Harden, Wyatt Anderson, Alexander (Alex) Abucewicz - Leggee Elementary

Ryan Krauss, Evan Bolger, Annabelle Konczyk, Hailey West - Martin Elementary

5. **Student Recognition (R)** (Mr. Troy)

1. **HHS Journalism Team Wins IHSA State Competition**

Cooper Wackerlin, Mia Ascencio, William Mize, Jocelyn Jones, Elaina Satalino, Addison Stone, Kaylee Coleman, Sophia Mitchell, Santino Bedolla, Maya Hiermann, Emma Christenson, Laura Langkan, Ly Martil, Carrie Willig, Alexis Davis, Sofia Bondi, Kacey Laput, Alyssa McQueen, Taryn Rainey, Drew Diversey

2. **RNN News Crew Wins National Academy of Television Arts and Sciences Award**

William Mize, Jocelyn Jones, Addison Stone, Caden Slad and Dylan Fekete

6. **Public Comment** (Mr. Troy)  
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. Troy)  
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.
  1. **Donations (R)** (Ms. Lombard) 7  
Polish and Slavic Federal Credit Union - \$300 Multilingual Parent Advisory Committee  
Montage Saxophone Quartet - \$200 Huntley High School Marching Band
  2. **FY24-25 Final School Calendar (R)** (Ms. Lombard) 9  
**Recommendation:** For informational purposes only.
  3. **Strategic Plan- Huntley2030- Building Tomorrow Together (A)** (Ms. Lombard) 12  
Ms. Lombard will share the journey of the updated Strategic Plan, Huntley2030- Building Tomorrow Together, along with the recommended plan.  
**Recommendation:** Seeking approval at the June 12, 2025 Regular Board of Education Meeting
9. **Assistant Superintendent Learning and Innovation (R)** (Dr. MacCrimdle) 18  
Updates will be provided at this time.  
**Recommendation:** For informational purposes only.
10. **Chief Financial Officer/Treasurer (R)** (Mr. Altmayer)  
Updates will be provided at this time.  
**Recommendation:** For informational purposes only.
11. **Associate Superintendent of Human Resources (R)** (Dr. Zehr) 20  
Updates will be provided at this time.  
**Recommendation:** For informational purposes only.
12. **Assistant Superintendent of Special Services (R)** (Mrs. Gill) 22  
Updates will be provided at this time.  
**Recommendation:** For informational purposes only.
13. **Director of Communications and Public Engagement (R)** (Ms. Barr) 24  
Updates will be provided at this time.  
**Recommendation:** For informational purposes only.
1. **FOIA Requests (R)** (Ms. Barr) 26  
A monthly report on the FOIA requests is provided in the packet.
14. **President's Report** (Mr. Troy)
  1. **Board Discussion (D)** (Mr. Troy)  
The Board will discuss new business items.
  2. **Committee Structure 2025-2027 (A)** (Mr. Troy)  
The Committee of the Whole (COW) will continue to meet on the first of each month, with the following exceptions: No COW meetings will be held in the months of July, November, January or June.  
Members submitted their preference to serve on the Board's Committees to Mr. Troy.

3. Committee	4. Chair	5. Members	6. Administrator
7. Building and Grounds	8. Mr. Troy	9. Mr. Bobby and Mr. Cratty	10. Mr. Lindquist
11. Community Relations and Student Outreach	12. Mrs. Murray	13. Mr. Fekete and Mrs. Maiorino	14. Ms. Barr
15. Curriculum and Instruction	16. Mr. Fekete	17. Mr. Bittman and Mr. Bobby	18. Dr. MacCrimdle
19. Finance	20. Mr. Cratty	21. Mr. Bittman and Mr. Troy	22. Mr. Altmayer
23. Human Resources	24. Mr. Bittman	25. Mr. Fekete and	26. Mr. Zehr

		Mr. Cratty	
27. Policy and Legislation	28. Mrs. Maiorino	29. Mrs. Murray and Mr. Troy	30. Ms. Lombard
31. Special Education	32. Mr. Bobby	33. Mrs. Maiorino and Mrs. Murray	34. Ms. Gill

35. **Minutes (D)** (Mr. Troy) 27

The following minutes have been prepared for review:

May 1, 2025, COW Meeting Minutes

**Recommendation:** Seeking to move these minutes forward for approval at the next Board of Education meeting.

15. **Consent Agenda (A)** (Mr. Troy)

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:

1. **Materials Adoption for new or updated HHS Courses for the 2025-26 School Year (A)** (Dr. MacCrindle) 31

Dr. MacCrindle requests the selected materials for approval after being placed on a 30-day review at the April 3, 2025, COW.

**Recommendation:** Seeking approval as presented.

2. **Professional Learning Contracts for 2025-2026 (A)** (Dr. MacCrindle) 34

Dr. MacCrindle and Ms. Gill requests the Professional Learning Contracts for the 2025-206 school year in support of the professional learning plan for approval.

**Recommendation:** Seeking approval as presented.

3. **Consolidated District Plan (A)** (Dr. MacCrindle) 58

Dr. MacCrindle requests that the Consolidated District Plan, a state-mandated plan to guide the use of federal grants, presented during the May 1, 2025 COW for approval.

**Recommendation:** Seeking approval as presented

4. **Payables (A)** (Mr. Altmayer) 109

Mr. Altmayer will seek approval of the Purchase Orders issued at \$816,804.04; Imprest issued at \$138,283.84 and Disbursements issued at \$3,514,784.50, as presented.

**Recommendation:** Seeking approval of the Board as presented.

5. **Revenue Contracts (A)** (Mr. Altmayer) 110

Mr. Altmayer will seek approval of the revenue contracts for various fundraising activities.

**Recommendation:** Seeking approval of the Board as presented.

6. **Drivers Ed Vehicles - Enterprise Fleet Management (A)** (Mr. Altmayer) 113

Mr. Altmayer will present a proposal for the purchase/lease of new drivers' education vehicles.

**Recommendation:** Seeking approval of the Board as presented.

7. **Minutes (A)** (Mr. Troy) 137

The following minutes are presented for approval.

April 17, 2025 BOE Meeting Minutes

April 17, 2025 Executive Session Meeting Minutes

April 29, 2025 Special Board of Education Meeting Minutes

**Recommendation:** Seeking approval of the Board as presented.

16. **Action Items / Roll/ Voice Call** (Mr. Troy) 147

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

1. **HR Personnel (A)** (Dr. Zehr) 155

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 \_\_\_\_\_**

2. **Northwestern Worksite Statement of Work (A)** (Dr. Zehr)

Dr. Zehr will seek the approval of the Statement of Work

**Recommendation:** Seeking approval of the Board as presented.

**Roll Call: Ayes / Nays / Absent / Motion** \_\_\_\_\_

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

**170**

Administration recommends approval of the Supplemental Purchase Orders Report at \$3,062,747.21 and Supplemental Accounts Payable at \$21,108.42 as presented.

**Recommendation:** Seeking approval by the Board as presented.

**Roll Call: Ayes / Nays / Motion** \_\_\_\_\_

17. **Public Comment** (Mr. Troy)

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.

18. **Adjournment (A)** (Mr. Troy)

**Members:** Mr. Bittman, Mr. Bobby, Mr. Crary, Mr. Fekete, Mrs. Maiorino, Mrs. Murray, Mr. Troy

Motion to adjourn the meeting at \_\_\_\_:\_\_\_\_ p.m.

**Voice Call: Ayes / Nays / Motion** \_\_\_\_\_



# Huntley Community School District 158

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

**Date:** May 15, 2025  
**To:** Board of Education  
**From:** Ms. Jessica Lombard, Superintendent  
**Subject:** **Superintendent Updates**

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

## **Raider Roundtable**

May episode- Wrap up of the year...student guests  
June episode- Strategic Plan  
July episode- New faces in Huntley 158

## **Raiders' Read Together**

"The World According to Humphrey", by Betty Birney books will be going home next week with the youngest child in the family. We will once again be partnering with the Huntley Area Public Library to hold our weekly read togethers, but have added a second location at the Huntley Park District so that families have an afternoon or evening choice. Watch for the adventures of many "Flat Humphrey" similar to the beloved Flat Stanley from the past.

## **Parent Teacher Advisory Committee**

The final PTAC meeting of the 2024-25 school year was held on Tuesday, May 6, 2025. Recommendations surrounding attendance, behavior and AI will be presented alongside any policy and handbook changes coming to the board in June for approval.

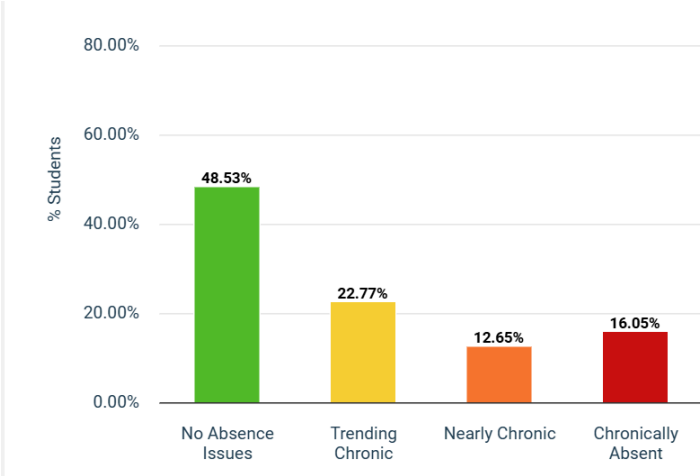
## **Chronic Absenteeism/Attendance Campaign**

Current District Enrollment as of April 30, 2025 is 8, 467 students. (+ 127 students from 6th day enrollment count. Largest increase is at the ECC which is in alignment with previous years and screenings.)

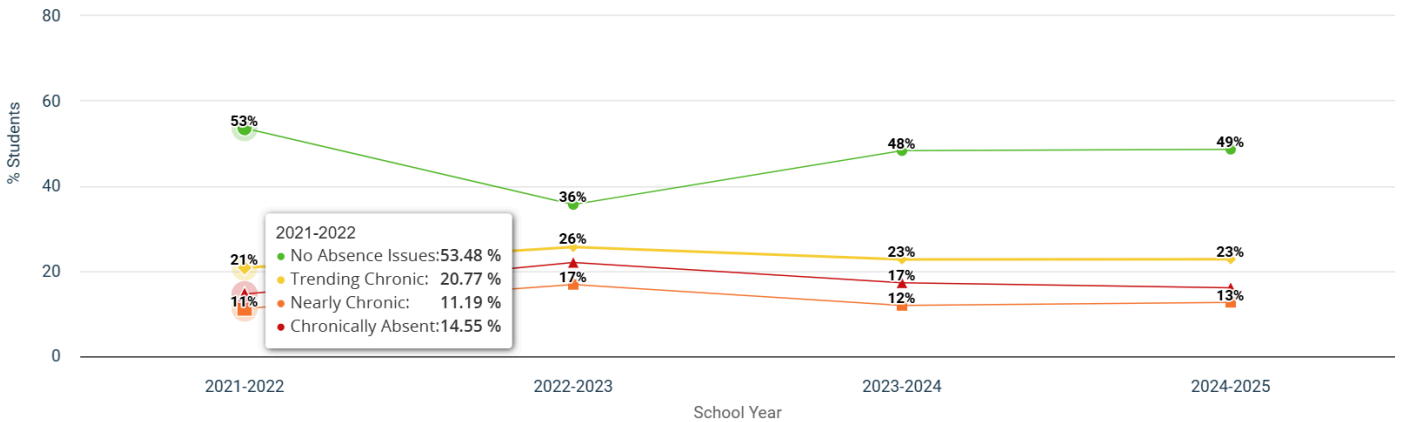
**ADA for the District:** 93.37% (as of May 5th, 2025)

**District Chronically Absent:** 16.84% (LIGHT and ECC are not reported on the School Report Card; however, are included here) Increase from last month. Top reason for absences is illness.

## **Students and their level of Absenteeism**



### Annual Comparison:



### IWAS and other Current month's Reports, Surveys or Required ISBE information for the district

- District Consolidated Grant
- Organizational Risk Assessment
- Final School Calendar Submission
- Electronic Expenditure Reports
- Assessment Security Monitoring Survey
- Continued staffing discussions for FY26 based on enrollment, needs, strategic plan, board guidance, etc

### Recommendation

This report is for information only

Authorization to Accept Donation
Superintendent's Office

Building: HHS Date: 4/24/2025
Name of Donor: Montage Saxophone Quartet Phone Number:
Address: 9401 N. Nashville City, State, Zip: Morton Grove, IL 60053
Purpose of Donation: donation for using Choir room to #556 Marching Band
Type of Donation: [ ] Cash Donation [ ] Item/Material Donation [X] Other: Check #3559 \$200
[ ] New [ ] Used Model No. Serial No.
Manufacturer's Name and Address:
Approximate Value Excluding Installation: \$ 200.00 Estimated Installation Cost: [ ] None [ ] Donor Expense [ ] Board Expense
Work To Be Done By: [ ] O&M Dept. [ ] Professional Contractor Work Hours of O&M Department:
Materials Cost: Labor Cost: Total Cost:
Safety Check Completed By: Description of Installation:

Principal / Administrator
[X] Recommended [ ] Not Recommended
Principal / Administrator Signature: [Signature] Date: 4.28.25

Superintendent's Office
[X] Approved [ ] Not Approved
Superintendent's Signature: [Signature] Date: 4.28.25

Board of Education
[ ] Approved [ ] Not Approved
Signature Date

Fiscal Services Department Operations & Maintenance Department
[ ] Entered on Fixed Asset Account Records [ ] Entered on Inventory for Building
Signature Date Signature Date

Forward original directly to the Superintendent's Office. Retain one copy for your file. A copy will be returned indicating approval or disapproval.

- [ ] Superintendent's Office Copy
[ ] Fiscal Services Department Copy
[ ] O&M Department Copy

Fiscal Services Department Use Only
Donation #
Deposit Account #
Expense Account #

**Authorization to Accept Donation  
Superintendent's Office**

Building: District Administration Office	Date: 4/25/25
Name of Donor: Polish & Slavic Federal Credit Union	Phone Number: (847) 582-3961 x5188
Address: 2371 County Line Road	City, State, Zip: Algonquin, IL 60102

Purpose of Donation: Support of Multilingual Parent Advisory Committee (MPAC)

Type of Donation:  Cash Donation     Item/Material Donation     Other: **\$300**

New     Used    Model No. \_\_\_\_\_    Serial No. \_\_\_\_\_

Manufacturer's Name and Address: \_\_\_\_\_

Approximate Value Excluding Installation:	Estimated Installation Cost:		
	<input type="checkbox"/> None	<input type="checkbox"/> Donor Expense	<input type="checkbox"/> Board Expense

Work To Be Done By:  O&M Dept.     Professional Contractor    Work Hours of O&M Department: \_\_\_\_\_

Materials Cost: \_\_\_\_\_    Labor Cost: \_\_\_\_\_    Total Cost: \_\_\_\_\_

Safety Check Completed By:	Description of Installation:
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**Principal / Administrator**

Recommended     Not Recommended

*[Signature]*    4-28-25  
Principal / Administrator Signature    Date

**Superintendent's Office**

Approved     Not Approved

*[Signature]*    4-28-25  
Superintendent's Signature    Date

**Board of Education**

Approved    \_\_\_\_\_  
 Not Approved    \_\_\_\_\_

Signature    Date

<b>Fiscal Services Department</b>	<b>Operations &amp; Maintenance Department</b>
<input type="checkbox"/> Entered on Fixed Asset Account Records	<input type="checkbox"/> Entered on Inventory for Building
Signature _____ Date _____	Signature _____ Date _____

**Forward original directly to the Superintendent's Office. Retain one copy for your file. A copy will be returned indicating approval or disapproval.**

- Superintendent's Office Copy
- Fiscal Services Department Copy
- O&M Department Copy

*Rec'd by Fiscal Svcs*  
**APR 28 2025**  
8  
*Activity A/P*

<b>Fiscal Services Department Use Only</b>	
_____	Donation #
_____	Deposit Account #
_____	Expense Account #



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# Huntley Community School District 158

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650 Dr. John Burkey Drive  
Algonquin, Illinois 60102  
(847) 659-6158 • [www.district158.org](http://www.district158.org)

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Date: May 15, 2025  
To: Board of Education  
From: Jessica Lombard, Superintendent  
Subject: Final 2024-2025 Public School Calendar

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Attached , please find the Final 2024-25 Public School Calendar that was submitted to ISBE for Huntley Community School District 158. For information purposes only. Final school calendars can be submitted to the ROE and ISBE after May 1st, 2025; District 158 submitted the calendar on May 1, 2025.

Changes to highlight:

- Tuesday, January 21 , 2025 became an E-learning day due to weather
- May 27, 28, 29, 30, 2025 and June 2, 2025 all shifted from Emergency Day-Proposed to Non-attendance as no emergency days were utilized this year.

**Recommendation-** Informational Purposes only. Action taken in IWAS

Attachments- 2

**2024-2025 Huntley Comm Sch Dist 158 as of 5/1/2025**

**Calendar Legend - Totals for the Year**

Calendar Code	Code Description	No. of Days	Totals
X	Pupil Attendance Day	167	
XHS	Half-Day School Improvement Program	6	
XELD	ELearning Day	1	
FPT	Full-Day Parent/Teacher Conference	2	
			Total Days Toward Pupil Attendance: 176
TI	Teacher Institute/Workshop	4	
			Total Calendar Days: 180
HOL	Holiday	10	
NIA	Not in Attendance	18	

**PT /In-Service/Act of God/Explanations**

School Begin Date: 08/12/2024 School End Date: 05/23/2025

Regular Day: 7:30AM - 2:25PM Instruct. Day Lgth: 5 Hrs. 34 Mins.

Cal. Date	Cal. Code	Code Descr.	Student Attend.	Activity Time	Brief Explanation for Activity or School Closing
08/12/2024	TI	Teacher Institute/Workshop			Teacher Institute #1
08/13/2024	TI	Teacher Institute/Workshop			Teacher Institute #2
09/24/2024	XHS	Half-Day School Improvement Program	7:30AM 12:30PM	12:30PM 2:30PM	School improvement day
10/11/2024	TI	Teacher Institute/Workshop			Teacher Institute #3
11/25/2024	FPT	Full-Day Parent/Teacher Conference		7:30AM 3:00PM	P/T Day 1 9am-8pm (11hrs) Day 2 7AM-noon (5hrs)
11/26/2024	FPT	Full-Day Parent/Teacher Conference		7:30AM 3:00PM	P/T Day 1 9am-8pm (11hrs) Day 2 7AM-noon (5hrs)
12/20/2024	XHS	Half-Day School Improvement Program	7:30AM 12:30PM	12:30PM 2:30PM	5 hours student contact and 2 hour SIP
01/06/2025	TI	Teacher Institute/Workshop			Teacher Institute #4
01/21/2025	XELD	ELearning Day			Elearning day due to weather
02/13/2025	XHS	Half-Day School Improvement Program	7:30AM 12:30PM	12:30PM 2:30PM	5 hours student contact and 2 hour SIP
03/04/2025	XHS	Half-Day School Improvement Program	7:30AM 12:30PM	12:30PM 2:30PM	5 hours student contact and 2 hour SIP
04/17/2025	XHS	Half-Day School Improvement Program	7:30AM 12:30PM	12:30PM 2:30PM	5 hours student contact and 2 hour SIP
05/23/2025	XHS	Half-Day School Improvement Program	7:30AM 12:30PM	12:30PM 2:30PM	5 hours student contact and 2 hour SIP

**2024-2025 Final Public School Calendar for Huntley Comm Sch Dist 158, RCDT Admin Submitted to the ROE Admin, as of 5/1/2025**

Codes: X = attendance day; XHI, XHPT, XID, XDS, XHS, XHSW, XHIH, XHPH, XHSH = half attendance day; XH = holiday attendance waiver; FPT, FPTH, WFPT = full day parent teacher conference; FI, WFI, FIIH = teacher in-service; PI, TI, TIH = parent/teacher institute; ED = emergency day; XED = proposed emergency day; HOL = holiday; NIA = not in attendance

**Total Days of Attendance: 176 Regular Day: 7:30AM - 2:25PM**

**Instruct. Day Lgth:**

5 Hrs. 34 Mins.

July 2024							August 2024							September 2024						
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun
24	25	26	27	28	29	30	29	30	31	1	2	3	4	25	27	28	29	30	31	1
1	2	3	4 HOL	5	6	7	5	6	7	8	9	10	11	2 HOL	3 X	4 X	5 X	6 X	7	8
8	9	10	11	12	13	14	12 TI	13 TI	14 X	15 X	16 X	17	18	9 X	10 X	11 X	12 X	13 X	14	15
15	16	17	18	19	20	21	19 X	20 X	21 X	22 X	23 X	24	25	16 X	17 X	18 X	19 X	20	21	22
22	23	24	25	26	27	28	26 X	27 X	28 X	29 X	30 X	31	1	23 X	24 XHS	25 X	26 X	27 X	28	29
29	30	31	1	2	3	4	2	3	4	5	6	7	8	30 X	1	2	3	4	5	6

July Atnd: 0      Accum: 0      Aug Atnd: 13      Accum: 13      Sept Atnd: 20      Accum: 33

October 2024							November 2024							December 2024						
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun
30	1 X	2 X	3 X	4 X	5	6	28	29	30	31	1 X	2	3	25	26	27	28	29	30	1
7 X	8 X	9 X	10 X	11 TI	12	13	4 X	5 HOL	6 X	7 X	8 X	9	10	2 X	3 X	4 X	5 X	6 X	7	8
14 HOL	15 X	16 X	17 X	18 X	19	20	11 X	12 X	13 X	14 X	15 X	16	17	9 X	10 X	11 X	12 X	13 X	14	15
21 X	22 X	23 X	24 X	25 X	26	27	18 X	19 X	20 X	21 X	22 X	23	24	16 X	17 X	18 X	19 X	20 XHS	21	22
28 X	29 X	30 X	31 X	1	2	3	25 FPT	26 FPT	27 NIA	28 HOL	29 NIA	30	1	23 NIA	24 NIA	25 HOL	26 NIA	27 NIA	28	29
4	5	6	7	8	9	10	2	3	4	5	6	7	8	30 NIA	31 NIA	1	2	3	4	5

Oct Atnd: 21      Accum: 54      Nov Atnd: 17      Accum: 71      Dec Atnd: 15      Accum: 86

January 2025							February 2025							March 2025						
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun
30	31	1 HOL	2 NIA	3 NIA	4	5	27	28	29	30	31	1	2	24	25	26	27	28	1	2
6 TI	7 X	8 X	9 X	10 X	11	12	3 X	4 X	5 X	6 X	7 X	8	9	3 X	4 XHS	5 X	6 X	7 X	8	9
13 X	14 X	15 X	16 X	17 X	18	19	10 X	11 X	12 X	13 XHS	14 NIA	15	16	10 X	11 X	12 X	13 X	14 X	15	16
20 HOL	21 XELD	22 X	23 X	24 X	25	26	17 NIA	18 X	19 X	20 X	21 X	22	23	17 X	18 X	19 X	20 X	21 X	22	23
27 X	28 X	29 X	30 X	31 X	1	2	24 X	25 X	26 X	27 X	28 X	1	2	24 NIA	25 NIA	26 NIA	27 NIA	28 NIA	29	30
3	4	5	6	7	8	9	3	4	5	6	7	8	9	31 X	1	2	3	4	5	6

Jan Atnd: 18      Accum: 104      Feb Atnd: 18      Accum: 122      Mar Atnd: 16      Accum: 138

April 2025							May 2025							June 2025						
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun
21	1 X	2 X	3 X	4 X	5	6	28	29	30	1 X	2 X	3	4	26	27	28	29	30	31	1
7 X	8 X	9 X	10 X	11 X	12	13	5 X	6 X	7 X	8 X	9 X	10	11	2	3	4	5	6	7	8
14 X	15 X	16 X	17 XHS	18 NIA	19	20	12 X	13 X	14 X	15 X	16 X	17	18	9	10	11	12	13	14	15
21 X	22 X	23 X	24 X	25 X	26	27	19 X	20 X	21 X	22 X	23 XHS	24	25	16	17	18	19 HOL	20	21	22
28 X	29 X	30 X	1	2	3	4	26 HOL	27	28	29	30	31	1	23	24	25	26	27	28	29
5	6	7	8	9	10	11	2	3	4	5	6	7	8	30	1	2	3	4	5	6

Apr Atnd: 21      Accum: 159      May Atnd: 17      Accum: 176      June Atnd: 0      Accum: 176

# HUNTLEY 158 STRATEGIC PLANNING JOURNEY

## A Letter from our Superintendent

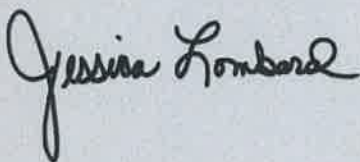
Huntley 158 has developed a national reputation as a destination school district for developing excellence and innovation in a traditional public school setting. To reach those achievements has required a strategic approach to goal setting, resource allocation and action planning. As the 2024-25 school year marked the end of the district's current strategic plan, Huntley 158 engaged in a new strategic planning process called Huntley 2030: Building Tomorrow Together.

The strategic planning journey began in the fall of 2024 with engaging our students - those we are here to serve and who are at the heart of everything we do. In November, 21 students from Huntley 158 elementary schools, middle schools, high school and LIGHT transition program participated in activities and discussions about their experience to provide feedback to help inform the district's new strategic plan and develop two new components - Portrait of a Learner and a Portrait of a Learning Environment. The district also held several meetings with staff, families and interested community members to discuss the two "portraits" and a third one called Portrait of a Work Environment. The portraits were intended to serve as a framework and catalyst for the strategic plan as they laid the foundation for who we are, what we do, and how we do it. Key is the Portrait of a Learner, as it reminds us all of the important skills and attributes we want our students to possess upon graduation.

In addition to the initial meetings with key stakeholders in the fall, the district assembled a Guiding Team, comprised of approximately 50 dedicated parents, staff and community members. The team was charged with continuing to shape the "portrait" frameworks and define the district's priority areas and goals. Simultaneously, to encourage more voices and feedback on a broader scale, the superintendent and district leadership team hosted Vision & Voice community engagement sessions for the public at each of its three campuses in February and March. Those unable to attend the in-person sessions were invited to participate virtually by completing a brief survey on the district's website.

The Guiding Team met three times over the course of several months (February, March and April), initially to learn more about the district, then to discuss key priority areas and review themes from stakeholder input. After the Guiding Team's third and final meeting in mid-April, the district leadership team worked to create a draft plan that includes the three new portrait frameworks, as well as updated mission and vision statements, cross-cutting concepts, and district goals. From here and on an annual basis, the district leadership team will establish key measurable metrics and goals that align with the long-range goals in the five (5) identified priority areas.

**Huntley 2030: Building Tomorrow Together** is truly rooted in collaboration and reflects our shared commitment to excellence, equity, and the success of every student. We invite all stakeholders to review our new strategic plan and to follow along as we put it into action during the 2025-26 school year!



Jessica Lombard, Ed.S.  
Superintendent



# HUNTLEY 158 MOTTO, MISSION, VISION & ESSENTIAL BELIEFS

## A Brief Overview of our Strategic Plan

### MOTTO

**“All Students Always”**

### MISSION STATEMENT

**Our learning community will educate and empower all students always.**

### VISION STATEMENT

**Huntley 158 is an inclusive teaching and learning community where students are empowered to reach their full potential through quality instruction, diverse learning experiences, equitable and innovative practices, and strong community partnerships—preparing them for success today and into the future.**

### ESSENTIAL BELIEFS

**We believe that is essential for Huntley 158 to:**

- Ensure all learners have equitable access to a high-quality education so they can achieve their full potential and take ownership of their learning
- Remain forward-thinking and continuously explore innovative strategies to meet the evolving needs of today's learners
- Provide a strong academic foundation along with a variety of co-curricular (enrichment opportunities during instructional day) and extracurricular programs (enrichment opportunities outside school day)
- Create personalized learning opportunities that support the unique, individual needs of students by providing the tools, resources and opportunities to succeed today and in the future
- Equip educators and staff with the tools, resources and professional learning to support student success
- Provide families with the knowledge, resources and opportunities to meaningfully engage in their students' learning and educational journey
- Foster an environment where all individuals feel physically, mentally and emotionally safe, as well as valued, respected, and included
- Highlight and celebrate diversity of all stakeholders with respect to race, ethnicity, culture, language, gender, and beliefs/perspectives
- Develop and implement systems and procedures that assess change and ensure continuous improvement
- Seek diverse perspectives to ensure an equitable, holistic approach to decision-making
- Utilize transparent decision-making and effective communication to foster trust and accountability
- Cultivate and maintain strong collaborative partnerships with our families, staff and broader community to support student growth and achievement
- Remain fiscally responsible to our community while meeting the needs of our students, prioritizing every available dollar to effectively support student learning



# GOALS

HUNTLEY 2030: BUILDING TOMORROW TOGETHER



## TEACHING & LEARNING

*Inspiring excellence in every classroom*

- Empower staff to deliver high-quality, engaging, and personalized instruction that challenges and supports every student and is guided by best practices, innovation, and continuous improvement
- Provide a safe and respectful learning environment that empowers students to access the supports and tools they need to learn
- Ensure that every educator is supported in adapting instruction to be responsive to the learning needs of students
- Foster student growth through personalized learning approaches that meet students where they are in order to optimize academic advancement
- Challenge every student with curriculum designed to promote engagement, build critical thinking and develop a growth mindset
- Enhance a positive school environment that promotes student and staff well-being, satisfaction and positive morale.
- Attract and retain qualified, talented educators and staff who are representative of our diverse community



## STUDENT SUCCESS

*Empowering every learner to thrive*

- Focus on the whole child—academic, social-emotional, and behavioral development—to ensure every student thrives in school and beyond**
- Ensure all students engage in learning opportunities that foster a positive sense of self, community and citizenship
  - Foster a school culture where students develop empathy and self-awareness through inclusivity, social-emotional learning and grit/perseverance
  - Cultivate a growth mindset and core competencies for students that include critical thinking, collaboration, creative problem-solving and effective communication
  - Strengthen family, community and school relationships to continually enhance academic experiences and extracurricular opportunities for all students



## FUTURE READINESS

*Preparing students for a dynamic world*

- Equip students with the skills, knowledge, and experiences necessary for college, careers, and life in an ever-evolving global society**
- Create authentic learning experiences beyond the classroom that enable students to find their own pathway and purpose
  - Ensure every student graduates with the academic knowledge, transferable skills, and real-world experiences necessary to thrive in education/training, careers and life
  - Ensure students possess the practical life skills needed to contribute meaningfully to society and thrive in a constantly evolving world



## COMMUNITY ENGAGEMENT

*Building strong connections for shared success*

- Strengthen collaboration with all stakeholders - staff, families, community organizations, alumni, and local businesses - to expand understanding, build trust and enrich student experiences**
- Inform and engage all stakeholders through two-way communication, educational and volunteer opportunities, and committee work, and culturally inclusive programs and events
  - Establish mutually beneficial strategic partnerships with local businesses, alumni and the community that will provide immersive, engaging and meaningful experiences for students
  - Redesign the school experience, informed by student, staff and community voice, to strengthen support for and build trust in the school district



## FISCAL STEWARDSHIP

*Investing wisely for long-term impact*

- Maintain responsible, transparent financial practices that prioritize student learning, ensure operational excellence and support the district's strategic goals**
- Maximize operational efficiency, innovation and alternative funding sources to increase revenue and financial resources
  - Prioritize and allocate funds to effectively support student learning and attract and retain quality educators and staff
  - Maintain financial integrity and transparency while meeting fiscal health guidelines and annual fund balances in accordance with district's policy and state standards

**CROSS-CUTTING CONCEPTS:** Fiscal Responsibility, Transparent Decision-Making, Educational Equity, Innovation, Two-Way Communication, Accountability, Sustainability, Workplace Excellence

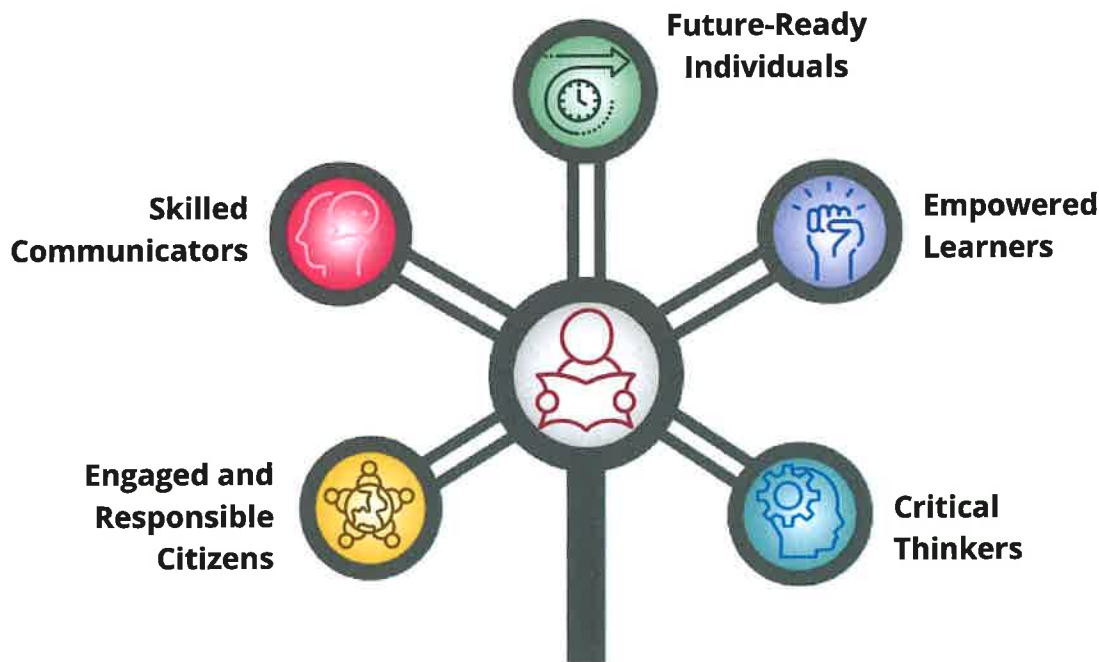
HUNTLEY 158 STRATEGIC PLAN |



# Portrait of a Learner



Huntley 158 Students Are...



## Who Can...



Prepare for their future through college and career readiness initiatives that include exposure to a variety of industries, jobs and careers as well as access to college and career pathway endorsements, dual degree programs, certifications, transition planning services, and job skills training. By the time they graduate, students will have had hands-on learning and/or real-world experiences through academies, mentorships, internships and community partnerships.



Take ownership of their learning with curiosity, confidence, flexibility, and resilience. Students demonstrate academic competence, set meaningful goals, and seek challenge and continuous improvement. Equipped with digital literacy skills and an innovative mindset, students embrace change and lifelong learning and contribute meaningfully to the world around them.



Express ideas clearly and confidently in written, oral, and non-verbal forms. Students listen with empathy, respect diverse perspectives, and engage in dialogue that deepens understanding, fosters connection, and drives collaboration toward shared goals.



Think independently and creatively, challenging assumptions and reimagining possibilities. Students take risks and apply critical thinking skills to solve complex problems and drive meaningful change.



Contribute to their communities with empathy, kindness, respect and integrity. Students embrace diverse perspectives and cultural differences, collaborate with others, and take informed action to create positive change in an interconnected world.

# Portrait of a Learning Environment

## The Huntley 158 Learning Environment Is...



### Supportive

A safe, supportive and inclusive learning environment helps students feel secure—physically, emotionally, and socially—fostering a sense of belonging and creating meaningful engagement in learning. Adults model and encourage empathy, fairness, and open-mindedness and support student’s individual strengths, preferences, and needs.



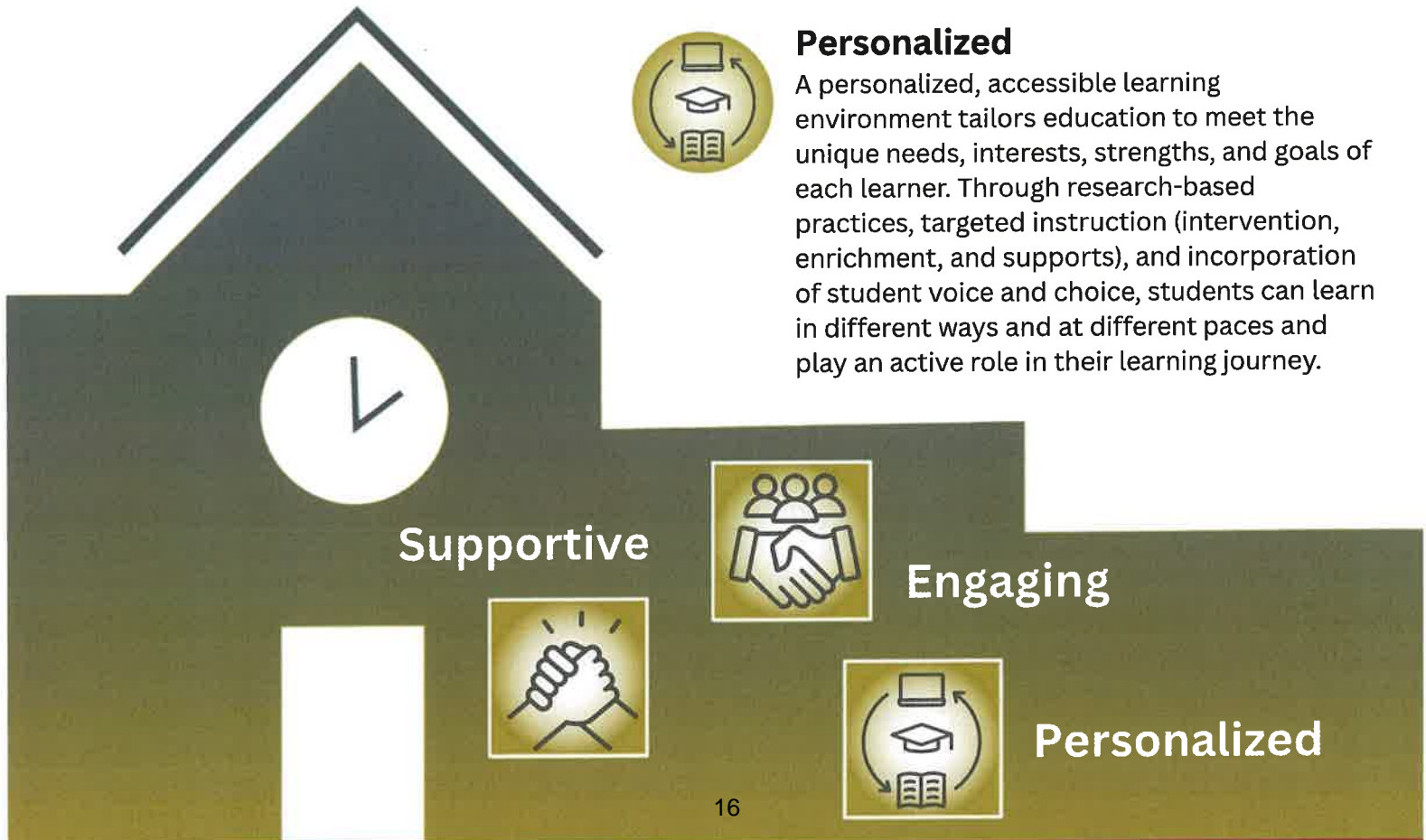
### Engaging

An engaging learning environment stimulates curiosity, promotes active participation, and supports diverse learning styles. It connects learning to real-life scenarios and involves project-based or experiential learning opportunities, a balanced use of technology, problem-solving, and collaboration.



### Personalized

A personalized, accessible learning environment tailors education to meet the unique needs, interests, strengths, and goals of each learner. Through research-based practices, targeted instruction (intervention, enrichment, and supports), and incorporation of student voice and choice, students can learn in different ways and at different paces and play an active role in their learning journey.



# Portrait of a **Work Environment**

## The Huntley 158 Workplace Features...



### **A Safe, Supportive and Welcoming Environment**

A safe, supportive, and welcoming school environment is rooted in trust, transparency, and collaboration—where clear expectations for student success are consistently communicated and upheld, and where two-way communication fosters strong relationships among students, staff, and families.



### **Effective, Continuous and Personalized Professional Development**

A culture of continuous learning is fostered by offering personalized professional development for all staff that includes training, mentoring, observation and/or collaboration opportunities—empowering educators and staff to grow, innovate, and lead with confidence.



### **Competitive Compensation & Resources**

Staff are provided with a competitive compensation package coupled with the appropriate resources that reflect their professional value and support their overall well-being, enabling them to thrive both in and out of the workplace.



**A Safe, Supportive  
and Welcoming Environment**

**Effective, Continuous  
and Personalized  
Professional  
Development**



**Competitive  
Compensation  
& Resources**





# Huntley Community School District 158

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

**Date:** May 15, 2025  
**To:** Board of Education  
**From:** Dr. Amy MacCrindle  
**Cc:** Ms. Jessica Lombard, Superintendent  
**Subject:** Curriculum Updates

---

## **Executive Summary**

This memo aims to provide information on continued work within the Learning & Innovation Department over the past month.

## **Illinois Report Card Updates**

The Illinois State Board of Education (ISBE) has released its updated timeline and new metrics for the 2025 Illinois Report Card. Districts began submitting and reviewing data in May, with final submissions due by August. Districts will have opportunities to preview the data between July and October using the MyIRC Educator Preview tool. The final 2025 Report Card will be published by ISBE on October 30 at 9:00 a.m.

The 2025 Report Card will also include several important changes to metrics. Most notably, Illinois is shifting from the SAT to the ACT suite of assessments for Grade 11 accountability measures and will include new proficiency data for Grades 9 and 10. A unified standard-setting process this summer will result in updated benchmarks, which will reset longitudinal trends. Additional reporting includes metrics on advanced coursework enrollment, district accelerated placement policies, expanded climate survey response data, and detailed dropout and graduation rates which will include specific tracking for students with IEPs. These updates aim to provide a more comprehensive picture of student outcomes and school performance across the state.

## **Huntley University Courses**

This summer, Huntley University is offering an extensive series of professional learning opportunities designed to support educators in growing their practice and preparing for the year ahead. Aligned to key district priorities, courses will center on perfecting instructional craft, strengthening classroom culture, and supporting the whole child. Topics include literacy and math best practices, strategies for working with English learners and students with IEPs, integrating AI in the classroom, and preparing to teach new content areas. Additional sessions will explore social-emotional learning, behavior supports, and creating inclusive, engaging learning environments. Educators who participate in these classes are able to obtain Evidence of Completion hours to utilize when they renew their teaching license, and can revise hours toward lane change movement in alignment with the contract.

## **ECRA EL Consortium**

Huntley 158 has been a long-standing partner with ECRA Group, collaborating for over 15 years to support school improvement through data analytics, reporting, and planning. Recently, ECRA introduced a new opportunity to join the *EL Consortium*, a statewide initiative focused on developing a growth model for English Learner (EL) programming. Because we are an existing School Improvement partner, we would receive this new level of reporting and analytics at no additional cost.



# Huntley Community School District 158

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650 Dr. John Burkey Drive  
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(847) 659-6158 • [www.huntley158.org](http://www.huntley158.org)

Participation would involve securely sharing our district's EL data with ECRA, which we already share benchmark and state assessment data. This would contribute to building a comprehensive, research-based model to support EL student growth across Illinois. In turn, we would benefit from additional insights tailored to our Huntley 158 EL population.

## **Recommendation**

This report is for information only.



# Huntley Community School District 158

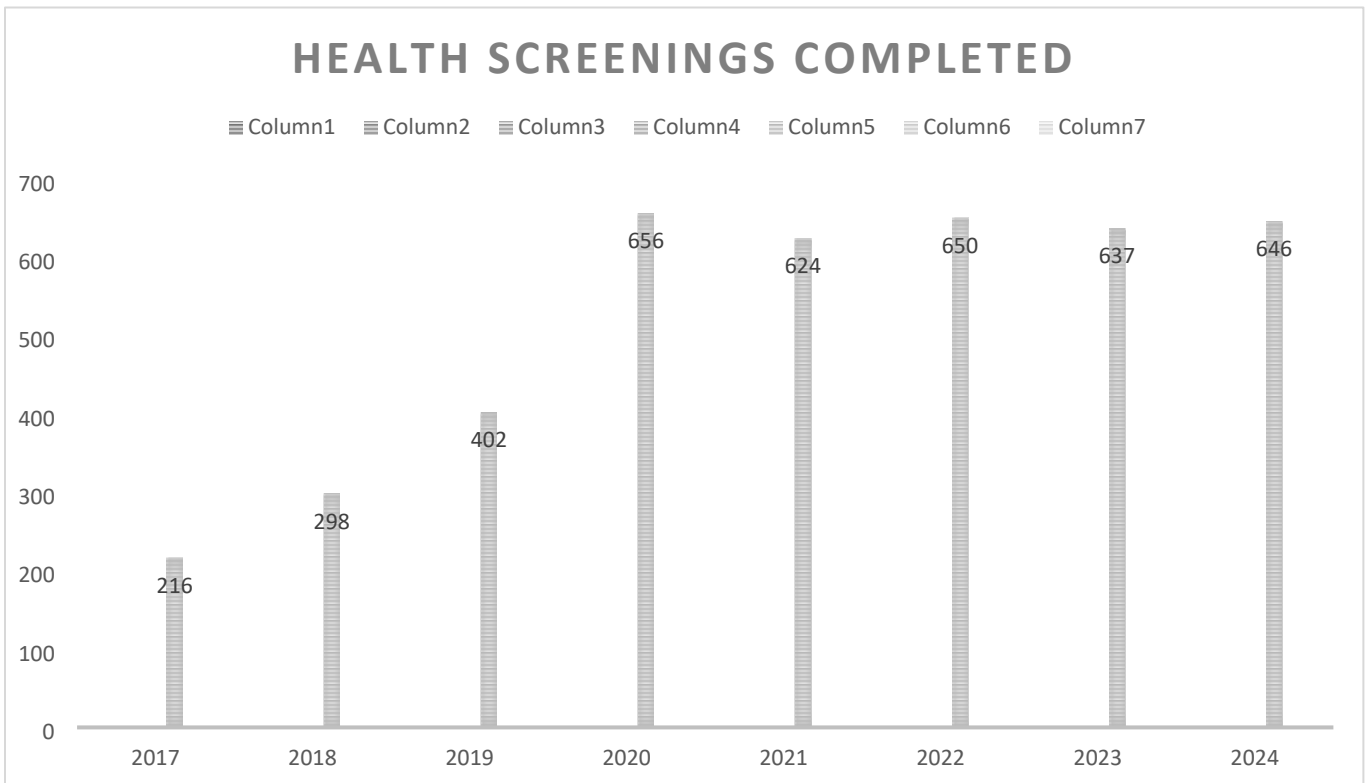
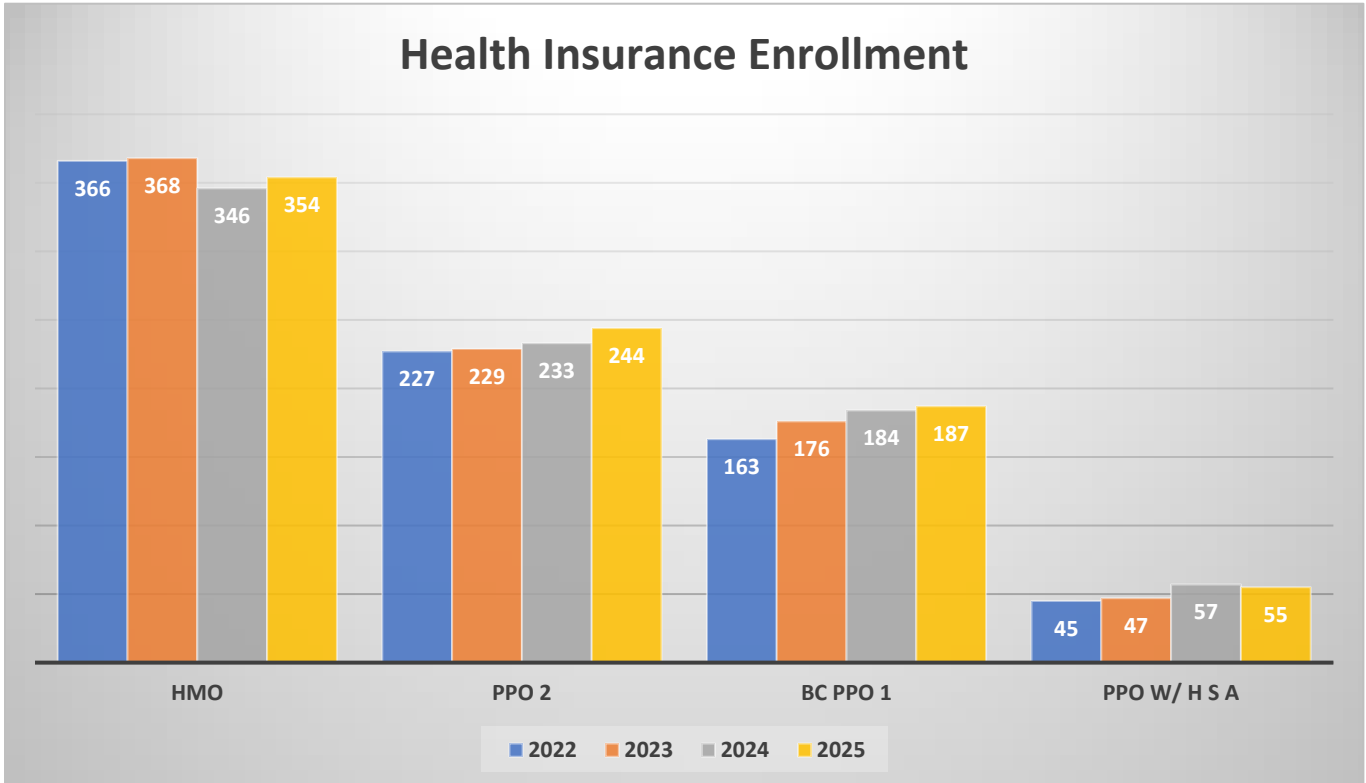
650 Dr. John Drive  
 Algonquin, Illinois 60102  
[www.huntley158.org](http://www.huntley158.org)

**To:** Board of Education  
**From:** Adam Zehr, Associate Superintendent  
**Date:** March 15, 2025  
**Subject:** Human Resources Updates

**During the months of January - March Human Resources primary projects included:**

- Processing of new hires and/or resignations
- Collaboration with administration on projected 2025-2026 staffing needs
- Establish sectioning for the 2025-2026 school year
- Continue recruitment for the 2025-2026 school year
- Assisting special services with staffing ESY
- Staffing summer school programs
- Recognizing years of service across the district







# Huntley Community School District 158

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

**Date:** May 16, 2025  
**To:** Special Education Committee  
**From:** Ms. Deanna Gill, Assistant Superintendent  
**Cc:** Ms. Jessica Lombard, Superintendent  
**Subject:** Special Services Department Highlight

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## **Executive Summary**

Over 66 school districts/organizations participated in the Special Olympics regional competition this past Saturday, May 10, 2025. Sixteen of our Huntley Hurricane athletes competed. Seven of our athletes received GOLD medals. Those athletes are as follows:

Miles Alvarez- GOLD 50 M Run  
Issac Casarez-Pacheco- GOLD 100 M Run and Softball Throw  
Dominic Chargulaf- GOLD 50 M Run  
Devin Dobbartin- GOLD 100 M Run  
Gabriella Ford- GOLD 100 M Run  
Clayton Fournier- GOLD 50 M Run  
Lindsey Donlea- GOLD 100 M Run and Softball Throw  
Alana Peterson 1st place in 100 M Walk.

The athletes listed above have the ability to compete in these areas at the Special Olympics Summer Games which will be held June 20-22nd in Bloomington Normal, IL.

Congratulations to all of our athletes who competed on Saturday and good luck to our athletes who will be competing in June!

## **Recommendation**

This report is for information only.



# Huntley Community School District 158

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650 Dr. John Burkey Drive (formerly Academic Drive)

Algonquin, Illinois 60102

(847) 659-6158 • [huntley158.org](http://huntley158.org)

# DISTRICT COMMUNICATION DASHBOARD

MAY 2025

(based on 4/1-4/30 data)



## Website

Your April performance  
on Google Search



<https://www.huntley158.org/>



10.6K  
Clicks (web)



71.6K  
Impressions (web)



4  
Pages with  
first impressions  
(estimated)

Top pages	Clicks	Impressions
<a href="https://www.huntley158.org/">https://www.huntley158.org/</a>	3,830	47,648
<a href="https://www.huntley158.org/news-events/calendars">https://www.huntley158.org/news-events/calendars</a>	2,435	21,288
<a href="https://www.huntley158.org/parent-info/parent-info/powerschool">https://www.huntley158.org/parent-info/parent-info/powerschool</a>	754	9,721
<a href="https://www.huntley158.org/departments/human-resources">https://www.huntley158.org/departments/human-resources</a>	533	11,641
<a href="https://www.huntley158.org/departments/human-resources/collective-bargaining">https://www.huntley158.org/departments/human-resources/collective-bargaining</a>	393	3,518
<a href="https://www.huntley158.org/departments/fiscal-services/reports">https://www.huntley158.org/departments/fiscal-services/reports</a>	245	1,432
<a href="https://www.huntley158.org/departments/human-resources/employment-opportunities-faq">https://www.huntley158.org/departments/human-resources/employment-opportunities-faq</a>	229	5,233
<a href="https://www.huntley158.org/schools">https://www.huntley158.org/schools</a>	182	10,393

## Newsletters

Total views

6,930

+98 this week

Apr 16, 2025 - May 07, 2025



24

Sources

Bing	1
Smore	2
Email	36
Website	115
Direct	915
Mass Notification	5,861

Interactions

Buttons	55
Videos	195
Attachments	0
Links	240

Devices

Mobile	83%
Desktop	17%

Average time reading

4 mins

1 min

60 mins

# DISTRICT COMMUNICATION DASHBOARD



MAY 2025  
(based on 4/1-4/30 data)

## Facebook



## Instagram



25

## Events / Community Engagement



**563 Silver Passes**

**April RAD event**  
(4/12): 30 attendees

**Eastern European MPAC event**  
(4/25): 175 attendees

## Other Media



Subscribers: 2.5K



Followers: 964



- NWH: Election results in Huntley 158 (4/1)
- NWH: McHenry County election results (4/16)
- NWH: Huntley 158 Ed Foundation names new executive director (4/15)

D158 FOIA Report as of 5/8/2025

Request #	Date Rec'd	Type	Requested by:	Request:	Status:	Date Completed:	Time Spent Preparing	Approx. Cost to D158	Notes
				<p>"What I am requesting for prompt disclosure are records in your possession detailing your conversations about [1] the decision of the Illinois General Assembly to recognize that (i) "pursuant to the fundamental philosophy of the American constitutional form of government, it is declared to be the public policy of the State of Illinois that all persons are entitled to full and complete information regarding the affairs of government and the official acts and policies of those who represent them as public officials and public employees;" (ii) "access is necessary to enable the people to fulfill their duties of discussing public issues fully and freely, making informed political judgments and monitoring government to ensure that it is being conducted in the public interest;" (iii) "it is the public policy of the State of Illinois that access by all persons to public records promotes the transparency and accountability of public bodies at all levels of government;" iv [2] the State of Illinois having (i) amended the school code through House Bill 4175 to provide that a nonpublic school "may not engage in slapping or padding a student, the prolonged maintenance of a student in a physically painful position, or the intentional infliction of bodily harm on a student;" v (ii) become in Calendar Year 2025 the fifth (5th) state in America to prohibit the corporal punishment of children in private and public schools; [3] the April 04th 1983 decision of President Ronald Reagan (i) to recognize that "children may be endangered by physical battering, denial of the basic necessities for life and health, sexual abuse and exploitation, or emotional cruelty;" (ii) to recognize that "public concern can help prevent ILLINOIS FREEDOM OF INFORMATION ACT (FOIA) REQUEST 04/11/2025 MICHAEL A. AYELE (A.K.A) W – ASSOCIATION FOR THE ADVANCEMENT OF CIVIL LIBERTIES (AACL) 2 maltreatment and help protect children;" (iii) to recognize that "action taken after cruelty has occurred is often too late;" (iv) to recognize that "prevention of abuse requires that neighborhoods and communities be attentive to the problems of families in their midst and be willing to help when help is needed;" (v) to proclaim the month of April 1983 as "National Child Abuse Prevention Month;" (vi) to invite "the Governors of the States; the Commonwealth of Puerto Rico and the Territories; the Mayor of the District of Columbia; the heads of voluntary and private groups; and the offices of local, State and Federal government to" observe the month of April as "National Child Abuse Prevention Month;" [4] the manner in which your local/state government has prior to Calendar Year 2025 commemorated the month of April as "National Child Abuse Prevention Month;" [5] the manner in which your local/state government has commemorated the month of April 2025 as "National Child Abuse Prevention Month;" [6] the August 21st 2023 findings of the American Academy of Pediatrics, which concluded that (i) "almost 70 000 (seventy thousand) students are struck at least once by school personnel during the school year;" (ii) "among US schools that use corporal punishment, racial, gender and ability disparities exist;" (iii) "Black boys are nearly twice as likely to be struck as white boys" (14% vs 7.5%); (iv) "Black girls are more than 3 times as likely to be struck as white girls;"(5.2% vs 1.7%); (v) "national data show that among students who received physical punishment at school, 16.5% were served under Individuals with Disabilities Education Act (IDEA);" (vi) "when students with disabilities are subjected to corporal punishment for behaviors associated with their disabilities, they are unjustly and excessively punished and deprived of access to quality education and a safe learning environment;" (vii) "students with intellectual disability who receive corporal punishment may find it challenging to understand social rules, the consequences for their actions, or the reason behind their punishment;" (viii) "for students possessing more than 1 marginalized identity (eg, race and ethnicity, gender, ability, sexual orientation), the presence of these shared identities may target them for increased corporal punishment and demonstrates the unique perils described by Professor Kimberle Crenshaw's Intersectionality framework;" (ix) "corporal punishment (...) is not an effective or ethical method for management of behavior concerns and causes harms to students;" [7] Michael A. Ayele (a.k.a) W as a Black Bachelor of Arts (B.A) Degree graduate of Westminster College (Fulton, Missouri) who (i) has never sought nor solicited financial payment for people to access his correspondence with the National Council on Disability (NCD) on the subject of America's foreign policy towards disability; (ii) was very much annoyed upon learning that his correspondence with the NCD was being sold for \$29 (twenty-nine American dollars) without his consent or authorization on the Internet; (iii) strongly urges people not to make payments in order to access his correspondence with the NCD on the subject of America's foreign policy towards disability; (iv) has never signed a binding written contract with anyone to have his correspondence with the NCD redistributed in a manner that would place a paywall for people to access that correspondence; (v) never contacted employees and legal representatives of the AOL, Bing/MSN and Yahoo Internet Search Engines (ISE) for the purpose of having his correspondence with the NCD listed and featured prominently; (vi) is thoroughly convinced that the AOL, Bing/MSN, Google and Yahoo ISE go beyond the scope of their function when making unwelcome and unsolicited commentary upon the written news articles of people; (vii) is ILLINOIS FREEDOM OF INFORMATION ACT (FOIA) REQUEST 04/11/2025 MICHAEL A. AYELE (A.K.A) W – ASSOCIATION FOR THE ADVANCEMENT OF CIVIL LIBERTIES (AACL) 3 thoroughly convinced that the AOL, Bing/MSN, Google and Yahoo ISE stay within their lane of function when providing a link to the written news articles of people; (viii) is thoroughly convinced that the AOL, Bing/MSN, Google and Yahoo ISE could be a nuisance for non-commercial members of the general public and representatives of the media who wish to fulfill their commitment to the United States government by disseminating / publishing newsworthy documents that are provided or not provided to them on the subject of the United Nations Convention on the Civil Rights of Persons with Disability or on other topics.</p>					
2024-64	4/10/25	Email	Michael "W" Ayele		Completed	4/17/25	3 hours	\$180	
2024-65	4/10/25	Email	Sarah James	I am writing to request access to and a copy of a listing of all Huntley Community SD 158 employees, including their first and last names, email addresses, titles/positions, and primary campus/department locations. If possible, please provide this information in an electronic format such as Excel or .csv to this email address.	Completed	4/16/25	2 hours	\$120	

Committee of the Whole with Closed  
Session  
Thursday, May 1, 2025 6:00 PM Central

District Office  
650 Dr. John Burkey Drive  
Door 2  
Algonquin, IL 60102

Mr. Andrew Bittman: Present  
Rich Bobby: Present  
Sean Cratty: Present  
Andy Fekete: Present  
Melissa Maiorino: Present  
Mrs. Laura Murray: Present  
Mr. Paul Troy: Present

Present: 7.

Mr. Troy called to order the May 1, 2025 Committee of the Whole Meeting at 6:00 p.m.

**1. Call to Order / Roll Call (A) (Mr. Troy)**

Call to Order the Committee of the Whole meeting for Thursday, 2024 at \_\_\_ p.m.

A quorum must be met.

**Roll Call: Ayes / Absent / Motion** \_\_\_\_\_

**Members:** Mr. Bittman, Mr. Fekete, Mrs. Murray, Mrs. Maiorino, Mr. Troy, Mr. Bobby, Mr. Cratty

Mr. Troy called to order the May 1, 2025, Committee of the Whole Meeting at 6:00 p.m.

**2. Pledge of Allegiance (Mr. Troy)**

The following Huntley High Five students will lead us in the Pledge of Allegiance:

Dylan West - 2nd grade Chesak, Belle Lovick - 4th grade Conley, Rilynn Hodera - Kindergarten Mackeben, Levi Wiltshire - 5th grade Martin, Noah Lopez - 4th grade Leggee, Nathalia Medina - 6th grade Heineman Middle School, Graham Firek - 6th grade Marlowe Middle School, Ben Urbaszewski - 9th grade Huntley High School, Guadalupe (Lupe) Solorio LIGHT Program.

The Huntley High Five winners led us in the pledge. Ms. Lombard read the students nominations.

**3. Huntley Community School District 158 - Board of Education (Dr. Zehr)**

Employee Recognition Spotlight

Dr. Zehr recognized the retiring and twenty-year staff members.

**4. Public Comment (Mr. Troy)**

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.

No public comments at this time.

**5. Revision and Adoption of the Agenda (A) (Mr. Troy)**

Motion to adopt the agenda as presented or with changes.

**Recommendation:** Seeking approval of the agenda.

**Voice Call: Ayes / Nays / Motion** \_\_\_\_\_

Adoption of the agenda as presented. This motion, made by Mr. Paul Troy and seconded by Sean Cratty, Passed.

Mr. Andrew Bittman: Yea, Rich Bobby: Yea, Sean Cratty: Yea, Andy Fekete: Yea, Melissa Maiorino: Yea, Mrs. Laura Murray: Yea, Mr. Paul Troy: Yea  
Yea: 7, Nay: 0

## 6. Curriculum & Instruction (C&I) Committee

### 6.1. Professional Learning Contracts for 2025-2026 (A) (Dr. MacCrindle)

Dr. MacCrindle and Dede Gill will present the Professional Learning Contracts for the 2025=206 school year in support of the professional learning plan presented at the April 3, 2025 Committee of the Whole Meeting.

**Recommendation:** Seeking for the Curriculum Committee to move the Professional Learning Contracts forward for approval at the May 15, 2025 Board of Education meeting.

Dr. MacCrindle presented the Professional Learning Contracts. They were moved forward for approval at the next Board of Education meeting.

### 6.2. Consolidated District Plan (A) (Dr. MacCrindle)

Dr. MacCrindle will present the Consolidated District Plan, a state-mandated plan to guide the use of federal grants, for approval.

**Recommendation:** Seeking for the Curriculum Committee to move the Consolidated District Plan forward for approval at the May 15, 2025 Board of Education meeting.

Dr. MacCrindle presented the Consolidated District Plan. The Consolidated District Plan was moved forward for approval at the next Board of Education meeting.

### 6.3. Overnight Field Trips for 2025-26 (R) (Dr. MacCrindle)

Administration will share an update on proposed overnight field trips slated for 2025-26.

**Recommendation:** This report is for informational purposes.

Overnight Field trips were presented. The board asked questions and administrators answered. The Field trips were moved forward for approval at the next Board of Education Meeting.

## 7. Special Education Committee (R)

### 7.1. Special Education Updates (R) (Ms. Gill)

Mrs. Gill will present on the upcoming Timely Meaningful Consultation (TMC) meeting.

**Recommendation:** For informational purposes only.

Ms. Gill presented the special education updates.

## 8. Finance Committee

### 8.1. Monthly Fiscal Updates (R) (Mr. Altmayer)

Mr. Altmayer will provide the monthly fiscal updates and the Activity Fund Balance Report.

**Recommendation:** For informational purposes only.

Mr. Altmayer presented the fiscal updates including an update on the electric bus purchase.

#### 8.1.1. Drivers Ed Vehicles - Enterprise Fleet Management (A) (Mr. Altmayer)

Mr. Altmayer will present a proposal for the purchase/lease of new drivers education vehicles.

**Recommendation:** Seeking approval of the Board of Education at the next regular Board meeting.

Mr. Altmayer updated the board on the drivers education vehicles and the need to be replace two of them. The board asked questions and discussed. This agenda item was moved forward for approval at the next Board of Education meeting.

**8.2. Payables (A) (Mr. Altmayer)**

The Finance Committee is submitting the purchase orders for \$816,804.04, imprest checks for \$138,283.84, and disbursements issued for \$3,514,784.50 for review and seeking approval to move forward.

**Recommendation:** Seeking approval of the Board of Education at the next regular meeting. Payables were presented. The board asked questions and discussed. The payables were moved forward for approval at the next Board of Education meeting.

**8.3. Revenue & Expenditures Report (R) (Mr. Altmayer)**

Monthly report for review and comment.

**Recommendation:** For informational purposes only.

The monthly Revenue and Expenditures report was presented.

**8.4. Revenue Contract (A) (Mr. Altmayer)**

Mr. Altmayer will seek approval of the fundraising contracts as presented.

**Recommendation:** Seeking approval of the Board of Education at their next regular meeting. The revenue contract was presented and moved forward for approval at the next Board of Education meeting.

**9. Building and Grounds (B&G) Committee**

**9.1. Operations and Maintenance Updates (R) (Mr. Lindquist)**

Mr. Lindquist will report on Operations and Maintenance project updates.

**Recommendation:** For informational purposes only.

**10. Board of Education (Mr. Troy)**

**10.1. Minutes (D) (Mr. Troy)**

The following meeting minutes have been prepared for review:

April 29, 2025 Special Meeting

**Recommendation:** Seeking to move these minutes forward for approval of the Board at their next regular meeting.

Minutes were moved forward for approval at the next board of education meeting.

**11. Public Comment (Mr. Troy)**

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.

No public comments were made this time.

**12. Closed Session / Roll Call (A) (Mr. Troy)**

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; (2) Collective negotiating matters; (11) Litigation; (21) Discussion of minutes of meetings lawfully closed under this Act.

**Roll Call: Ayes / Nays / Absent / Motion** \_\_\_

12.1. **Exit Closed Session / Voice Call (A)** (Mr. Troy)

Mr. Troy moved and Mrs. Maiorino seconded to exit closed session at 9:13 p.m.

13. **Resume in Public Session / Roll Call (A)** (President)

Paul Troy motioned and Rich Bobby seconded to resume the Committee of the Whole meeting at 9:14 p.m.

Mr. Bittman, Mr. Fekete, Mrs. Murray, Mrs. Maiorino, Mr. Troy, Mr. Bobby, Mr. Cratty

**Roll Call: Ayes 7 / Absent 0 / Motion Carried**

14. **Adjournment (A)** (Mr. Troy)

Paul Troy moved and Sean Cratty seconded to adjourn the meeting at 9:15 p.m.

**Voice Call: Ayes 7 / Nays 0 / Motion Carried**

Submitted by,  
Sharon Piemonte, Board Operations  
Melissa Maiorino, Board Secretary

---

President

Date

---

Secretary

Date



# Huntley Community School District 158

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

**Date:** May 15, 2025

**To:** Board of Education  
**From:** Dr. Amy MacCrindle, Assistant Superintendent for Learning and Innovation  
**Cc:** Ms. Jessica Lombard, Superintendent  
**Subject:** **Materials Adoption for 25-26 HHS Courses**

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## **Executive Summary**

At the March 14, 2024, Committee of the Whole meeting, the following materials were presented for proposed adoption to support implementation of new courses approved by the Board of Education on December 19, 2024. Additionally, the materials reflect updates needed for Advanced Placement (AP) and Dual Credit courses.

Included in the proposed materials is a new textbook for **AP American Government and Politics**. The textbook, *American Government: Stories of a Nation*, published by BFW Publishers, meets the latest AP curriculum requirements and offers engaging content that aligns with current standards. This updated resource is designed to provide a comprehensive understanding of American government and politics, supporting the curriculum revisions for AP American Government and Politics.

Also included in the materials is a new textbook for **AP Psychology**. The textbook, *Myers' Psychology for the AP Course*, published by BFW Publishers, aligns with the latest AP curriculum standards and provides a thorough exploration of psychological concepts. This resource supports the recent curriculum updates for AP Psychology.

The proposed materials were made available for public review beginning April 3, 2025, following their presentation at the April 3, 2025, Committee of the Whole meeting. Now that the public review period has concluded, a recommendation for adoption is brought before the Board of Education this evening.

## **Recommendation**

The Administration recommends approval as presented.



# Huntley Community School District 158

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Course	Title Publisher	ISBN or Product Code	Further Information
Foundations of Education Dual Credit	<i>Teach: Introduction to Education Edition 5</i>	9781071825808	New Course
Foundations of Education Dual Credit	<i>The Excellent 11</i>	9780306831829	New Course
Financial Algebra & Applications	<i>Financial Algebra: Advanced Algebra with Financial Applications</i>	9780357423509	New Course
AP American Government and Politics	<i>American Government: Stories of a Nation</i>	9781319535988	AP Course
AP Psychology	<i>Myers' Psychology for the AP Course</i>	9781319281168	AP Course





# Huntley Community School District 158

650 Academic Drive  
 Algonquin, Illinois 60102  
 (847) 659-6158 • www.district158.org

**Date:** May 15, 2025

**To:** Board of Education

**From:** Ms. Deanna Gill, Assistant Superintendent for Special Services and Dr. Amy MacCrandle, Assistant Superintendent for Learning & Innovation

**Cc:** Ms. Jessica Lombard, Superintendent

**Subject:** Professional Learning Contracts

## Executive Summary

At the May 1, 2025 Committee of the Whole Meeting, the professional learning contracts to support the 2025-2026 professional learning focuses for staff were presented. The emphasis will remain on strengthening universal instruction, ensuring equitable access to Tier 1 curriculum, and supporting the evolving instructional needs of our staff and students. This plan prioritizes collaboration, inclusive practices, and effective use of data to inform instruction and measure impact.

In support of that plan, the following partnerships will be leveraged to achieve those goals. All funding for these contracts will be allocated from the Title 2 Grant, IDEA Grant, or local budget dollars. The list below includes a description of each contract request and is comprehensive of all the providers for partnerships, knowing that not all partnerships require official board approval based on the dollar amount.

<b>Contract:</b>	<b>Description:</b>	<b>Total Cost Projected</b>
<b>Easterseals</b>	<u>Professional Development Coaching Sessions: 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	\$108,913.80

	<p>success for students with specialized instructional needs.</p> <p><u>Easterseals Classroom Setup for 25-26 school year:</u> 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.</p>	
<b>CPI</b>	<p>Crisis Prevention Institute Inc. (CPI) is the worldwide leader in evidence-based de-escalation and crisis prevention training.</p> <p>8 trainer NCI renewals Annual membership fees 225 blended learning package (full certification) Reframing Behavior package: 9 buildings Cost is per building, one trainer per building, unlimited # of participants.</p>	\$42,022.25
<b>Build Capacity, LLC</b>	<p>Continued support with Build Capacity, LLC for continued support of our classroom teachers and administration with PLC implementation.</p> <p>At the K-5 level, a focus on shared responsibility and reflecting on effectiveness, with the goal of moving this learning from the teacher leaders to all staff in the buildings. (5 days)</p> <p>At the 6-12 level, a focus will be on building shared capacity, coherence, and clarity of Expectations with a focus on assessing learners to meet learner's need evidenced through curricular design, walkthroughs for monitoring, and teacher collaboration opportunities. (8 days)</p> <p>At the Administrative level, a continued focus on empowering teachers and PLC's to support student learning. (4 days)</p> <p>All staff will have the opportunity to begin the school year with a presentation on the power of teachers in meeting student needs connected to PLCs. (1 day)</p>	\$60,250

<p><b>ROE 4</b></p>	<p>Continued partnership with ROE 4 for professional learning sessions in the areas of literacy and math.</p> <ul style="list-style-type: none"> <li>• MS ELA- Focus on small group literacy instruction and continued work with the Huntley 158 Literacy Action Plan in support of the Literacy Review.</li> <li>• MS &amp; HS Social Studies- Focus on literacy strategies to teach within the content areas and continued work with the Huntley 158 Literacy Action Plan in support of the Social Studies Review.</li> <li>• MS &amp; HS Math - Learning walks and reflection within the 6th-12th grade Math classrooms, centered around the Math Look Fors and continued work with Building Thinking Classrooms.</li> <li>• Kindergarten - Professional learning on how to successfully implement Purposeful Play in the Classroom</li> </ul>	<p>\$46,625</p>
<p><b>Math Institute of Wisconsin</b></p>	<p>During the 2024-2025 school year, we finalized the last phase of staff implementing Illustrative Math in K-5. Those who are entering into year 2 of Illustrative Math will receive their final year of training with the Math Institute, having two opportunities to participate in model lessons and opportunities to reflect and debrief on what was learned.</p>	<p>\$24,000</p>
<p><b>NeuroEds</b></p>	<p>Professional development for special education school faculty, staff, and related service providers. Each presentation is individualized to meet the needs of our district and can range in length from full- or half-day seminars to one-hour staff development trainings.</p>	<p>\$10,000</p>
<p><b>Infinitec</b></p>	<p><b>Robust On-Demand Professional Learning:</b> Infinitec offers over 1,000 online PD sessions, including 300 new additions, covering topics like autism, paraprofessional training, communication, and reading/writing.</p> <p><b>Customizable and Credentialed Learning:</b> Districts can upload private content, and staff can earn badges in areas like ASD and RBT. The platform also includes specialized modules for paraprofessionals in assistive tech, behavior, and executive function.</p>	<p>\$6500</p>



# Huntley Community School District 158

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650 Academic Drive  
Algonquin, Illinois 60102  
(847) 659-6158 • [www.district158.org](http://www.district158.org)

## **Recommendation**

The District Administration recommends the approval of the contracts with Easterseals (Appendix A) in the amount of \$108,913.80, CPI (Appendix B) in the amount of \$42022.25, Build Capacity, LLC (Appendix C) in the amount of \$60,250, ROE 4 (Appendix D) in the amount of \$46,625, and Math Institute of Wisconsin (Appendix E) for \$24,000 as presented.



### Illinois Autism Partnership

Make checks payable to Easterseals and mail to:  
Easterseals  
Attention Kim Nunez  
1939 W. 13<sup>th</sup> St. Suite 300  
Chicago, IL 60608

Jackelyn Allen  
jacallen@district158.org

Sarah Smith  
iap@eastersealschicago.org

**Huntley Community School  
District 158**  
650 Academic Dr  
Algonquin, IL 60102

**Easterseals Metropolitan  
Chicago**  
US

**HUNTLEY SCHOOL DISTRICT 158  
- FY25 JUNE 2025 SUMMER SET  
UPS**

Effective Date: Apr 25, 2025

Expiration Date: Jun 30, 2025

TYPE OF SERVICE	QUANTITY	TOTAL PRICE
Consulting-Classroom Set-Up	14	\$42,000.00
Total Mileage Cost:		\$1,166.20
Total Amount of Tolls:		
Hotel Cost:		
	<b>Grand Total:</b>	<b>\$43,166.20</b>

**Description:** \*\*Huntley School District 158\*\*

Illinois Autism Partnership offers hands-on focused in-services, workshops, and coaching/consulting services geared towards supporting teachers, administrators, and support staff on the implementation of Evidence-Based Practices for students with autism and related disorders.

\*\*Classroom Set-Up\*\*

Illinois Autism Partnership empowers and supports local school districts and agencies in setting up the classroom environment to meet the ever-changing needs of their students.

IAP Expert Coaches will:

- 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.

#### Classroom Set-Up

Location: Conley Elementary School (750 Academic Dr, Algonquin, IL 60102)

Time: 9:00am - 3:30pm (unless otherwise requested)

Date: June 9, 2025

Number of classrooms: 1

#### Classroom Set-Up

Location: Mackeben Elementary School (800 Dr John Burkey Dr, Algonquin, IL 60102)

Time: 9:00am - 3:30pm (unless otherwise requested)

Date: June 9, 2025

Number of classrooms: 2

#### Classroom Set-Up

Location: Marlowe Middle School (9625 Haligus Rd, Lake In The Hills, IL 60156)

Time: 9:00am - 3:30pm (unless otherwise requested)

Date: June 11, 2025

Number of classrooms: 1

#### Classroom Set-Up

Location: Leggee Elementary School (13723 Harmony Rd, Huntley, IL 60142)

Time: 9:00am - 3:30pm (unless otherwise requested)

Date: June 11, 2025

Number of classrooms: 4

#### Classroom Set-Up

Location: Huntley High School (13719 Harmony Rd, Huntley, IL 60142)

Time: 9:00am - 3:30pm (unless otherwise requested)

Date: June 12, 2025

Number of classrooms: 6

MATERIALS DELIVERY: TBD Prior to contract signing. Must include an address in which all set up boxes may be delivered prior to set up day.

\*\*Total number of set ups: 14\*\*

PLEASE NOTE: All details (date/building/# set ups) must be finalized prior to contract signing and cannot be changed after contract signing. All set ups require ONE Huntley School District staff member to be an active participant of each set up (e.g. teacher or other classroom team member), otherwise the assigned Autism Specialist for that set up day will focus their efforts solely on physical creation of materials from the classroom set up box.

All IAP employees have the following on file with HR:

- Accurate Biometrics – Criminal Background Check (FBI and State)
- Concentra Authorization – Drug Test, TB Test, and Physical Evaluation
- HireRight – Education Verification, Employment Verification, and Reference Checks
- Faith’s Law Compliance

Verification that these items are on file for each Easterseals employee is available upon request from the district. If the district requires any additional paperwork or background checks/fingerprinting beyond what is listed above, the coach will complete that on a district coaching date. Easterseals coaches are unable to complete district required fingerprinting or other requirements on dates that are not assigned.



Illinois Autism Partnership

Make checks payable to Easterseals and mail to:  
Easterseals  
Attention Kim Nunez  
1939 W. 13<sup>th</sup> St. Suite 300  
Chicago, IL 60608

Jackelyn Allen  
jacallen@district158.org

Sarah Smith  
iap@eastersealschicago.org

Huntley Community School  
District 158  
650 Academic Dr  
Algonquin, IL 60102

Easterseals Metropolitan  
Chicago  
US

HUNTLEY SCHOOL DISTRICT 158  
- FY26 JULY 2025 CLASSROOM  
SET UPS

Effective Date: Jul 1, 2025

Expiration Date: Jul 31, 2025

TYPE OF SERVICE	QUANTITY	TOTAL PRICE
Coaching (up to 6 hours in district)	12	\$21,600.00
Consulting-Classroom Set-Up	14	\$42,000.00
Total Mileage Cost:		\$2,147.60
Total Amount of Tolls:		
Hotel Cost:		
	<b>Grand Total:</b>	<b>\$65,747.60</b>

**Description:** \*\*HUNTLEY COMMUNITY CONSOLIDATED SCHOOL DISTRICT 158\*\*

Illinois Autism Partnership offers hands-on focused in-services, workshops, and coaching/consulting services geared towards supporting teachers, administrators, and support staff on the implementation of Evidence-Based Practices for students with autism and related disorders.

\*\*Classroom Set-Up\*\*

Illinois Autism Partnership empowers and supports local school districts and agencies in setting up the classroom environment to meet the ever-changing needs of their students.

IAP Expert Coaches will:

- 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.

date: 7/10/25

location: Chesak Elementary School; 10910 Reed Rd. Lake in the Hills IL 60156

time: 9:00am - 3:30pm (unless otherwise requested)

number of classrooms: 3

date: 7/10/25

location: LIGHT Program; 10401 Vine St Huntley, IL 60142

time: 9:00am - 3:30pm (unless otherwise requested)

number of classrooms: 3

date: 7/14/25

location: Martin Elementary School; 10920 Reed Rd, Lake in the Hills, IL 60156

time: 9:00am - 3:30pm (unless otherwise requested)

number of classrooms: 3

date: 7/14/25

location: ECC; 10910 Reed Road, Lake in the Hills, IL 60156

time: 9:00am - 3:30pm (unless otherwise requested)

number of classrooms: 2

date: 7/22/25

location: Heineman Middle School; 725 Dr. John Burkey Dr. Algonquin IL 60102

time: 9:00am - 3:30pm (unless otherwise requested)

number of classrooms: 1

date: 7/22/25

location: Marlowe Middle School; 9625 Haligus Rd. Lake in the Hills IL 60156

time: 9:00am - 3:30pm (unless otherwise requested)

number of classrooms: 2

MATERIALS DELIVERY: TBD Prior to contract signing. Must include an address in which all set up boxes may be delivered prior to set up day.

\*\*Total number of set ups: 14\*\*

Other classroom or program types available upon request. All details must be finalized prior to contract signing.

PLEASE NOTE: All details (date/building/# set ups) must be finalized prior to contract signing and cannot be changed after contract signing. All set ups require ONE Huntley School District staff member to be an active participant of each set up (e.g. teacher or other classroom team member), otherwise the assigned Autism Specialist for that set up day will focus their efforts solely on physical creation of materials from the classroom set up box.

**\*\*Coaching\*\***

Expert coaches work collaboratively with educational teams to create a learning environment that promotes access, independence, and success for all students. Educational teams can expect:

- a non-evaluative, non-judgmental designated coach
- access to a full team of interdisciplinary experts with combined decades of experience
- custom materials and supports designed to promote independence and success in the classroom
- an ongoing, collaborative relationship driven by the needs of the students, staff, and district

**\*\*Full-Day Summer Coaching\*\***

Coaching sessions will be offered to small groups of 3–4 general education teachers, primarily from elective and exploratory classrooms where special education students are actively participating. These sessions will focus on practical strategies for incorporating visual supports into their learning environments, with personalized takeaways tailored to each classroom's needs.

date: 7/23/25

location: Marlowe Middle School; 9625 Haligus Rd. Lake in the Hills IL 60156

time: 9:00am - 3:30pm (unless otherwise requested)

total number of groups: 3

date: TBD prior to contract signing

location: ECC; 10910 Reed Road, Lake in the Hills, IL 60156

time: 9:00am - 3:30pm (unless otherwise requested)

total number of groups: 2

date: TBD prior to contract signing

location: Chesak; 10910 Reed Road, Lake in the Hills, IL 60156

time: 9:00am - 3:30pm (unless otherwise requested)

total number of groups: 2

date: TBD prior to contract signing

location: Conley Elementary School; 750 Dr. John Burkey Dr. Algonquin IL 60102

time: 9:00am - 3:30pm (unless otherwise requested)

total number of groups: 1

date: TBD prior to contract signing  
location: Leggee Elementary School; 13723 Harmony Rd, Huntley, IL 60142  
time: 9:00am - 3:30pm (unless otherwise requested)  
total number of groups: 1

date: TBD prior to contract signing  
location: Martin Elementary School; 10920 Reed Rd, Lake in the Hills, IL 60156  
time: 9:00am - 3:30pm (unless otherwise requested)  
total number of groups: 1

date: TBD prior to contract signing  
location: Heineman Middle School; 725 Dr. John Burkey Dr. Algonquin IL 60102  
time: 9:00am - 3:30pm (unless otherwise requested)  
total number of groups: 1

Total Summer Coaching Days: 3; Total Summer Coaching Groups: 12

All IAP employees have the following on file with HR:

- Accurate Biometrics – Criminal Background Check (FBI and State)
- Concentra Authorization – Drug Test, TB Test, and Physical Evaluation
- HireRight – Education Verification, Employment Verification, and Reference Checks
- Faith's Law Compliance

Verification that these items are on file for each Easterseals employee is available upon request from the district. If the district requires any additional paperwork or background checks/fingerprinting beyond what is listed above, the coach will complete that on a district coaching date. Easterseals coaches are unable to complete district required fingerprinting or other requirements on dates that are not assigned.

# Easterseals

## Classroom Set Up

### DESCRIPTION

Illinois Autism Partnership empowers and supports local school districts and agencies in setting up the classroom environment to meet the ever-changing needs of their students.

### EASTERSEALS EXPERT COACHES WILL:

- 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.

### BENEFITS OF A CLASSROOM SET UP:

- Create visually organized classrooms
- Establish language-rich environments
- Embed evidence-based practices
- Develop highly structured daily routines
- Integrate visual and communication supports
- Promote independence and success
- Increase engagement and efficiency
- Empower staff for a successful school year

*Emphasis will be placed on the Easterseals' Classroom Set Up Checklist to prioritize areas of need for each classroom.*

Jump start  
the school  
year!





- ✓ All classroom materials/supplies are in a bin, on a shelf, or in a designated storage location.
- ✓ Non-functional and/or non-utilized furniture or equipment is removed from the classroom.
- ✓ Classroom walls include minimal extraneous décor.
- ✓ Items that are on the walls or hanging from the ceilings serve a meaningful purpose, will be referenced regularly, and/or are connected to current curriculum.
- ✓ All classroom materials, supplies, and decorations are age-appropriate for the grade level(s) served (1st-3rd).
- ✓ All student work areas, materials, bins, and related student materials or furniture are clearly labeled with student name, picture, color-coding system, or a combination when appropriate.
- ✓ Classroom areas are clearly defined through physical boundaries and/or visual supports (e.g. 1:1 instruction, group instruction, independent work, play/leisure, etc.)
- ✓ A full-class schedule is posted in a prominent classroom location.
- ✓ Classroom-wide behavior expectations are displayed in a prominent classroom location.
- ✓ Functional classroom routines and task analyses are posted as appropriate (e.g. Arrival, Hand-Washing, Dismissal, Morning Meeting, etc.)
- ✓ Basic behavior visual supports are readily available (e.g. Staff Behavior Lanyard, Work System to do lists, First/Then, timers, etc.)
- ✓ Basic communication supports are readily available (break card, help card, bathroom request, accessible core boards, etc.)
- ✓ All visual supports include diversity and reflect the students in the classroom.
- ✓ Individualized reinforcement systems are developed based on student interests and behavioral needs.
- ✓ A variety of in-class sensory tools are available and accessible to students.
- ✓ A variety of out of classroom sensory tools are available and accessible to students.



# Classroom Set-Up Checklist

A checklist to support teachers and administrators in setting up evidence-based learning environments for students with autism



## ENVIRONMENT

The environment is arranged in such a manner that promotes the independence and success of all individuals in the classroom.

- All classroom materials/supplies are in a bin, on a shelf, or in a designated storage location.
- Non-functional and/or non-utilized furniture or equipment is removed from the classroom.
- Classroom walls include minimal extraneous décor.
- Items that are on the walls or hanging from the ceilings serve a meaningful purpose, will be referenced regularly, and/or are connected to current curriculum.
- All classroom materials, supplies, and decorations are age-appropriate for the grade level(s) served.
- All student work areas, materials, bins, and related student materials or furniture are clearly labeled with student name, picture, color-coding system, or a combination when appropriate.
- Classroom areas are clearly defined through physical boundaries and/or visual supports (e.g. 1:1 instruction, group instruction, independent work, play/leisure, etc.)
- A dedicated, organized area for displaying student work is included inside or outside of the classroom and reflects current classroom topics.

## VISUAL SUPPORTS

Visual Supports are embedded into the classroom environment to promote communication, behavior, and independence.

- A full-class schedule (with pictures if needed) is posted in a prominent classroom location.
- A classroom staff schedule detailing staff name, student assignments, and location is prominently posted and accessible to all.
- Each student has an individual visual schedule that includes sensory/movement breaks.
- Classroom-wide behavior expectations are displayed in a prominent classroom location.
- Functional classroom routines and task analyses are posted as appropriate (e.g. Arrival, Hand-Washing, Dismissal, Morning Meeting, etc).
- Basic behavior visual supports are readily available (e.g. First/Then, Countdown Strip, Visual Timers, Token Boards, Choice Boards, Mini/Sub/Activity Schedules).
- Basic communication supports are readily available (e.g. Core, PECS, Break Card, etc.)

For more information about how Illinois Autism Partnership can support your school district:  
[IAP@eastersealschicago.org](mailto:IAP@eastersealschicago.org)

## INDEPENDENCE

**Independent Work Systems are in place and individualized to promote independence across environments for all students.**

- There is a well-defined/labeled independent work area in the classroom.
- Tasks are stored in an appropriate binder, bin, or shelf and are easily accessed by students during independent work time.
- Organizational system is in place for the storage of additional tasks/activities.
- Each work system includes a visual support that details where to start, how much work to do, when it is done, and what happens next.
- Academic and functional tasks/materials are appropriate to student skill level, have a clear start and finish, and are designed to promote independence and success.

## SENSORY & DATA

**Data collection is in place to evaluate ongoing success and the unique sensory needs of all learners are considered at all times.**

- An IEP goal data-collection system is developed and in place.
- A variety of in-class sensory tools are available and accessible to students.
- A variety of out of classroom sensory tools are available and accessible to students.
- A sensory/movement choice board is available to students.
- Curriculum and instructional materials are organized in a way that makes sense to staff and students.

## REINFORCEMENT

**Reinforcement is integrated into the classroom environment to promote positive behaviors and skill acquisition.**

- An age-appropriate classroom-wide reinforcement system is in place.
- Individualized reinforcement systems are developed based on student interests and behavioral needs.
- Reinforcers are age-appropriate and are not freely accessible to students.
- Student-specific behavior expectations are embedded in each reinforcement system and are clear for both staff and students to understand.
- For students with challenging behaviors or who already have a current behavior plan, a data collection system is in place and easily accessible to staff (e.g. hanging clipboard, binder, etc.).

District: \_\_\_\_\_

Program: \_\_\_\_\_

Teacher: \_\_\_\_\_

## Priority Focus Areas

- Learning Environment
- Visual Supports
- Reinforcement
- Independence
- Sensory & Data



Quote Is Valid For 60 Days From Date Of Quote

## Quote Eligible for Huntley Community School District 158

**BILL TO**

650 Dr John Burkey Dr  
650 Dr John Burkey Dr,  
Algonquin, IL 60102-4423, USA

**SHIP TO**

650 Dr John Burkey Dr,  
Algonquin, IL 60102-4423, US

**CONTACT US**

Phone: 1.800.558.8976  
Email: info@crisisprevention.com  
Federal ID#: 39-2012874

QUANTITY	PRODUCT	UNIT PRICE	EXTENDED PRICE
8.00	NCI Renewal Blended Classroom Open 3e	\$2,049.00	\$16,392.00
225.00	NCI Online Course & Workbook 3rd Ed	\$47.69	\$10,730.25
12.00	Annual Membership Fee	\$200.00	\$2,400.00
1.00	De-Escalation Basics Online Training Flat-Rate Subscription	\$12,500.00	\$12,500.00

If you would like to order the merchandise quoted, please contact our office at 1.800.558.8976 and reference the Quote # shown at the top right.

Subtotal	\$42,022.25
Discount	\$0.00
Tax	\$0.00
Shipping	

Where payments are made by the customer through a credit card for \$10,000 or greater, 2% of transactions will be charged towards credit card fees.

<b>Total</b>	<b>\$42,022.25</b>
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Tax exempt organizations, we must have your tax exempt certificate on file.

Cancellation and return policies can be found at:

<https://www.crisisprevention.com/Special-Pages/Important-Registration-Information>

# Appendix C



**Paige Richards**  
Education Consultant  
paige@buildcapacityconsulting.com

## Huntley Community School District 158: 2025-2026 Agreement

### Description

Customized professional development for administrators and leaders to support effectiveness in roles. Content TBD through collaboration with district leaders.

### Pricing for Professional Development 2025-2026 School Year

Full Day (6 hours): \$3250 + expenses including mileage, hotel, and meals

Half Day (3 hours): \$1800 + expenses including mileage, hotel, and meals

One Hour: \$600 + expenses including mileage, hotel, and meals

**Planning calls:** Free

### Dates/Times

People	Date(s)	Duration/Format	Pricing
Principals & District Leadership ½ day  APs, Dept Chairs, Coordinators ½ day	July 23, 2025 (all admin) November 11, 2025 February 10, 2026 June 9, 2025	In-person, Full Day	4 x \$3250 = \$13,000
Building PLC Visits with Elementary Teachers- Each building 2 visits	October 14, 2025 October 21, 2025 November 12, 2025 February 18, 2026 February 25, 2026	In-person, Full Day	5 x \$3250 = \$16,250
MS and High School PLC Visits  Each building 4 visits	September 25, 2025 (HS) October 22, 2025 (MS) October 23, 2025 (MS) January 5, 2026 (MS & HS) February 17, 2026 (MS) February 19, 2026 (MS) March 3, 2026 (HS) April 24, 2026 (MS & HS)	In-person, Full Day	8 x \$3250 = \$26,000
All Staff Keynote	August 12, 2025	In-person	1 x \$5000
<b>Total: \$60,250 + expenses including mileage, hotel, and meals</b>			

# Appendix D



## REGIONAL OFFICE OF EDUCATION #4

Boone-Winnebago Counties  
 Scott Bloomquist, Regional Superintendent of Schools  
 Allison Pierson, Assistant Regional Superintendent  
 300 Heart Blvd ~ Loves Park, IL 61111 ~ 815-636-3040

### Proposal

**Format:** In-Person

**Program Location:** TBD with District 158 administration

<b>Event</b>	<b>Classroom Learning Walks and Data Analysis</b>
<b>Date</b>	Dates TBD with District 158 Administration
<b>Time</b>	<p>Visits would be coordinated with district administration to allow for learning walks to collect observational data from grades 6-12 mathematics classrooms to further the work of “Building Thinking Classrooms.”</p> <p>This scope of work will require 2-3 staff from ROE 4 per day to meet observational needs or more frequent visits for less staff if we are working with the majority of math classrooms.</p> <p>One observational cycle would include:</p> <ul style="list-style-type: none"> <li>● 1 day at Marlowe MS and observational data analysis and synthesis</li> <li>● 1 day at Heineman MS and observational data analysis and synthesis</li> <li>● 1 day at HHS and observational data analysis and synthesis</li> <li>● 1 day of facilitated PLCs at each school <i>prior to</i> observations</li> <li>● 1 day of facilitated PLCs at each school <i>following</i> observations</li> <li>● 1 half day data meeting with administration and coaches prior to the 2nd PLC meeting with teachers to share and discuss data</li> </ul>
<b>Other specifications</b>	<p>We would recommend 2 cycles during the year to allow for setting and attaining goals for the math department.</p> <p>This assumes visits to the majority (nearly all) of 6-12 mathematics classrooms, and the cost would be reduced if less classroom visits were required per cycle.</p>
<b>Cost</b>	\$17,000 / cycle- One cycle at each school
<b>TOTAL</b>	<b>\$17,000</b>

<b>Event</b>	<b>Customized Professional Learning for Math Teachers</b>
<b>Date</b>	Aug 12, Jan 5 & April 24 (Institute Days)
<b>Time</b>	TBD with District 158 Administration
<b>Other specifications</b>	These custom built PL sessions are designed to meet the needs of District 158. If not participating in Math for All, these sessions would be built to meet the specific district needs of District 158.
<b>Cost</b>	TBD based on need and expertise of the presenter(s), quantity of presenters and length of sessions, as well as the time for customized content building required. \$1,875
<b>TOTAL</b>	\$5,625 (one, on-staff ROE presenter)

District 158 agrees to provide the following:

- Hookup components for laptop/PC to projector
- Stable internet access
- Google Apps access
- For participants over 35 participants, audio equipment may be required
- District 158 will process all Professional Development credit and agrees to email the Sign-In Sheets to ROE 4 ([plcoordinators@roe4.org](mailto:plcoordinators@roe4.org)) within 5 days of the PL event.

In exchange for the products and services provided, District 158 agrees to compensate Boone-Winnebago ROE 4 as follows:

**Professional Fee: \$5,625**



## REGIONAL OFFICE OF EDUCATION #4

Boone-Winnebago Counties  
 Scott Bloomquist, Regional Superintendent of Schools  
 Allison Pierson, Assistant Regional Superintendent  
 300 Heart Blvd ~ Loves Park, IL 61111 ~ 815-636-3040

### Proposal

**Format:** In-Person

**Program Location:** TBD with District 158 administration

<b>Event</b>	<b>Customized Professional Learning Sessions for MS ELA Teachers</b>
<b>Date</b>	Institute Day-August 12 (half or full day), Early Release Day-September 25, 2025, Institute Day-January 5, 2026, Early Release Day-February 12, 2026, Early Release Day March 3, 2026, Institute Day-April 24, 2026
<b>Time</b>	TBD with District 158 Administration
<b>Other specifications</b>	<p>These custom built PL sessions are designed to meet the needs of District 158. They will focus on best practices in small group ELA instruction.</p> <p>Early Release, SIP, and Institute Days' costs are built with the consideration that nearly all proposed scopes of work in District 158 are looking for professional learning opportunities on these days, and this will require many staff from ROE 4 since sessions will be running concurrently.</p>
<b>Cost</b>	<p>TBD based on expertise of the presenter(s), the number of presenters required, as well as the time required for customized content building.</p> <p style="text-align: center;"><b>\$1,875 per presenter</b></p>
<b>TOTAL</b>	<p style="text-align: center;"><b>\$11,250</b></p> <p style="text-align: center;"><b>The final totals will depend on the scope of work, as well as number and expertise of presenters required for each session.</b></p>

District 158 agrees to provide the following:

- Hookup components for laptop/PC to projector
- Stable internet access
- Google Apps access
- For participants over 35 participants, audio equipment may be required
- District 158 will process all Professional Development credit and agrees to email the Sign-In Sheets to ROE 4 ([plcoordinators@roe4.org](mailto:plcoordinators@roe4.org)) within 5 days of the PL event.

In exchange for the products and services provided, District 158 agrees to compensate Boone-Winnebago ROE 4 as follows:

**Professional Fee:     \$11,250**



## REGIONAL OFFICE OF EDUCATION #4

Boone-Winnebago Counties  
 Scott Bloomquist, Regional Superintendent of Schools  
 Allison Pierson, Assistant Regional Superintendent  
 300 Heart Blvd ~ Loves Park, IL 61111 ~ 815-636-3040

### Proposal

**Format:** In-Person

**Program Location:** TBD with District 158 administration

<b>Event</b>	<b>Customized Professional Learning Sessions for Elementary Teachers</b>
<b>Date</b>	1/5/26
<b>Time</b>	Full Day-specific times TBD with District 158 administration
<b>Other specifications</b>	½ day Kindergarten-Purposeful Play professional learning experience Format and materials required for simulations will determine the final cost. Cost based on 25-30 Purposeful Play session participants.
<b>TOTAL</b>	<b>\$1,500</b>

District 158 agrees to provide the following:

- Hookup components for laptop/PC to projector
- Stable internet access
- Google Apps access
- For in person events with over 35 participants, audio equipment may be required
- District 158 will process all Professional Development credit and agrees to email the Sign-In Sheets to ROE 4 ([plcoordinators@roe4.org](mailto:plcoordinators@roe4.org)) within 5 days of the PL event.

In exchange for the products and services provided, District 158 agrees to compensate Boone-Winnebago ROE 4 as follows:

**Professional Fee: \$1,500**



## REGIONAL OFFICE OF EDUCATION #4

Boone-Winnebago Counties  
 Scott Bloomquist, Regional Superintendent of Schools  
 Allison Pierson, Assistant Regional Superintendent  
 300 Heart Blvd ~ Loves Park, IL 61111 ~ 815-636-3040

### Proposal

**Format:** In-Person

**Program Location:** TBD with District 158 administration

<b>Event</b>	<b>Customized Professional Learning Sessions for MS/HS SS Teachers</b>
<b>Date</b>	Institute Day-August 12 (half or full day), Early Release Day-September 25, 2025, Institute Day-January 5, 2026, Early Release Day-February 12, 2026, Early Release Day March 3, 2026, Institute Day-April 24, 2026
<b>Time</b>	TBD with District 158 Administration
<b>Other specifications</b>	<p>These custom built PL sessions are designed to meet the needs of District 158. They will focus on interdisciplinary literacy practices in the Social Studies Classroom.</p> <p>Early Release, SIP, and Institute Days' costs are built with the consideration that nearly all proposed scopes of work in District 158 are looking for professional learning opportunities on these days, and this will require many staff from ROE 4 since sessions will be running concurrently.</p>
<b>Cost</b>	<p>TBD based on expertise of the presenter(s), the number of presenters required, as well as the time required for customized content building.</p> <p style="text-align: center;"><b>\$1,875</b></p>
<b>TOTAL</b>	<p style="text-align: center;"><b>\$11,250</b></p> <p style="text-align: center;"><b>The final totals will depend on the scope of work, as well as number and expertise of presenters required for each session.</b></p>

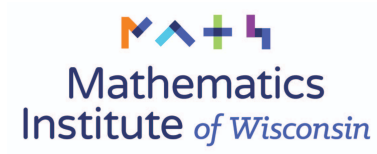
District 158 agrees to provide the following:

- Hookup components for laptop/PC to projector
- Stable internet access
- Google Apps access
- For participants over 35 participants, audio equipment may be required
- District 158 will process all Professional Development credit and agrees to email the Sign-In Sheets to ROE 4 ([plcoordinators@roe4.org](mailto:plcoordinators@roe4.org)) within 5 days of the PL event.

In exchange for the products and services provided, District 158 agrees to compensate Boone-Winnebago ROE 4 as follows:

**Professional Fee: \$11,250**

# Appendix E



## Proposal for MIW Coaching between Huntley Community School District 158 and the Mathematics Institute of Wisconsin for the 2025-26 School Year

**Contract #:**2025-26:0002

### Overview

This proposal offers options for professional learning content for Huntley Community School District 158.

### Proposed Options

- MIW Classroom Modeling Full Days:  $\$ 4,000 \times 3 = \$ 12,000$

This a proposal for 3 full days (September 30, October 1, and October 1, 2025) of modeling math lessons with Eric Kanters.

### Duration

Full day Professional Learning is 6 hours of professional development content.

**Preferred Dates:** September 30, October 1, October 2, 2025

### Prepared by:

Mathematics Institute of Wisconsin  
20 S. Main Street # 2  
Oconomowoc, WI 53066  
Shelley Michalski  
shelley.michalski@mathinstitutewi.org



## **Proposal for MIW Coaching between Huntley Community School District 158 and the Mathematics Institute of Wisconsin for the 2025-26 School Year**

**Contract #:**2025-26:0003

### **Overview**

This proposal offers options for professional learning content for Huntley Community School District 158.

### **Proposed Options**

- MIW Classroom Modeling Full Days:  $\$ 4,000 \times 3 = \$ 12,000$

This is a proposal for 3 full days ( February 24, 25, 26, 2026) of modeling math lessons with Eric Kanters.

### **Duration**

Full day Professional Learning is 6 hours of professional development content.

**Preferred Dates:** February 24, 25, 26, 2026

### **Prepared by:**

Mathematics Institute of Wisconsin  
20 S. Main Street # 2  
Oconomowoc, WI 53066  
Shelley Michalski  
shelley.michalski@mathinstitutewi.org



# Huntley Community School District 158

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

**Date:** May 15, 2025

**To:** Board of Education

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

**Cc:** Ms. Jessica Lombard, Superintendent

**Subject:** **Consolidated District Plan Approval FY 26**

**Executive Summary**

Following review and discussion by the Curriculum Committee on May 1, 2025, the Administration presents the FY26 Consolidated District Plan for approval by the Board of Education.

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 FY26.

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 goals
- Updating terms for accuracy and relevance throughout the application

Upon approval by the Huntley District 158 Board of Education on May 15, 2025, the plan will be submitted for approval to the Illinois State Board of Education.

**Recommendation**

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

**eGrant Management System**

**Printed Copy of Application**

Applicant: Huntley Community School District 158

Application: Consolidated District Plan - 00

Cycle: Original Application

Sponsor/District: Huntley Community School District 158

Date Generated: 4/24/2025 1:02:43 PM

Generated By: amaccrindle1

**1. Contact Information for Person Completing This Form**

<p>Last Name*</p> <input type="text" value="MacCrindle"/>	<p>Phone*</p> <input type="text" value="847"/> <input type="text" value="659"/> <input type="text" value="6135"/>	<p>Extension</p> <input type="text"/>	<p>First Name*</p> <input type="text" value="Amy"/>	<p>Middle Initial</p> <input type="text" value="N"/>	<p>Email*</p> <input type="text" value="amaccrindle@district158.org"/>
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**2. General Education Provisions Act (GEPA) Section 427 \***

Section 427 of GEPA (20 U.S.C. 1228a) affects all applicants submitting proposals under this program. This section requires each applicant to include in its proposal a description of the steps the applicant proposes to take to ensure equitable access to, and participate in, its federally assisted program for students, teachers, and other program beneficiaries with special needs.

This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. The applicant should determine whether these or other barriers may prevent students, teachers, etc. from such access to, or participation in, the federally funded project or activity. The description of steps to be taken to overcome these barriers need not be lengthy; the school district may provide a clear and succinct description of how it plans to address those barriers that are applicable to its circumstances. In addition, the information may be provided in a single narration, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of the civil rights statutes, but rather to ensure that, in designing their programs, applicants for federal funds address equity concerns that may affect the ability of certain beneficiaries to fully participate in the program and to achieve high standards. Consistent with requirements and its approved proposal, an applicant may use the federal funds awarded to it to eliminate barriers it identifies.

**Describe the steps that will be taken to overcome barriers to equitable program participation of students, teachers, and other beneficiaries with special needs.**

((count) of 2500 maximum characters used)

District 158 is committed to ensuring that students, teachers, and program beneficiaries with special needs have equitable access to and participation in all federally funded programs. The District anticipates the need to take intentional steps to overcome barriers related to gender, race, national origin, ethnicity, religion, and disability. The following are potential barriers and corresponding steps being taken to ensure equitable participation: In preschool programming, proactive outreach is conducted through Child Find to identify and enroll students with disabilities, multilingual learners, and other eligible students. These efforts help eliminate barriers by ensuring that families are aware of available services and supports. The District does not anticipate gender-based barriers affecting access to federally funded programs. All educators will have equal opportunity to participate in Title II professional development, and students are identified for services based solely on qualifying indicators such as free/reduced lunch status, bilingual status, or IEP status. All programming is inclusive of students regardless of national origin. Targeted outreach, including the use of interpretation and translation services, is provided to families of recent arrivals to the United States to ensure understanding and engagement in available supports. To promote equitable family and community engagement, the District ensures that critical communications and outreach materials are translated into families' home languages when needed. This step helps remove language as a barrier to access and participation in programs and decision-making processes.

**3. Bilingual Program Director Assurance**

Please take note of the following, which is determined by your district's English Learner (EL) count, shown below:

If the district has 1 or more EL students, the bilingual program director must participate in the completion of the Bilingual Service Plan (BSP). The bilingual program director must also participate in the completion of Title III sections, as applicable. Districts with 0 ELs do not need to complete the Bilingual Service Plan (BSP).

**4. District Migrant Education Program Liaison**

<p>Last Name</p> <input type="text" value="Jacobson"/>	<p>First Name</p> <input type="text" value="Lissette"/>	<p>Middle Initial</p> <input type="text"/>
<p>Phone</p> <input type="text" value="847"/> <input type="text" value="659"/> <input type="text" value="6151"/>	<p>Extension</p> <input type="text"/>	<p>Email</p> <input type="text" value="ljacobson@district158.org"/>

The district individual above will be the contact person in the event that a migratory child is or migratory children are believed to have enrolled in the district. The District Migrant Program Liaison may notify ISBE at 312-814-3850 or Multilingual@isbe.net if they are aware that a child could be a potential or active agricultural migrant. ISBE may also contact the above individual if it has information that a migratory child resides in the district and is eligible for supplemental instructional and/or support services under the Elementary and Secondary Education Act of 1965 (Reauthorized under the Every Student Succeeds Act of 2015) - Title I, Part C Education of Migratory Children.

**5. General Completion Instructions**

Work through the tabs from left to right. Save each page before moving to the next tab.

Required fields on each page are dependent upon funding sources selected on the Needs Assessment and Programs tab.

Many pages have notes at the bottom indicating for which programs the page is required.

To determine if a page is required for the funding sources selected earlier in the application, save the page before completing and look for error messages. If none, the page is not required for the program(s) selected.

**How to Complete Pages with Pre-populated Fields**

Several pages have two boxes below the narrative questions - one has the response from the prior year plan and the other allows responses for the updated plan. Copy the response from the redisplay and paste it into the updated plan box, revising the description as necessary. Be sure to save the page once this has been completed for all questions on the page.

\*Required field, applicable for all funding sources

**Amendments**

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**Indicate whether this is the first submission for the fiscal year or an amendment to the APPROVED initial plan for the fiscal year.\***

*NOTE: This page must be completed each time a new plan version within the fiscal year is submitted to ISBE.*

- Initial submission for the fiscal year
- Amendment to approved plan for the fiscal year

\*Required field, applicable for all funding sources

**1. Consolidated planning includes how anticipated programs will be funded. Indicate below for which programs the LEA anticipates receiving funding for school year 2025-2026.\* [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.**

- 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
- 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 funds across all programs to implement coordinated activities that support student success. Federal resources will be strategically integrated with local efforts in the following ways: Title I, Part A: Title I resources will target both universal instruction and supplemental interventions for at-risk students. Emphasis will be placed on strengthening Tier 1 instruction while providing evidence-based supports within Tier 2 and Tier 3 to ensure equitable access to high-quality learning opportunities. Title II, Part A: Title II funds will support initiatives that enhance instructional rigor in literacy and mathematics within the Universal Tier. Focus areas include deepening instructional practices through collaborative professional learning communities (PLCs), strengthening the use of formative assessment data, and building staff capacity through job-embedded professional development aligned to district improvement goals. Title III, Part A: Title III resources will be directed toward integrating academic language development into Tier 1 instruction for multilingual learners. This includes professional learning, instructional materials, and family engagement strategies designed to enhance access to grade-level content. Local funds continue to support core bilingual and EL programming, ensuring a coherent system of support for all language learners. Title IV, Part A: Title IV funds will address the social-emotional learning (SEL) needs of at-risk students to promote academic achievement and well-being. A particular emphasis will be placed on Kindergarten classrooms, supporting a developmentally appropriate, play-based instructional model that fosters engagement, creativity, and foundational SEL competencies. IDEA Part B - Flow-Through: IDEA Flow-Through funds will be aligned with local resources to ensure the provision of Free Appropriate Public Education (FAPE) for students with IEPs. These funds will support specialized instruction, related services, paraprofessional staffing, professional learning, assistive technology, and adaptive tools. The LEA will also leverage these funds for professional development around trauma-informed practices and evidence-based instruction for students with both low-incidence and high-incidence disabilities. Fiscal compliance, including MOE and expenditure tracking, is maintained through bi-weekly collaboration with the finance department. Ongoing needs assessment methods include staff surveys, collaborative team discussions, and targeted feedback to ensure services remain responsive to student IEP needs. IDEA Part B - Preschool: Preschool IDEA funds will support FAPE for young learners with disabilities through developmentally appropriate materials, curriculum, and professional learning opportunities. The LEA will continue to collaborate with the fiscal team to maintain MOE, ensure proper budgeting, and prevent supplanting. Regular stakeholder engagement and staff input guide program development, ensuring preschool services align with identified needs and early learning goals.

Response from the approved prior year Consolidated District Plan.

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.

**3. Will the LEA braid funding?\*** Indicate the funds that will be braided, and select the programs or initiatives that will be supported by braiding. If no programs/initiatives are supported by braiding, select no.

Braiding of Funds

- Yes  No

**4. Will the LEA hybrid-blend Title II and/or Title IV funding?\*** Indicate all that apply, and select the programs or initiatives that will be supported by hybrid blending. If no programs/initiatives are supported by the full/partial transfer of funds, select no.

Transfer of Funds

- Yes  No

**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 conducted a comprehensive needs assessment aligned with our strategic KPIs to ensure equitable access, opportunity, and outcomes for all students from Pre-K through age 22. This process involved evaluating current educational programming and outcomes across diverse student groups, including multilingual learners, students with disabilities, gifted learners, and economically disadvantaged students. Key findings from the assessment highlight the need for a more cohesive and intentional system of supports across all grade bands that addresses academic rigor, inclusive practices, and post-secondary preparedness. The assessment revealed variability in access to advanced coursework, specialized instruction, and language development supports, particularly at transition points such as early childhood to elementary, middle to high school, and post-secondary pathways. Additionally, our analysis of college and career readiness data, including post-secondary enrollment, employment, and independent living outcomes, underscored the importance of expanding programming that supports life-ready competencies for all learners—especially those with IEPs, language learning needs, and students experiencing poverty. The findings also reflect a need for: Strengthening Tier 1 instruction through culturally and linguistically responsive teaching practices; Increasing collaboration between general education, special education, and EL/bilingual teams; Enhancing early identification and support for students with advanced learning needs; Expanding access to high-impact pathways such as dual credit, career and technical education (CTE), and work-based learning opportunities; Building a system-wide framework to monitor opportunity gaps and evaluate programming effectiveness through an equity lens. This needs assessment will inform the development of an actionable Pre-K-22 plan that aligns federal, state, and local resources to close opportunity gaps and support each student's journey toward college, career, and community readiness.

**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

**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 needs assessment was grounded in Huntley 158's Key Performance Indicators (KPIs) and designed to support strategic planning that ensures opportunity and access for all students, Pre-K through age 22. A variety of instruments and processes were used to gather comprehensive data across academic, behavioral, and programmatic domains. Internal staff surveys were administered to identify professional development needs aligned with the district's KPIs, including areas such as instructional rigor, inclusive practices, and effective collaboration within professional learning communities (PLCs). Student voice played a central role in the process, with feedback collected through student surveys to assess learning experiences, engagement, and access to support services, particularly among multilingual learners, students with disabilities, and students from underserved backgrounds. The district also conducted an evaluation of the Multi-Tiered System of Supports (MTSS) to assess the fidelity and equity of academic and behavioral interventions across all grade levels. Academic performance data in reading and math-including IAR results, MAP Growth scores, benchmark assessments, and curriculum-based measures-were disaggregated by subgroup to identify gaps and instructional priorities. Behavioral and social-emotional learning (SEL) data, including discipline referrals, attendance, and SEL screener results, were reviewed to inform professional learning in trauma-informed practices and to support student well-being. The SEssentials Survey provided valuable insight into school culture and climate through stakeholder feedback across five key domains: Effective Leaders, Collaborative Teachers, Involved Families, Supportive Environment, and Ambitious Instruction. Additionally, the district conducted a review of specialized programs and student pathways-including dual language, gifted services, CTE, dual credit, and transition services for students with IEPs-to evaluate access and outcomes across demographic groups. Together, these instruments and processes produced a comprehensive understanding of current strengths and areas for growth. Findings from the needs assessment will directly inform the development of an actionable plan to align federal, state, and local resources in support of equitable, high-quality programming for all Huntley 158 students.

**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 needs assessment process, as applicable.\* Writing space appears if a program was selected on the Needs Assessment and Programs page; to make changes in program funding, return to that page, revise, save the page, and return to this page.**

- Identify areas of need related to student achievement, subgroup performance, and resource inequities.
- Include any additional information relevant to this planning document. Provide targeted responses where noted.
- 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**

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

As part of Huntley 158's comprehensive needs assessment process, student performance data in reading and math-including IAR, MAP Growth, benchmark assessments, and curriculum-based measures-were analyzed and disaggregated by student subgroups. The analysis revealed achievement gaps among multilingual learners, students with IEPs, and students from economically disadvantaged backgrounds. Surveys from staff, results from the SEssentials Survey, and a districtwide evaluation of the MTSS framework further identified the need for more consistent Tier 1 instruction, targeted academic interventions, and greater alignment across curriculum, instruction, and assessment. In response to these needs, Title I, Part A funds will support a range of evidence-based programs and activities. These include strengthening Tier 1 instruction in literacy and math, providing supplemental supports through push-in and pull-out interventions, expanding access to adaptive learning tools, and offering extended learning opportunities such as summer programming. To close achievement gaps, the district is enhancing the use of data-driven instruction through collaborative PLCs, differentiating instruction within Tier 1, implementing progress monitoring tools to adjust interventions in real time, and ensuring equitable access to resources for low-income students. Title I funds will also support professional development for teachers and principals focused on high-impact instructional strategies, culturally and linguistically responsive teaching, MTSS implementation, and the effective use of formative assessment data. These coordinated efforts aim to accelerate learning and ensure all students have the opportunity to achieve academic success.

**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 any achievement gaps, and key professional development opportunities for teachers and principals.**

As part of Huntley 158's needs assessment, staff surveys and instructional data identified a need to strengthen Tier 1 instruction in both literacy and math, improve the effectiveness of professional learning communities (PLCs), and increase educator capacity to

support diverse student populations, including multilingual learners, students with disabilities, and students from low-income backgrounds. Additionally, results from the 5Essentials Survey and feedback gathered during curriculum and MTSS reviews highlighted the importance of consistent implementation of instructional best practices and the need for sustained, job-embedded professional development. In response to these findings, Title II, Part A funds will support targeted programs and activities focused on professional growth and instructional leadership. Planned activities include enhancing PLC structures across all grade levels to improve data-informed decision-making, providing coaching and mentorship for early-career and newly hired teachers, and expanding professional learning in culturally and linguistically responsive instruction, inclusive practices, and Universal Design for Learning (UDL). A key initiative includes continued implementation of Project GLAD (Guided Language Acquisition Design) to build capacity among educators in scaffolding instruction and providing comprehensible input for multilingual learners across content areas. The district will also introduce executive function training and support at the K-5 level to help teachers better understand and respond to students' self-regulation, organization, and attention needs-critical skills that impact academic achievement and classroom behavior. Title II funds will further support leadership development for administrators to build coherence around instructional priorities, support teacher evaluation and growth systems, and implement equity-focused school improvement strategies. To close achievement gaps, the district is equipping educators with tools and training to differentiate instruction, analyze student learning data effectively, and implement intervention strategies with fidelity. These efforts are designed to increase educator effectiveness, retain high-quality staff, and ensure every student has access to highly skilled teachers and leaders who are responsive to their learning needs.

**G. Title III - LIEP**

To address the unique needs of both newcomer students and long-term English learners (LTELs), the district is developing targeted supports informed by research and best practices. For newcomers, Title III funds will support the implementation of structured onboarding processes, access to culturally responsive materials, and language-rich environments that prioritize oral language development, vocabulary acquisition, and acculturation. The district will provide professional development focused on instructional strategies that accelerate English language development while ensuring access to grade-level content. For long-term ELs, programming will emphasize academic language development in core content areas, integrated reading and writing instruction, and close progress monitoring using ACCESS domain data and classroom-based measures. Teachers will receive training to identify and address the plateauing of language development, and the district will explore scheduling models that increase instructional time for LTELs without compromising access to core instruction. By differentiating supports for both newcomers and LTELs, the district aims to ensure all multilingual learners receive the targeted instruction and opportunities they need to achieve full academic and linguistic proficiency.

**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.***

As part of Huntley 158's needs assessment, academic, behavioral, and engagement data, along with staff and family feedback, identified the need to strengthen student supports, expand well-rounded learning opportunities, and enhance instructional use of technology. Title IV, Part A funds will support three key areas: well-rounded education, safe and healthy learning environments, and effective use of technology. To support well-rounded education, funds will enhance early learning through continued implementation of play-based instruction in Kindergarten, promoting engagement and foundational skill development. To foster safe and supportive schools, the district will provide professional learning and classroom tools focused on proactive behavior supports. In the area of technology, funds will be used to expand access to digital resources that support personalized learning and real-time instructional feedback. All activities are aligned to the Title IV-A budget and directly tied to needs assessment findings, ensuring students have access to engaging, inclusive, and academically enriching learning environments.

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

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

Based on the district's needs assessment, Huntley 158 identified the need to provide consistent, high-quality specialized instruction and related services for students with IEPs, while strengthening staff capacity to support a wide range of academic and behavioral needs. IDEA Part B Flow-Through funds will be aligned with local resources to ensure the provision of Free Appropriate Public Education (FAPE) through individualized supports. Funds will be used for staffing, including paraprofessionals and support personnel, instructional materials, assistive technology, and adaptive tools. Additional resources will support professional development focused on effective practices in specialized instruction, differentiation, and progress monitoring. Targeted training will also address support strategies for students with low- and high-incidence disabilities. The district collaborates regularly with the finance department to ensure compliance with maintenance of effort (MOE), accurate expenditure tracking, and that IDEA funds supplement-not supplant-local resources. Staff needs are identified through surveys, team input, and review of student progress data to ensure that resources are responsive to IEP goals and student outcomes. These efforts are part of a districtwide commitment to inclusive practices and individualized support that empowers students with disabilities to succeed academically and independently.

**L. IDEA, Part B - Preschool**

As part of the district's ongoing needs assessment, Huntley 158 identified the need to strengthen early intervention services and ensure high-quality, developmentally appropriate instruction for preschool students with IEPs. IDEA Part B Preschool funds will be used in coordination with local resources to provide specialized instruction, curriculum materials, and instructional tools that support students' individualized goals. Funds will also support professional development for early childhood staff focused on best practices in early childhood special education, including language development, play-based learning, and strategies for supporting students with varying needs. The district works closely with the finance department to ensure all IDEA Preschool funds are used in compliance with maintenance of effort (MOE) and are not supplanting local dollars. Staff needs are identified through regular collaboration, review of student data, and teacher input, ensuring that services remain responsive to the unique learning profiles of preschool-aged children. These efforts reflect the district's commitment to providing a strong foundation for our youngest learners and promoting school readiness for all children with disabilities.

**Legislative Requirement:**

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

\*Required field, applicable for all funding sources selected

**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 must be 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 successful future, with the state paying special attention to addressing historic inequities.
- 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 academic and social and emotional 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 provide each and every child 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.

Huntley Community School District 158 aligns its federally funded programs with the Illinois State Board of Education's goals of advancing student learning, improving learning conditions, and elevating educators. To support student learning, the district implements a robust Multi-Tiered System of Supports (MTSS) to provide targeted academic interventions, uses STAR and ELTP data to monitor growth and accelerate progress for at-risk and multilingual learners, and expands access to dual language, summer, and extended learning opportunities. In creating strong learning conditions, the district ensures safe and inclusive environments by offering play-based instruction in Kindergarten, conducting Child Find outreach for early identification of students with disabilities, and providing interpretation and translation services to engage multilingual families. Students with IEPs benefit from adaptive tools, assistive technology, and inclusive classroom resources designed to meet their unique learning needs. To elevate educators, the district is implementing innovative recruitment and retention strategies, including partnerships with local universities to support paraprofessionals, career changers, and high school students interested in education as they pursue degrees and licensure with a focus on meeting the needs of diverse learners. These pathways help grow a more representative educator workforce while expanding access to the profession. The district also offers comprehensive onboarding, leadership development opportunities, and high-quality professional learning such as Be GLAD training, executive function strategies for K-5, and collaborative PLCs focused on data-driven instruction and inclusive practices. These integrated efforts reflect the district's commitment to closing opportunity gaps, supporting the whole child, and ensuring all students are taught by well-prepared, diverse, and supported educators.

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

**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 for this year was grounded in a collaborative and inclusive process, shaped by meaningful consultation with a wide range of stakeholders. The LEA engaged teachers, administrators, families, and students through multiple avenues to ensure the plan reflected the diverse needs of the school community through different committees and surveys. Administrative input was gathered through structured meetings with Assistant Superintendents, building principals, and department directors, where key themes such as professional learning, instructional equity, and student support services were discussed. Stakeholder feedback from groups such as the Bilingual Parent Advisory Committee (BPAC), Special Education Advisory Committee (SEAC), and multilingual family sessions provided targeted insights that helped shape program priorities across federal funding streams. Multilingual families participated in dedicated sessions conducted in their home language, contributing valuable feedback on language access, instructional supports, and family engagement efforts. The district also utilized results from Special Education Parent Surveys and a student survey on social-emotional learning to inform decisions related to student support services and inclusive practices. Input from Teacher of Color Affinity Groups and the RAD Student Council ensured that student voice and staff perspectives remained central to the planning process. The 5Essentials Survey further validated school climate and instructional environment data, helping prioritize areas for growth. Stakeholder feedback led directly to specific updates in the plan, such as expanded professional development around executive function and culturally responsive practices, increased family engagement strategies, and the continued integration of Be GLAD training to support multilingual learners. The LEA is maintaining thorough documentation of stakeholder engagement efforts and will make it available upon request during monitoring. This commitment ensures transparency, accountability, and ongoing alignment with community needs.

**Response from the prior year Consolidated District Plan.**

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.

**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.

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District 158 recognizes that parents and family members play a critical role in the academic success and well-being of students. To ensure that LEA plans and related activities reflect the needs of our varied and diverse populations, the district actively engages families—especially those representing multilingual learners, students with disabilities, and other at-risk groups—through intentional outreach and ongoing consultation. Parents are invited to participate in needs assessment processes through structured meetings with advisory groups such as the Bilingual Parent Advisory Committee (BPAC), the Special Education Advisory Committee (SEAC), and other family engagement events held in multiple languages as needed. These forums are designed to gather authentic input about program effectiveness, access to services, and areas for improvement.

**Response from the prior year Consolidated District Plan.**

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, specifically with the multilingual families, BPAC, SEAC, and others. 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.

**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.

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((count) of 7500 maximum characters used)

This year, the district prioritized in-person engagement to foster meaningful connections with families across schools and student groups. A variety of activities and strategies were implemented to promote effective parent and family engagement, ensuring that families have opportunities to collaborate, provide input, and stay informed. Key activities included parent meetings at Title I schools designed to gather feedback, share resources, and engage families in collaborative planning to support student success. Bi-monthly meetings were held with multilingual families through the Bilingual Parent Advisory Committee (BPAC), where parents discussed academic and social-emotional needs, learned about available services, and received resources aligned to English learner supports. Huntley High School also started

offering targeted sessions on college and career pathways, financial aid, and post-secondary planning. The Special Education Advisory Committee (SEAC) continued to meet regularly to engage families of students with IEPs in conversations around inclusive practices, supports, and program development. Additionally, Teacher of Color Affinity Groups provided an avenue for staff collaboration and community-building, contributing to a culturally responsive environment that extends to family engagement practices. For immigrant and English learner families, the district provided interpretation services, translated materials, and culturally relevant programming to ensure equitable access to information and resources. These ongoing efforts reflect the district's commitment to building trust, honoring family voice, and working in partnership to support the academic and social-emotional success of all students.

Response from the prior year Consolidated District Plan.

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

**Title I Requirement:**

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

[FSEA 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 entities, and institutions of 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

**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 districts 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

Private School Name	School Closing	Title I	Title II	Title IV	<a href="#">Nonpublic School Consultation Form</a> Nonpublic Consultation Form
	<input type="checkbox"/>	<input type="radio"/> Yes <input type="radio"/> No Number of Low-Income Student(s):	<input type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s):	<input type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s):	<input type="button" value="Choose File"/> No file chosen

Comments:

**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 must be 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 successful future, with the state paying special attention to addressing historic inequities.
- 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 academic and social and emotional 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 provide each and every child 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.

District 158's coordination and integration of preschool transitions and individualized student supports align with both ISBE goals and the district's Key Performance Indicators (KPIs). These efforts support student learning by ensuring early identification, appropriate placement, and continuity of services for students with IEPs and multilingual learners, leading to measurable academic growth aligned to student achievement KPIs. Transition planning, collaboration with families, and targeted supports help foster inclusive and developmentally appropriate learning environments, directly supporting KPIs related to safe and supportive learning conditions. Furthermore, through professional development and cross-team collaboration, the district builds staff capacity to meet diverse learner needs, advancing educator effectiveness and retention goals outlined in the elevating educators KPI. These integrated strategies reflect the district's commitment to equity, access, and continuous improvement across all student groups.

**Describe how the district will support, coordinate, and integrate services provided under this part with early childhood education programs at the district or individual school level, including 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 needs.

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}

District 158 supports, coordinates, and integrates services across early childhood and elementary programs to ensure a smooth and developmentally appropriate transition for all students, particularly those with specialized needs. The district operates an Early Childhood Center aligned with the Preschool for All model and administers a comprehensive preschool screening process as part of Child Find to identify students with disabilities or those considered at risk based on a locally developed rubric. For children transitioning from early intervention services, the district ensures entry into preschool programming by their third birthday, with services delivered according to each student's IEP in either a blended general education setting or a self-contained classroom. The Early Childhood Center uses Teaching Strategies GOLD to monitor and communicate student progress with families, and provides essential classroom supplies and snacks to support student readiness. Transition into elementary school is supported through collaborative planning meetings between preschool and elementary administrators, special education staff, and related service providers. Activities such as open houses and curriculum nights are designed to familiarize families with elementary routines, expectations, and supports. Students with IEPs participate in dedicated transition meetings to ensure continuity of services, and bilingual preschool students receive additional language screening to ensure accurate placement and continued support as English learners. To further support successful transitions and early literacy development, the Curriculum Department is providing professional development on phonemic awareness to early childhood and primary grade staff. These coordinated efforts ensure that the needs of individual students are met through intentional planning, staff capacity-building, and strong family-school partnerships, laying the foundation for academic success as students move into the K-5 setting.

Response from the approved prior year Consolidated District Plan.

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 childhood students needing special 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 begin in early childhood by their 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 Strategies Gold is utilized for reporting 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 elementary school program. The 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 are the focus of special education 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 benefit from transition meetings 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 needs. Individual students' needs 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, individual transition meetings address 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

**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 must be 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 successful future, with the state paying special attention to addressing historic inequities.
- 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 academic and social and emotional 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 provide each and every child 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.

District 158's efforts to promote student achievement and timely graduation align directly with the ISBE goals of student learning, learning conditions, and elevating educators. The district uses multiple data sources, including STAR assessments and graduation tracking tools, to monitor academic progress and intervene early to support students at risk of falling behind. Instructional supports are provided through a robust MTSS framework, and students have access to credit recovery, dual credit, career and technical education pathways, and individualized academic advising to stay on track for graduation. To support positive learning conditions, the district prioritizes inclusive and supportive environments, offering social-emotional learning, transition planning, and family engagement opportunities to remove barriers to success. Educators are supported through targeted professional development, including data-driven instruction, culturally responsive practices, and strategies to meet the needs of diverse learners. These combined efforts ensure that all students are prepared to graduate with the knowledge, skills, and opportunities needed to pursue a successful future.

**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 the program(s).\* [ 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.

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Development of the Program: District 158 has completed multiple curriculum reviews across all core and elective subject areas, including Literacy/Language Arts, Mathematics, Science, Social Studies, Physical Education/Health, Fine Arts, World Languages, and Career/Technology Education. The curriculum cycle follows a six-phase process: Review, Needs Assessment, Curriculum Development, Assessment Writing, Resource Review/Selection, and Professional Development for Instruction, Implementation, and Refinement. This continuous improvement cycle spans 5-6 years and ensures the curriculum remains aligned to Illinois Learning Standards and responsive to student needs. Implementation of the Program: Instruction is guided by curriculum maps and implemented through research-based practices in classrooms. Curriculum maps are available upon request. The district conducts consistency checks and analyzes student performance data at the school and district levels to evaluate the effectiveness of instruction and curricular alignment. Professional development is provided to support implementation, including specific training in early literacy and foundational skills. Academic Needs and Supports: District 158 uses a comprehensive Multi-Tiered System of Supports (MTSS) to address the academic, social-emotional, and behavioral needs of all students. This tiered framework is data-driven and ensures equitable access to interventions and enrichment. Universal screening and curriculum-based measures identify student needs, and supports are provided at increasing levels of intensity. MTSS is integrated into both general and special education settings, ensuring seamless support guided by ongoing student data and team-based problem solving. Variety of Well-Rounded Activities and Approaches: Mathematics: Instruction is aligned to Illinois Learning Standards and the 8 Mathematical Practices. Students develop critical thinking, application, and inquiry skills, with multiple measures used to assess mastery. English Language Arts: The ELA program is based on the Illinois Learning Standards and includes oracy, phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and higher-order thinking. Science: Science instruction is inquiry- and project-based, aligned to NGSS. Students engage in hands-on problem-solving and critical thinking. The district offers Illinois' largest Project Lead the Way Biomedical Program through a Medical Academy model. Social Studies: Based on the C3 Framework, instruction emphasizes inquiry, civic engagement, and real-world application across disciplines like history, law, geography, and economics. Physical Education/Health: PE and Health curricula promote lifelong fitness, health, and collaboration, with instruction tailored to meet individual goals. All students participate in daily physical education. Fine Arts: A robust PreK-12 fine arts curriculum includes music, visual arts, theater, and technical arts. Students explore interests, build interpersonal skills, and develop discipline-specific talents. World Languages: Spanish, French, and Chinese are offered beginning in 6th grade. Curriculum emphasizes grammar, literature, culture, and global awareness. Career and Technical Education (CTE): Students can access academies in engineering, computer science, and applied technology. Programs prepare students for 21st-century college and career pathways through Project Lead the Way and industry-aligned instruction. Intervention Support for a Well-Rounded Program: A three-tiered intervention model ensures that students receive support based on their specific needs. The universal core instruction tier emphasizes high-quality, differentiated teaching for all students. Universal screeners and district assessments identify students who need additional support or enrichment. Intervention intensity increases across tiers and is regularly adjusted based on student progress monitoring data. In addition to academic interventions, students receive support in developing executive functioning skills-including organization, attention, planning, and self-regulation-through targeted instruction and teacher training. Support for Educators: District 158 provides targeted professional development aligned to curriculum, instruction, and student needs. Training includes topics such as foundational literacy, phonemic awareness, executive functioning, and culturally responsive teaching. Educators collaborate through professional learning communities (PLCs) and engage in continuous improvement tied to instructional outcomes and student achievement.

Response from the prior year Consolidated District Plan.

Development of the Program: District 158 (D158) has undergone multiple curriculum reviews in all areas: Literacy/Language Arts, Mathematics, Science, Social Studies, Physical Education/Health, Fine Arts, World Languages, and Career/Technology Education. Each curriculum cycle includes 6 phases: Review, Needs Assessment, Curriculum Development, Assessment Writing, Resource Review, Selection, Professional Development for Instruction, 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 subjects are available upon request. 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 appropriateness of the curriculum. 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 improvement. It provides targeted 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 to tailored professional development and improvement efforts. MTSS spans content areas and grades, promoting equal access and student success while considering local context. High-quality instruction and universal screening are the starting 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 general and special education, 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 apply disciplinary inquiry in the 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 instruction based on the critical components of literacy: Oracy, Phonological Awareness, Phonics and Word Recognition Skills, Fluency, Vocabulary, Comprehension, and Writing. This spans from a planned scope and sequence and focus on foundational 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 and independence in problem-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 Project Lead the Way biomedical 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 instruction focuses on inquiry and 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 studies education is 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 focus on the development, integration, and sustainability of healthy lifestyle choices. Assessments are based on targeted student fitness and health goals, and students 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 activities, with a focus on 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 master discipline-specific skills. 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 perform and hone interpersonal 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 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 which the study of Project Lead the 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 subjects that will prepare them 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. This framework is depicted as a 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 intervention is an essential 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, including the results of statewide achievement assessments, district-wide achievement assessments, curriculum-based measurements, and observations. If the results of district-level assessments suggest that an individual student or group of students is 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, EL, special education, neglected, and delinquent as applicable to the district. [ 2 ]**

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Identification Process: District 158 uses a comprehensive, data-informed process aligned with its Multi-Tiered System of Supports (MTSS) framework to identify students at risk of academic failure. Teachers and support teams use a combination of quantitative data and qualitative observations to determine which students are most in need of intervention. Identification is based on a variety of sources, including universal screeners, state and district-wide assessments, formative/summative assessments, teacher observations, anecdotal notes, progress monitoring data, classroom performance, and participation. Teachers are expected to maintain open communication with families and guardians when a student is identified as at risk. Universal screenings are conducted multiple times per year to monitor student needs and progress. Identification Criteria and Stakeholder Collaboration: Elementary Level: Data Teams consisting of classroom teachers, specialists, administrators, and support staff meet at least three times annually to review student data, determine

intervention needs at Tiers 1, 2, and 3, and adjust supports accordingly. Middle School: Interdisciplinary teams meet regularly to discuss academic and behavioral concerns and adjust support structures based on data and observations. High School: A referral form is used to identify at-risk students. This includes teacher input, parent or counselor communication, and documentation of classroom-level interventions. When needed, problem-solving meetings with counselors, administrators, parents, and the student are held to design additional support. Measures Used in Decision Making: Formative and summative classroom assessments. Anecdotal notes and teacher observations. Progress monitoring tools. Rubrics and student work. Grades and class participation. PreK: Children's Progress of Academic Achievement (CPAA) in Reading and Math. K-1: Aimsweb Plus Early Literacy and Numeracy. Grades 2-6: Aimsweb Reading and Math. Grades 10-11: PSAT/NMSQT. Grade 11: SAT. All grades: ECRA Local Growth Model/Propensity Index. Diagnostic assessments based on individual student needs. At-Risk Subgroup Identification: Low-Income Students: Identified through free/reduced lunch eligibility; data is reviewed to monitor academic gaps and guide Tier 1 supports and beyond. English Learners (ELs): Identified through the Home Language Survey and WIDA Screener; ACCESS scores and classroom data inform ongoing support needs. Students with Disabilities: Identified through the IEP process; progress monitored through IEP goals and general academic data; coordinated through special education staff. Neglected and Delinquent Youth: If applicable, identified in coordination with regional programs or local agencies; supported with academic and wraparound services to ensure access to instruction and stability in school placement. District 158 ensures that all students—regardless of background or need—are identified early and receive timely, data-informed support to promote academic success and graduation readiness.

Response from the prior year Consolidated District Plan.

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 achievement results, teachers use formative/summative common assessments, anecdotal notes, observations, progress monitoring, rubrics, grades, and class participation. Teachers are expected to communicate with parents/guardians of students at risk. 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, occur three times per year. 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, administrators, and support staff 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 students are receiving the appropriate 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 meet with students regularly. 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 the same based on the needs of 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 concern 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 determine how to best meet the needs of the student. 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/NMST (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 help meeting the challenging State academic and language standards. This includes a description of any additional and supplemental instructional assistance designed to assist English learners and immigrant students to access academic content and develop language proficiency, as applicable.\* [3]**

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District 158 provides a comprehensive, multi-tiered system of supplemental educational support to assist students in meeting the challenging State academic and language standards. Built upon strong core instruction, the district uses the Core Plus More and Core Plus Intensive intervention models to provide targeted and intensive interventions in academic and behavioral domains. These interventions are designed for students identified through universal screening, classroom assessments, and data team discussions. Academic supports focus on reading (phonemic awareness, phonics, fluency, comprehension, vocabulary) and math (basic operations and fractions), and are delivered in small group or individual formats depending on tier level. Tier 1 interventions occur within the classroom, Tier 2 interventions provide targeted support beyond core instruction, and Tier 3 interventions involve more intensive, individualized support with frequent progress monitoring. Instruction is delivered by classroom teachers, interventionists, or specialists during scheduled intervention blocks or resource periods. For English Learners (ELs) and immigrant students, District 158 provides additional supports aligned with WIDA standards and guided by individual student proficiency levels and academic needs. The district follows a clearly defined EL Service Delivery Model, which incorporates both Targeted English Language Development (ELD), also referred to as "pull-out" instruction, and Integrated ELD, which includes push-in or co-taught models in the general education classroom. Newcomers and students with WIDA scores between 1.0 and 2.9 receive Targeted ELD through dedicated instructional time with ESL-certified teachers, focusing on foundational language skills. Students with WIDA scores between 3.0 and 4.0 receive Integrated ELD, with clustering in general education classrooms and ESL teacher collaboration to support language and content learning. Students scoring between 3.0 and 5.0 with limited time remaining to meet English proficiency per the state's ELPTP (English Learner Progress to Proficiency) targets may receive additional Resource Support, focusing on language development and preparation for academic assessments. Certified ESL teachers collaborate closely with general education staff to monitor student progress using ACCESS scores, formative classroom assessments, and ELPTP benchmarks. Interventions are personalized and adjusted based on student progress, ensuring equitable access to both academic content and English language development. Through these systems, District 158 ensures that all students, especially English learners, low-income students, students with disabilities, and other at-risk populations, receive the individualized assistance they need to meet high standards and experience success in school.

Response from the prior year Consolidated District Plan.

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 behavior, in addition to high-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 provided through a specialized school intervention program that includes small group instruction either in the regular classroom or adjacent 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 Concepts, Addition, Subtraction, 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 interventions are provided in 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 continue for an entire school year. Tier 3 interventions are provided through interventionists or specialists. Personnel who provide the intervention monitor progress through various assessments as determined by grade-level data team meetings. 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 a specialist and allow for more 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 data collection, typically every 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 2) and 60-minute segments (for 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 access Tier 3 interventions before the 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.

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

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District 158 implements a comprehensive set of instructional strategies and supplemental supports designed to strengthen academic and language programs and improve overall school conditions for student learning. Instructional services are grounded in a Multi-Tiered System of Supports (MTSS) framework, ensuring that all students, including English learners and immigrant students, receive access to high-quality, data-informed instruction and interventions based on their individual needs. Differentiated instruction is a central strategy used across classrooms, enabling teachers to adjust instruction based on student readiness, learning profiles, and ongoing assessment data. Instructional delivery includes whole group mini-lessons, small group guided instruction, and one-on-one conferencing. Teachers collaborate regularly in professional learning communities to analyze data, plan appropriate lessons, design flexible student groupings, and identify effective instructional strategies such as tiered assignments, inquiry-based learning, and the use of learning centers. Additional academic support is offered beyond the school day to ensure students receive the time and resources they need to succeed. This includes Homework Club at the middle school level and Raider Aid at the high school level. During the summer months, learning extension opportunities are offered through a four-week summer program at the elementary level and an eight-week program at the secondary level. Students are identified for these services based on academic performance and progress toward mastery of essential skills. English learners receive language and content support through a combination of push-in and small group instruction provided by certified ESL teachers, guided by the district's EL Service Delivery Model and aligned with WIDA English Language Development Standards and the ELPTP framework. Instruction for ELs is integrated into the school day and focused on building both academic content knowledge and English language proficiency. ESL teachers collaborate closely with general education staff to ensure instruction is linguistically accessible and tailored to student proficiency levels. To support positive school conditions and student well-being, District 158 uses a proactive, districtwide framework that promotes consistent expectations and fosters a culture of respect and responsibility. Teacher teams design proactive, school-specific social-emotional learning (SEL) lessons based on student needs, helping create a safe and supportive environment for all learners. Technology also plays a key role in instruction. Students utilize a district-owned Chromebook for year-round use, providing continuous access to core instructional materials and supplemental digital learning tools—even during the summer months. This 1:1 model ensures equitable access to academic content and personalized learning experiences, particularly for at-risk students. Finally, learning environments are intentionally designed to foster engagement and creativity. Learning hubs within each school provide collaborative and flexible spaces for inquiry-based learning, small group work, and student-led exploration. These strategies and structures reflect the district's commitment to equitable access, instructional excellence, and creating conditions where every student can thrive academically and socially.

Response from the prior year Consolidated District Plan.

English Learners will receive instruction with the following instructional strategies and programming initiatives, designed to strengthen academic and language programs and improve school conditions for student learning: Instructional Strategies: District 158 utilizes multiple instructional strategies intended to strengthen academic programs and improve school conditions for students. Instructional strategies are delivered in the context of 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 level, for additional support. 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-week summer 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 time and support beyond the 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 strategy, teachers use data to 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. Some of the different instructional strategies used to differentiate instruction are whole group instruction (example: mini-lessons), small group instruction (example: guided reading and guided math groups), and individual instruction (example: 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 needs in the most effective way possible. Through the application of differentiated instructional practices, teachers analyze student data, plan and develop appropriate student-centered lessons, evaluate effective groupings of students, plan tasks with 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 students, small groups of students 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 proactive lessons to address identified 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 students to access core materials 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 students, including at-risk students 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 each building to encourage student collaboration and creativity. The hubs include student collaboration spaces, individual workspaces, and support 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 higher rates than other students by ineffective, inexperienced, or out-of-field teachers.\*\* [5]**

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District 158 follows a proactive and data-informed process to ensure that low-income and minority students are not taught at disproportionately higher rates by ineffective, inexperienced, or out-of-field teachers. Each year, the district conducts a comprehensive review of staffing assignments, evaluation data, and student demographics to identify and address any potential disparities. At the start of the school year, the Title I Coordinator collaborates with the Curriculum and Instruction Department to analyze district and building-level trends, with a specific focus on equity in teacher placement and support for at-risk student populations. In August, the Title I Coordinator consults with the Human Resources Department to review district-wide staffing patterns and to evaluate the placement of teachers in relation to student demographics. Because all schools in District 158 generally serve a similar demographic mix of students, staff assignments are made with intentionality, ensuring that experienced and highly qualified teachers are placed in positions of greatest need. The district currently does not have teachers assigned out of field, and ongoing certification monitoring ensures that this remains consistent. Teachers are evaluated according to the Illinois Performance Evaluation Reform Act (PERA) and the district's evaluation framework. If any teacher is identified as underperforming, a structured remediation plan is implemented, and additional supports are put in place to maintain high-quality instruction for all students. In October, the Title I Coordinator compiles current enrollment data from the district's student information system and matches it to certified staffing assignments. This information is used to conduct a comparability analysis in the Illinois State Board of Education's IWAS system. If any discrepancies in staffing ratios or resource allocation are identified, they are immediately brought to the attention of the Assistant Superintendent for Human Resources and the Assistant Superintendent for Learning and Innovation. If corrective action is needed, the district may reallocate current staff or initiate hiring to ensure all schools meet comparability standards. Through this multi-step process, District 158 remains committed to providing all students, regardless of income level or background, with equitable access to effective and well-supported educators.

Response from the prior year Consolidated District Plan.

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 and Instruction Department 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 I Coordinator will contact the Human Resources Department to 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 demographic mix of students, and teachers 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 situation where that is a concern. 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 ensure that the teacher and the students have appropriate support. In October, the Title I Coordinator will compile enrollment for each school and will compare it to assign staff in each school. Attendance records in the student information system will be used to determine enrollment. Using the staffing level information and the enrollment figures, the Title I Coordinator will complete the comparability analysis in IWAS. If this process identifies any areas with comparability 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 time to bring schools 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 digital literacy skills and improve academic achievement.\*\* [6]**

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District 158 takes intentional measures to assist schools in developing and maintaining effective school library programs that support student academic achievement and the development of digital literacy skills. Each school library includes an organized and developmentally appropriate collection of physical and digital resources that supplement classroom instruction, foster a love for reading, enhance information literacy, and support student research. Resources are curated to meet the diverse needs and abilities of students across all grade levels served. The district allocates financial resources for library materials and supplies annually, taking into account the instructional needs of students and staff while working within budgetary constraints. All students in grades K-12 have equitable access to library media resources, both during and beyond the school day. District 158 engages qualified professionals, as defined by ISBE guidelines, to guide the overall direction of the library programs. These individuals support the selection and organization of materials, provide instruction in information and technology literacy, and help structure the roles and responsibilities of library paraprofessionals. Staff members are encouraged to contribute to the growth and relevance of each library collection by recommending materials to support curriculum goals and student interests. Students may freely select materials for independent reading and are also guided in selecting texts that align with classroom learning objectives and research projects. As part of the district's technology initiative, all students in grades 1-12 are issued a district-owned Chromebook and Kindergarten students have access to a chromebook, providing access to a wide range of digital tools and resources. Platforms such as Lexia and Freckle are used across elementary and middle grade levels to support guided and independent reading, vocabulary development, and reading comprehension. These platforms complement print resources and help students build fluency and confidence as readers. Access to digital research tools and library resources is integrated into the curriculum to ensure students are developing the information and digital literacy skills needed to succeed in a technology-rich academic environment.

Response from the prior year Consolidated District Plan.

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 support research, as appropriate 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 of instruction in information and 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.

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

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District 158 identifies and serves gifted and talented students through a data-informed, inclusive approach that emphasizes multiple entry points to advanced learning opportunities. The district uses assessment data from the STAR assessment, administered twice per year, and the Cognitive Abilities Test (COGAT), administered annually, to evaluate students' academic performance and reasoning abilities. In addition to these assessments, the district incorporates results from the local growth model designed by the ECRA Group, which allows for the identification of high-achieving students based on individual growth trajectories rather than static benchmarks alone. The district's philosophy is to provide as many "on-ramps" to gifted and enrichment programming as possible, ensuring that identification is not limited by a single data point. This inclusionary model supports equitable access for all students, including those from traditionally underrepresented populations. At the elementary level, gifted students are clustered for enrichment in language arts to engage in deeper study of the curriculum, while mathematically gifted students follow an accelerated pathway that allows them to access higher-level math content by the end of middle school. At the middle school level, students identified as gifted continue to receive enriched instruction in English Language Arts and may advance one or two years ahead in mathematics. By eighth grade, students may earn high school credit in Algebra, Geometry, English 1, Spanish 1, or Chinese 1. At Huntley High School, gifted and advanced learners have access to an extensive range of honors and Advanced Placement (AP) coursework, allowing them to pursue rigorous academic experiences aligned with their strengths and postsecondary goals. District 158's approach to gifted education is designed to be dynamic and responsive, offering flexible learning pathways, regular progress monitoring, and opportunities for academic challenge throughout a student's K-12 experience.

Response from the prior year Consolidated District Plan.

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 with the STAR assessment twice 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 inclusionary approach, rather than 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 identify gifted students. At 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 elementary school and can 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 the path of acceleration, either by one year 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, gifted students 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

**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 must be 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 successful future, with the state paying special attention to addressing historic inequities.
- 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 academic and social and emotional 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 provide each and every child 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.

District 158's approach to college and career readiness aligns with the ISBE goals of student learning, learning conditions, and elevating educators. The district provides students with access to a wide range of rigorous academic and career-focused pathways, including dual credit, Advanced Placement, CTE programs, and early college coursework. These opportunities are designed to ensure all students, including those from historically underserved populations, graduate with the knowledge and skills needed for postsecondary success. Comprehensive academic advising, transition supports, and postsecondary planning tools are in place to guide students and families through goal-setting and decision-making processes. Schools foster inclusive learning environments that support the social and emotional needs of students while offering career exploration activities, internships, and partnerships with community colleges and industry leaders. Educators are supported through professional development focused on college and career readiness frameworks, equity in access, and instructional strategies that connect academic learning to real-world applications. These combined efforts ensure that every student has a clear and supported path to college, career, and lifelong success.

**1. Describe how the district will facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable, 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 and skills.\***

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.

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*([count] of 7500 maximum characters used)*

District 158 facilitates effective student transitions from middle school to high school and from high school to postsecondary pathways through coordinated systems of academic planning, career exploration, and collaborative partnerships. Middle school students begin transition planning during eighth grade through a structured registration process with input from high school counselors and staff. During this process, students receive academic advising on course selections and are introduced to SchoolLinks, the college and career readiness platform used throughout high school. Students use SchoolLinks to explore their interests and begin mapping a four-year plan aligned with their goals. For students with IEPs, transition meetings are held to ensure individual learning needs are addressed and supported in high school. Huntley High School implements several strategies to support a smooth and successful freshman transition. The Freshman Academy model includes dedicated advisory time to promote academic support and social-emotional learning. Events such as Raider Rally, school walkthroughs, and open houses help incoming students build relationships, understand expectations, and develop a sense of belonging. The district also supports the transition from high school to postsecondary education through a college and career-focused counselor, dedicated to helping students navigate the full range of postsecondary options, from two- and four-year colleges to apprenticeships and career pathways. SchoolLinks is used extensively at the high school level to help students identify strengths and interests, explore career options, manage applications, and access financial aid resources. District 158 collaborates with local institutions of higher education, employers, and community organizations to provide meaningful opportunities for students to engage in early college and career learning. The Director of Curriculum serves on the Board of Control for the regional CTE cooperative, which includes representation from McHenry County College (MCC). Subject-specific partnerships with MCC faculty in English, Math, Science, and CTE support vertical alignment and dual credit programming. The district also participates in local workforce development initiatives, including the McHenry County Manufacturing Pathways Consortium. Huntley High School's Medical Academy partners with Sherman Hospital to offer a Youth Residency capstone experience, while the Engineering Academy connects students with professional mentors and internships in STEM fields. Through its co-op program, HHS supports students in gaining job skills and employment experience in partnership with local businesses. Dual credit opportunities are available through McHenry County College and Harper College, with course offerings and student participation expanding each year. Student eligibility and placement decisions are based on academic readiness, goals, and criteria aligned to the Accelerated Placement Act. Teachers and counselors collaborate with parents and administrators throughout the course selection process, ensuring that each student's academic plan is tailored to their aspirations and readiness for postsecondary success.

Response from the approved prior year Consolidated District Plan.

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 are counseled as to choices for 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 SchoolLinks, the college and career planning tool that is used 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 plan. Transition meetings are held 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 freshmen in the transition. A 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 school hosts walk-throughs and open 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 the range of options and counsel students on appropriate post-secondary choices for them based on their interests. The use of SchoolLinks also assists students in learning about their own career aspirations and the course of study needed to 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 Director of Curriculum is the district representative on the Board of Control for the CTE co-op. A representative from 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 subject-specific groups during 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 and other local partners through engagement in the 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 employers. In addition, 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 at Huntley High School. The 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 job skills and reaches out to local employers to facilitate the employment of high school students in the area. This is relayed 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 seats offered at HHS. Staff at the 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 the student meet those goals. 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 and meet with students, and if 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 other affective criteria, to help 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 opportunities and promote skills attainment important to in-demand occupations or industries in the State; and work-based learning opportunities that provide students in-depth integration with industry professionals and, if appropriate, academic credit.**

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

*([count] of 7500 maximum characters used)*

Huntley Community School District 158 demonstrates strong support for Career and Technical Education (CTE) through integrated programming and innovative instructional strategies that prepare students for high-demand occupations. These programs are designed to develop both academic knowledge and technical skills while providing opportunities for students to explore areas of personal interest and career potential. At Huntley High School, the district has implemented an academy-based structure to coordinate academic and CTE content, with a particular emphasis on in-demand career pathways. One such program is the Engineering Academy, which integrates Project Lead the Way's nationally recognized pre-engineering curriculum with core academic subjects including mathematics, science, computer science, fine arts, and industrial technology. The Engineering Academy fosters a cross-curricular learning environment where students apply technical knowledge within real-world contexts and demonstrate interdisciplinary problem-solving skills. The program culminates in a capstone experience that requires students to engage in internships with local engineering professionals, complete rigorous coursework, and participate in extracurricular projects that deepen their connection to the field. In addition to the Engineering Academy, the district supports multiple work-based learning opportunities, including through the Medical Academy, which partners with Sherman Hospital to offer a Youth Residency program. This experience provides students with exposure to careers in healthcare through immersive, hands-on learning aligned to both academic standards and industry expectations. Students also engage with career exploration and job readiness through the district's cooperative education program, which connects high school students with local employers across industries. These partnerships are supported by involvement in the McHenry County Manufacturing Pathways Consortium and participation in the regional CTE cooperative, ensuring programs reflect labor market needs and provide relevant workforce preparation. Through these efforts, District 158 not only coordinates academic and career instruction but also promotes skills attainment and provides authentic learning experiences that position students for success in both college and careers.

Response from the approved prior year Consolidated District Plan.

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 attainment of skills for in-demand 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 Huntley High School. HHS has 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 sequence anchors the Engineering Academy. However, the Engineering Academy also expands into other subject areas, including fine arts, mathematics, computer science, industrial technology, and science. This integrated approach allows a cross-curricular 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 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

**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 must be 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 successful future, with the state paying special attention to addressing historic inequities.
- 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 academic and social and emotional 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 provide each and every child 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.

District 158 is committed to creating safe, healthy, and welcoming learning environments by investing in the continuous professional growth of its educators and school leaders. The district provides high-quality, job-embedded professional development that aligns with student needs, instructional priorities, and district goals. Teachers and administrators engage in targeted learning experiences focused on best practices in instruction, social-emotional learning, executive functioning, culturally and linguistically responsive teaching, and foundational literacy, including phonemic awareness. Professional learning communities (PLCs) are supported districtwide to promote data-driven decision-making and collaborative reflection. To ensure equitable access to strong instruction for all students, the district supports varied educator pathways, including mentoring for early-career teachers, leadership development for aspiring administrators, and ongoing coaching. These efforts not only strengthen instructional capacity but also contribute to educator retention, support inclusive practices, and ensure that all students are served by effective, reflective, and well-supported professionals.

**For each program for which funding is anticipated for the 2025-2026 school year, provide a brief description of professional development activities to be funded by the program as 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, save the page, and return to this page.

**Program and Description**

A. Title I, Part A - Improving Basic Programs

Professional development activities funded through Title I, Part A will focus on strengthening Tier 1 core instruction and building teacher capacity to support at-risk learners through differentiated instruction and progress monitoring within a Multi-Tiered System of Supports (MTSS). Emphasis will be placed on early literacy development, particularly in phonemic awareness, vocabulary, and comprehension strategies, as well as executive functioning to support student engagement and self-regulation. Professional learning will be delivered through instructional coaching, PLCs, and targeted workshops. Title I-funded schools will participate in data review cycles to inform instructional adjustments and intervention strategies. Participating private schools will be consulted during the spring planning meeting to identify professional development needs. Agreed-upon services will be delivered equitably, and private school educators will have access to training sessions, materials, and support comparable to those offered to public school staff, as required by ESSA.

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

Title II, Part A funds will be used to support high-quality professional development that enhances instructional effectiveness and supports educator growth across all career stages. Focus areas for 2025-2026 will include deepening understanding of instructional best practices in literacy and math, strengthening PLCs to promote collaborative data analysis and instructional planning, and expanding training on executive functioning strategies to meet diverse learner needs. Additional learning will focus on differentiated instruction, culturally and linguistically responsive teaching practices, and effective classroom management. Leadership development will also be supported through professional learning for current and aspiring school leaders, with an emphasis on instructional leadership, inclusive practices, and coaching for continuous improvement. The district will continue to invest in onboarding support for new teachers and mentoring structures for early-career educators.

G. Title III - LIEP

Title III funds will be used to provide targeted professional development that supports the academic success and language development of English Learners (ELs). For 2025-2026, professional development will focus on enhancing teacher capacity to deliver integrated and targeted English Language Development (ELD) aligned with WIDA standards and guided by students' English Learner Progress to Proficiency (ELPtP) growth targets. Educators will engage in training around effective scaffolding strategies, academic language development, and planning instruction that supports both content and language objectives. The district will also provide ongoing training in Be GLAD (Guided Language Acquisition Design), a research-based model that supports language-rich instruction across content areas. Additionally, professional learning will support collaboration between ESL and general education teachers to ensure cohesive instructional planning and shared responsibility for EL outcomes.

H. Title III - ISEP

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

Title IV, Part A funds will be used to support professional development that promotes well-rounded educational opportunities, safe and supportive learning environments, and the effective use of technology. For the 2025-2026 school year, professional development will focus on supporting educators in implementing play-based instruction in early childhood and kindergarten classrooms, as well as strengthening executive functioning strategies across elementary grades to improve student self-regulation, focus, and academic performance. Additional professional learning will address instructional technology integration to enhance student engagement and expand access to digital resources. Staff will also receive training on practices that promote inclusive learning environments and student well-being. These efforts are aligned with district priorities to improve learning conditions, address the whole child, and expand access to enriching learning experiences for all students.

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

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

IDEA Flow-Through funds will support professional development for special education teachers, general education staff, and related service providers focused on the delivery of high-quality, inclusive services for students with disabilities. Training areas will include specialized instruction, data collection for progress monitoring, trauma-informed practices, assistive technology integration, executive functioning supports, and effective co-teaching models. Professional learning will also address best practices for both high- and low-incidence disabilities, with an emphasis on aligning IEP goals to grade-level standards and promoting access to core instruction. These trainings will be informed by student needs, teacher feedback, and programmatic data, and will support the district's ongoing efforts to ensure a Free Appropriate Public Education (FAPE) in the least restrictive environment.

L. IDEA, Part B - Preschool

IDEA Preschool funds will be used to provide professional development focused on early childhood special education strategies, developmentally appropriate practices, and early intervention supports. Training will emphasize inclusive instruction, early literacy and numeracy development, and behavior supports aligned with play-based learning models. Staff will also receive training on using progress monitoring tools and curriculum-based measures to support young learners' IEP goals. These learning opportunities will enhance the capacity of early childhood staff to deliver effective, individualized instruction that prepares students for successful transitions into kindergarten and beyond.

**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

**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 must be 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 successful future, with the state paying special attention to addressing historic inequities.
- 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 academic and social and emotional 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 provide each and every child 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.

District 158 is committed to providing safe, healthy, and welcoming learning environments that support the academic, social, and emotional needs of all students. The district implements a Multi-Tiered System of Supports (MTSS) that includes proactive behavioral supports, early intervention, and universal social-emotional learning (SEL) practices to ensure students feel supported and connected. All schools use Positive Behavioral Interventions and Supports (PBIS) frameworks to promote positive school climates and reduce behavioral disruptions. Staff collaborate in building-based teams to monitor student well-being, implement targeted supports, and build strong relationships with students and families. At the elementary level, students are taught executive functioning strategies to support focus, regulation, and resilience. District 158 also provides professional development for staff around trauma-informed practices, SEL integration, and student engagement. These efforts are designed to remove barriers to learning, promote equity, and create environments where every student can thrive academically and personally.

**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 below [2]:**

- each major racial and ethnic group;
- economically disadvantaged students as compared to students who are not economically disadvantaged;
- children with disabilities as compared to children without disabilities;
- English proficiency status;
- gender; and
- migrant status.

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([count] of 7500 maximum characters used)

Huntley Community School District 158 is committed to creating and maintaining a safe, inclusive, and supportive environment for all students. To reduce incidences of bullying and harassment, the district has implemented a multi-tiered system of behavioral support through Positive Behavior Interventions and Supports (PBIS). This proactive, three-tiered framework establishes clear behavioral expectations, which are explicitly taught, modeled, and reinforced across all settings by all staff. PBIS implementation has led to a reduction in incidents of bullying and improved the overall school climate. To strengthen our efforts, the district also utilizes Satchel Pulse, a data-driven SEL and climate screening tool that helps identify student needs and monitor school climate in real time. This information is used by building teams to proactively address social-emotional concerns, track behavioral trends, and respond early to student needs. Additionally, classroom-level behavior supports are guided by CHAMPS and STOIC strategies, which promote proactive classroom management, structured routines, and positive adult-student interactions. District 158 follows a comprehensive bullying prevention and response policy that prohibits bullying, intimidation, and harassment based on a wide range of actual or perceived characteristics, including but not limited to race, color, national origin, gender identity, sexual orientation, disability, and immigration status. The policy applies to all school-sponsored activities, school property, and electronic communication that disrupts the learning environment. It outlines procedures for reporting, investigating, and responding to bullying incidents, and affirms the district's responsibility to provide all students with a safe, non-hostile learning environment. To reduce the use of exclusionary discipline practices, District 158 prioritizes restorative and instructional alternatives to suspension and expulsion. These include structured reflection, restorative conversations, behavior intervention plans, peer mediation, and individualized support services that promote accountability and help students build personal and interpersonal skills. Disciplinary decisions are made with the intent to maintain a positive learning climate, strengthen relationships, and support students' behavioral health needs, while minimizing time out of the learning environment. The district monitors discipline data disaggregated by subgroups, including race, disability, and income status, to ensure equity and respond to disproportionality when identified. District 158 prohibits the use of aversive behavioral interventions that compromise student health and safety. All student support practices are trauma-informed, inclusive, and aligned with state law and best practices. The district's bullying prevention plan aligns with all requirements of 105 ILCS 5/27-23.7 and is reviewed annually to ensure continued relevance and effectiveness.

Response from the prior year Consolidated District Plan.

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 school to achieve social, 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 support has reduced the incidences of 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\\_ZFkMz21TE6vhCsDz9RXWCgGuj5o7/view](https://drive.google.com/file/d/1dkE_ZFkMz21TE6vhCsDz9RXWCgGuj5o7/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 all students equal access to a 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 military service, 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, 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 each of the following situations: 1. During any school-sponsored education program or activity. 2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities. 3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment. 4. Through the transmission of information from a computer that is accessed at a non-school 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. 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 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, and (vi) reduce the likelihood of future disruption by balancing accountability with an understanding of students' behavioral health needs 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 with the requirements listed in 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, attendance, and success of homeless children and youth, in coordination with the services the district is providing under the McKinney-Vento Homeless Assistance Act. [3]**

[\(42 U.S.C. 11301 et seq.\)](#).\*

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([count] of 7500 maximum characters used)

District 158 is committed to ensuring the educational stability, full participation, and academic success of homeless children and youth in accordance with the McKinney-Vento Homeless Assistance Act and Board Policy 6:140, Education of Homeless Children. The district works to remove barriers to enrollment, attendance, and achievement for students experiencing homelessness by providing timely and equitable access to necessary services. These services may include free transportation to and from the school of origin (either independently or in collaboration with other agencies), free meals through the National School Lunch Program, waiver of school fees, and access to additional instructional and social-emotional supports. To meet immediate needs and ensure students are prepared to learn, Title I funds are reserved annually to provide school supplies and other educational materials specifically for homeless students. District 158 staff collaborate with families to identify supports tailored to each student's circumstances, which may also include connections to community-based services, referrals to health and mental health resources, and assistance with enrollment documentation. In line with district policy, homeless students are enrolled immediately even if they lack typically required documents, and they are granted equal access to all academic, extracurricular, and support services offered to their peers. These coordinated efforts help ensure that homelessness does not impede a student's right to a free, appropriate public education.

Response from the prior year Consolidated District Plan.

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 6:140: Education of Homeless Children. Services offered could include additional instructional support, transportation to and from school independently or in collaboration with other agencies, free lunch, and other services based on the needs of the 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 who are not meeting such 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

Attendance Center Designation

[Instructions](#)

Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
0002 - HUNTLEY HIGH SCHOOL	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
1002 - HEINEMAN MIDDLE SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
1003 - MARLOWE MIDDLE SCHOOL	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2003 - CHESAK ELEMENTARY SCHOOL	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2004 - LEGGEE ELEMENTARY SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
2005 - MARTIN ELEMENTARY SCHOOL	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2006 - MACKEBEN ELEMENTARY SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
2007 - CONLEY ELEMENTARY SCHOOL	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3002 - DISTRICT 158 EARLY CHILDHOOD CTR	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	

Describe anticipated Reorganizations:

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If Title I 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 Title I funds, return to the Needs Assessment and Programs page and select Title I, 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 Goal must be 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 successful future, with the state paying special attention to addressing historic inequities.
- 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 academic and social and emotional 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 provide each and every child 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.

- District 158 uses Title I funds to support student learning by targeting resources toward academic interventions, family engagement, and educator development at Title I-served schools. Title I funding is used to provide supplemental instruction in reading and math, targeting students who are not yet meeting grade-level expectations. These services are delivered through push-in and small group models, aligned with core instruction and integrated within the district's Multi-Tiered System of Supports (MTSS). In addition, instructional staff participate in ongoing professional development focused on data-driven instruction, early literacy, and effective intervention strategies. These efforts ensure that educators are equipped to meet the needs of diverse learners and accelerate academic growth. To support positive learning conditions, Title I funds are also used to promote student well-being and engagement, particularly through executive functioning strategies and SEL integration that reduce barriers to academic success. The district also reserves Title I funds for homeless students, ensuring access to school supplies and additional supports aligned with the McKinney-Vento Act. Family engagement is an essential component of the district's Title I programming. Families are invited to participate in school-level meetings, feedback sessions, and parent education opportunities. These efforts are designed to strengthen the home-school partnership and support families in understanding and contributing to their child's academic progress. District 158's Title I plan is aligned to ISBE's goals by supporting significant academic gains for every child, ensuring equitable learning conditions, and investing in the development of highly effective educators.

**1. School Improvement 1003: Describe how the district will carry out its responsibilities to support and improve schools identified as comprehensive or targeted under paragraphs (1) and (2) of section 1111(d).\* (Section 1112(b)(3))**

[Section 1111\(d\)](#)

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.*

*If the district does not have any schools identified as comprehensive or targeted, enter*

**No schools identified under this part**

([count] of 7500 maximum characters used)

District 158 will carry out its responsibilities to support and improve schools identified as targeted under Section 1111(d) by designating a Title I Coordinator who will oversee the planning, implementation, and monitoring of targeted support services. The Title I Coordinator will manage the development and submission of the Title I grant application in alignment with ISBE timelines and ensure compliance with all federal and state regulations. This includes managing funds, coordinating expenditure reports with the business office, submitting amendments and documentation as required, and aligning goals and expenditures with the parameters provided by ISBE. To support schools identified for targeted assistance, the district will provide direct instructional support in reading and math for eligible students. This includes the use of evidence-based interventions delivered by highly qualified interventionists, paraprofessionals, and classroom teachers. District-level staff will work in collaboration with school teams to analyze data, identify student needs, and allocate resources accordingly. Schools will receive ongoing coaching and progress monitoring support to ensure the effectiveness of implemented strategies. Professional development is a key component of District 158's school improvement efforts. The district is committed to building educator capacity through sustained, job-embedded professional learning aligned to academic standards, instructional best practices, and the needs of at-risk students. Topics include 21st-century teaching and learning, the Illinois Learning Standards for ELA and math, social-emotional learning, data-driven instruction, and the integration of instructional technology. Professional learning is facilitated by district leaders and external consultants and is designed to strengthen instructional quality, promote equity, and accelerate student growth in targeted schools.

Response from the approved prior year Consolidated District Plan.

District 158 will identify a Title I coordinator to help carry out the responsibilities to support and improve schools identified as targeted. This person will:-Write the Title Grant application and follow the ISBE timeline.-Coordinate with nonpublic schools to identify any qualifying students for grant funds.-Align the goals of the grant and allocate funding according to the guidelines/rules provided by ISBE.-Meet with nonpublic schools to provide support in the meeting of their goals and documentation.-Coordinate with the business office regarding expenditure reports.-Create and write amendments, as needed.-Create and submit documentation/reports according to guidelines/rules provided by ISBE.-Manage funds in accordance with guidelines/rules provided by ISBE. The District will support targeted schools by providing the necessary support to serve eligible students in the areas of reading and math. District staff will support buildings through the data analysis process to identify eligible students. Supports provided will include professional development to highly qualified interventionists, paraprofessionals, and classroom teachers of at-risk students. In addition, resources will be provided based on the needs of the eligible students. District 158 is committed to providing all stakeholders with ongoing and meaningful professional learning opportunities throughout the year. These opportunities increase teachers' knowledge and competencies in their academic teaching areas. These collaborative district-wide professional learning activities, facilitated by district leaders and/or professional consultants are focused on topics such as 21st Century teaching, learning, and assessment practices; the Illinois Learning Standards for Math, English Language Arts; social-emotional learning; and best practices for incorporating technology to meet students' individual needs.

**2. Does the district serve eligible children in an institution or community day program for neglected or delinquent children or in an adult correctional institution?\* (Section 1112(b)(5))**

- Yes
- No

**3. Select the poverty criteria below that will be used to rank school attendance centers. A district shall use the same measure(s) of poverty, which measure the number of children aged 5 through 17 in poverty counted in the most recent census data, with respect to ALL school attendance centers in the LEA.\* (Section 1112(b)(4))**

[Measures of Poverty from 1113\(5\)\(A\) and \(B\)](#)

- School Lunch: the number of children eligible for a free or reduced price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.),
- TANF: the number of children in families receiving assistance under the State program funded under part A of Title IV of the Social Security Act,
- Medicaid: the number of children eligible to receive medical assistance under the Medicaid Program, and/or
- Direct Certification.

**4. Describe, in general, the targeted assistance (section 1115) and/or schoolwide programs (section 1114) the district will operate, as well as the goal of those programs. Where appropriate, please explain educational services outside such schools for children living in local institutions or community day programs for neglected or delinquent children.\* (Section 1112(b)(5))**

[Section 1114 and 1115](#)

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 provides targeted reading and math interventions through small group and individualized instruction, both in-class and pull-out, based on student needs identified through the Local Growth Model. Intervention aides support certified teachers in delivering these services. Additional seats will be purchased for students awaiting placement in the district's alternative program. Teachers working with at-risk students receive professional development focused on research-based instructional strategies aligned to Common Core standards. Training includes workshops and peer coaching, with an emphasis on differentiation. These efforts aim to improve outcomes for students not meeting state standards and ensure all eligible students receive the support they need.

Response from the approved prior year Consolidated District Plan.

Targeted Assistance Program Intervention programs will be used to work with at-risk students in small groups and individually to provide interventions. At designated schools, intervention aides will be used in conjunction with highly qualified teachers to provide reading and math interventions. Interventions will be provided in a combination of direct small group or individualized instruction within the classroom or pulled out into small group or individualized instruction based upon the needs of the eligible students throughout the school year. Additional seats for students on a waiting list for our alternative program will also be purchased. Professional development will be provided to teachers working with at-risk students (as identified by student performance below expectations) based upon the District 158 Local Growth Model, focusing on best practices in reading and math instruction to master the common core standards. Professional development will include external workshops, internal workshops, and peer coaching to increase teachers' ability to meet the needs of at-risk students, students who have been identified through the District 158 Local Growth Model. Professional development will focus on a teacher's ability to differentiate in subject areas that are indicated areas of need. Professional development is key for all staff who work with eligible students to best meet the needs of all students.

**5. In schools operating a targeted assistance program, please describe the objective criteria the district has established to identify the target populations, AND how teachers and school leaders will include parents, administrators, paraprofessionals, and instructional support personnel in their identification of the target population.\* (Section 1112(b)(9))**

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.*

*If the district does not serve any schools identified as targeted assistance, enter **Schoolwide Program Only***

*([count] of 7500 maximum characters used)*

Students are identified for targeted assistance based on below-expectation performance on the District 158 Local Growth Model, standardized tests, and progress monitoring data (e.g., AimsWeb). Classroom data and learning behaviors also inform decisions. Teachers, administrators, paraprofessionals, and support staff review data together to identify eligible students. Parents are involved in planning and receive regular updates on their child's progress, ensuring a collaborative approach to meeting student needs.

Response from the approved prior year Consolidated District Plan.

Objective Criteria: Students performing in the below expectations range on the Local Growth Model are identified in reading and math to receive extra layers of support inside and outside of the classroom. In addition to the data from the Local Growth Model, classroom data, learning behaviors, and feedback from stakeholders involved with the student will be taken into consideration when developing a plan for service for the students. Objective criteria include data from the Local Growth Model, standardized assessment data, and progress monitoring data from AimsWeb. Stakeholder Consultation: Teachers, administrators, paraprofessionals, and instructional support personnel meet regularly to review progress monitoring data and classroom progress. In collaboration with the parents, an intervention plan will be developed to meet the student's needs. Parents will receive regular progress monitoring updates throughout the school year.

**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 who are not meeting such standards.

\*Required field

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 IDEA funds, return to the 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 Goal must be 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 successful future, with the state paying special attention to addressing historic inequities.
- 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 academic and social and emotional 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 provide each and every child 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.

To consistently enhance student growth and achievement, foster safe, supportive, and inclusive environments conducive to learning and well-being, and attract, develop, and retain exceptional staff members committed to educational excellence.

**1. How was the comprehensive needs assessment information used for planning grant activities? \*This section should include the comprehensive needs identified that will be targeted by 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)

The comprehensive needs assessment identified key priorities for IDEA, Part B-Flow-Through funding, including improving specially designed instruction for students with low-incidence disabilities, strengthening co-teaching practices, and supporting emotional/behavioral regulation. Additional needs include instructional materials aligned to IEP goals and increased parent engagement on topics such as post-secondary transition and understanding special education services. The district's pupil personnel team leads an ongoing review process, using input from administrators, instructional staff, and related service providers. This process integrates school improvement goals and best practices to ensure student needs are met. Discussions inform decisions on staffing, materials, curriculum, technology, and services necessary to fulfill IEPs and ensure compliance. The team also evaluates out-of-district placements and explores opportunities for reintegration into local programs where appropriate.

Response from the approved prior year Consolidated District Plan.

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 needs in the education 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 team works collaboratively to identify staffing and program requirements for students. Administrative, instructional, and 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 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 outlined in the IEP can be 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 and determining which students can transition back to the 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)

Grant funds will support a range of activities and programs designed to ensure that students with disabilities receive the services and supports outlined in their Individualized Education Programs (IEPs) and that those services remain in full compliance with IDEA requirements. Funds will be used to purchase curriculum, materials, and supplies that align with students' specific learning needs and support the delivery of specially designed instruction across a range of disability categories, including low-incidence populations. Targeted interventions will be implemented to address academic and behavioral needs, with a focus on closing skill gaps and supporting progress toward IEP goals. Technology will be used both as an instructional tool and as an assistive support to enhance student access to the curriculum and increase independence. In addition, grant resources will support specialized services, such as related service providers (e.g., speech/language, occupational therapy, social work), extended school year services, and staff training to improve the quality of instruction and compliance with legal requirements. When appropriate, funds will also support students in out-of-district placements to ensure they receive services in the least restrictive environment possible. Together, these efforts will ensure students receive individualized, high-quality educational programming that aligns with their IEPs and supports meaningful progress.

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 indicator that's applicable. For a 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)

Indicator 5 & 6: To support Indicators 5 and 6, the district continues to strengthen inclusive practices by providing services to students with IEPs in the general education setting to the greatest extent appropriate. A co-teaching model serves as the primary method of service delivery in inclusive classrooms. Targeted efforts have been made to enhance this model through structured professional development. Co-teaching pairs have received guided training facilitated by an expert consultant, and were provided with high-quality reference materials to reinforce ongoing collaboration and implementation. These activities are aimed at improving instruction and outcomes for students with disabilities in inclusive settings. Indicator 8: To support Indicator 8, which focuses on meaningful parent involvement, the district established a Family Engagement Liaison role-funded through grant resources-based on feedback from the Special Education Advisory Committee. The Liaison helps families navigate the special education process and promotes strong home-school collaboration. This support includes individualized meetings with families and hosting educational events on topics such as the IEP process, supporting learning at home, and understanding available services. These efforts are designed to increase parent understanding, engagement, and confidence as active participants in their child's education. Indicator 13: For Indicator 13, the district is committed to developing comprehensive and compliant transition plans that support postsecondary success for students with IEPs. All secondary-level special education staff, including those supporting students in grades 6-12, have received professional development focused on transition planning. Team members have also attended specialized conferences through the Illinois Center for Transition and Work. Grant funds have supported the purchase of transition tools and resources, such as career interest inventories, skills assessments, and functional planning guides, to ensure high-quality, individualized transition planning.

\*Required field

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## Overview

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**\*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:** [FD 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 implement clear written 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 duration of the time 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 trips. Examples of First 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 sticker (Federal Certification Label) located on the inside of the drivers side door will stipulate MPV for Multi-Passenger Vehicle, MPPV (MultiPurpose Passenger Vehicle), or Passenger Car [49 CFR 571.3]

Vehicle Usage:

[https://www.isbe.net/Documents/school\\_vehicle\\_guidance.pdf](https://www.isbe.net/Documents/school_vehicle_guidance.pdf)  
[https://www.isbe.net/Documents/vehicle\\_use\\_summary.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 contracts with licensed child placing agencies or group homes

**NOTE: A school bus driver permit is REQUIRED for these options! IMPORTANT: All drivers transporting students (other than parents or legal guardians transporting their own students) in First Division vehicles MUST possess a valid school bus driver permit per Section 6-104(d) of the 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



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**Contact Information**

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**\*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 required; others are optional and should be included as applicable.**

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

Last Name*	First Name*	Position/Title*	Email*
<input type="text" value="Gill"/>	<input type="text" value="Deanna"/>	<input type="text" value="Assistant Superintendent for Special Services"/>	<input type="text" value="dgill@district158.org"/>

[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*
<input type="text" value="Hooper"/>	<input type="text" value="Laura"/>	<input type="text" value="Director of Transportation"/>	<input type="text" value="lhooper@district158.org"/>

[Click here to add information for other personnel involved in the plan development.](#)

\*Required field

## 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 they are a Youth in Care. Include the 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 school stability.*

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.*

When a student enters foster care or experiences a change in residence while in care, Huntley Community School District follows a structured Best Interest Determination (BID) process to guide school placement decisions. The district's Foster Care Point of Contact collaborates with the Department of Children and Family Services (DCFS), the foster family, and other relevant stakeholders to determine whether the school of origin remains in the child's best interest. Key factors considered include: -The wishes of the child and foster family; - Input from DCFS; - Distance, travel time, and transportation feasibility; - Safety considerations; - Availability of services at the school of origin versus the school of residence. If there is disagreement, DCFS serves as the final decision-maker unless otherwise directed by state law or policy. Their role ensures the integration of educational and non-educational factors, such as sibling placement, case goals, and overall well-being, into the final placement decision.

Response from the approved prior year Consolidated District Plan.

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 School District at the child is placed in a foster 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 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 (unless State law or policy dictates otherwise). 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 child welfare agency also has the authority, 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 Section 504.\***

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.*

For students with disabilities, best interest determinations include all considerations applied to the general student population, with additional attention to the requirements outlined in the student's IEP or 504 Plan. These documents guide decisions to ensure continued access to a free appropriate public education (FAPE) in the least restrictive environment (LRE). Specific supports and accommodations outlined in the IEP or 504 Plan are prioritized in any placement decision. Unless otherwise required by the IEP, the student will attend the same school they would if not disabled. The student's IEP team-including representatives from the foster care agency-collaborates in the decision-making process to ensure educational stability and legal compliance.

Response from the approved prior year Consolidated District 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 determinations applied to the general population, 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 free appropriate public education in a least 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 requires some other arrangement, the child 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 students with IEPs.

**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.*

To ensure the educational stability of English learners (ELs), the district follows all federal guidance and legal requirements. EL students are identified and assessed promptly using valid and reliable measures. They are provided access to sound, research-based language assistance programs that are adequately staffed and supported. The district ensures EL students can fully participate in academic and extracurricular opportunities without unnecessary segregation. Evaluations for special education services are timely and consider both language and disability-related needs. Families with limited English proficiency are provided meaningful communication in a language they understand. EL students' progress in English proficiency and core content is regularly monitored. Exit decisions are based on clear criteria, and students are supported post-exit to address any lingering academic needs. The effectiveness of language assistance programs is reviewed to ensure EL students can achieve full participation in the general curriculum within a reasonable timeframe.

Response from the approved prior year Consolidated District 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 Education guidance: -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 these evaluations and delivery of services. -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 assistance programs when they are 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 calculated to allow EL students to attain parity of 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 determination.\***

*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 final say if a resolution cannot be 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.*

In the event of a disagreement regarding the best interest determination, the student will remain in their school of origin until the dispute is resolved. All parties involved will make reasonable efforts to reach a resolution. If these efforts are unsuccessful, the child welfare agency will step in to resolve the dispute between the school of origin and the student's current school. The dispute resolution process will be conducted promptly and fairly, ensuring that all relevant voices are considered in making the best decision for 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 efforts to resolve disputes in decision-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 regarding the best interest determination. The 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 are identified as Youth in Care.**

*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 provide training to appropriate school personnel, including administrators, counselors, teachers, social workers, and support staff, on the ESSA requirements for educational stability for Youth in Care. This training will cover: - The definition of "Youth in Care" and the implications for their educational stability. - ESSA requirements related to school enrollment, transportation, and coordination with child welfare agencies. - 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. To ensure compliance, the district will establish effective communication with local child welfare agencies for accurate identification and support. A designated point of contact will oversee Youth in Care processes, ensuring that records are maintained and transferred as needed. IEPs and 504 plans will include specific considerations for these students. Additionally, the district will engage in community efforts to raise awareness and collaborate with local organizations to enhance support for Youth in Care.

\*Required field



**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 collaborates with the local child welfare agency to ensure that students in foster care remain in their school of origin when it is determined to be in their best interest. The District Point of Contact (POC), the transportation director, and a representative from the child welfare agency work together to determine and coordinate transportation services. The decision-making process prioritizes safety, cost-effectiveness, and student well-being. When possible, the district explores low-cost or no-cost options such as using existing transportation routes or adjusting routes to meet student needs. Key factors considered include: - Student safety and behavioral readiness- Travel duration and traffic conditions- Timing of placement changes- Type and availability of transportation- Flexibility of the student's school schedule- Participation in extracurricular activities This collaborative process ensures that transportation is responsive to each student's unique needs and supports educational stability in accordance with ESSA requirements.

Response from the approved prior year Consolidated District Plan.

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 procedures shall be provided 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 District shall consider low-cost and no-cost options including, but 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.

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

- a. Pre-existing transportation route
- b. New transportation route
- c. Route-to-route hand-offs
- d. District-to-district boundary hand-offs
- e. Other services for which student is eligible, such as IDEA transportation options
- f. Options presented by DCFS worker
- 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 possess a valid 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.*

When developing transportation plans for students in foster care, the district will consider and coordinate all available funding sources to ensure cost-effective and student-centered solutions. These sources include local funds as well as potential alternative funding streams such as Title IV-E, Title I, and IDEA funds. Each funding option will be evaluated for its appropriateness based on the individual needs of the student and the specifics of their transportation plan. The District Point of Contact will work in collaboration with the transportation director and child welfare agency representatives to ensure all funding decisions are compliant with applicable guidelines and aligned to support educational stability.

Response from the approved prior year Consolidated District 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 sources will be evaluated as to validity for use with a particular student, based on student needs.

**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 particular student 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 ensure that students in foster care receive prompt and appropriate transportation to their school of origin. If the District and the child welfare agency encounter difficulty reaching an agreement regarding transportation arrangements, a structured dispute resolution process will be followed. This process will include timely meetings between the District Point of Contact (POC) and representatives from the child welfare agency to resolve the disagreement. The goal will be to arrive at a mutually agreeable solution that supports the educational stability of the student. When additional transportation costs are involved, the District will provide transportation if one of the following conditions is met: - The child welfare agency agrees to fully reimburse the District for the additional costs; - The District agrees to cover the additional costs; - The District and the child welfare agency agree to share the costs. All efforts will prioritize the student's best interest, with a focus on minimizing disruption to the student's education during the resolution process.

Response from the approved prior year Consolidated District 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 their school of origin. 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 arrived at via the process. If 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 being resolved.\***

*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 or School of Origin will ensure that students in foster care receive adequate and appropriate transportation to and from the school of origin while any disputes regarding transportation or school placement are being resolved. This ensures educational stability for the student throughout the process. To support this commitment, the District will allocate necessary funds for transportation during the dispute period. Funding sources may include Title I, Title IV-A, IDEA, and local funds, as applicable. These resources will be used to ensure that transportation is uninterrupted and responsive to the needs of the student during the resolution process.

Response from the approved prior year Consolidated District 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. Funding sources for this transportation will be Title 1, Title 4A, and

IDEA, in addition to local funds.

**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 aware of a student 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.*

The District will ensure that all appropriate school personnel are aware of the transportation plan process and understand how to initiate it when a student is identified as eligible. The District Foster Care Point of Contact will lead this effort by distributing the transportation plan in written form and reviewing it annually with building administrators. Each building administrator will be responsible for sharing the plan with all relevant staff, including secretaries, counselors, teachers, and other support personnel. Training or briefings will be provided as needed to ensure staff understand the process, their role in identifying eligible students, and the steps for initiating a transportation request. This coordinated approach ensures timely support and maintains educational stability for eligible students.

Response from the approved prior year Consolidated District 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 communication and ensure 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. Each building 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 eligible.

\*Required field

**BSP Overview**

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**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 Article 14C and 23 IL Administrative Code Part 228 Transitional Bilingual Education. In addition, this data collection will help the Multilingual Department better support school districts in providing services for English learners to attain 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](mailto:multilingual@isbe.net)

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**BSP Contact Information**

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853 English Learners (ELs) are in the district

**Provide information below for the Director/Bilingual Director/Administrator overseeing EL Services**

Last Name\*

Jacobson

Phone\*

847 659 6151

First Name\*

Lisette

Middle Initial

Email\*

ljacobson@district158.org

**EL Program Director Requirements:**

Administrative Endorsement



ESL/Bilingual Endorsement



[Administrator Requirements](#)

If the above requirements are not checked, provide an action plan describing how the district will meet the administrative requirements. \_\_\_\_\_

\*Required field

853 English Learners (ELs) are in the district

Complete the requested information below by listing your district attendance centers that have ELs, special education co-ops, and nonpublic special education program attendance centers that have outplaced students. This information should reflect current EL programming that aligns to your state SIS records for your current EL attendance center enrollment.

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	Grade Span	Program Type (check all that apply)			Types of Instructional Design (check all that apply)						PEL with ESL and/or Bilingual Endorsement working within EL programming. Enter whole numbers only and zero if no teachers in a category.				Language Codes of Certified Bilingual Staff serving ELs  <a href="#">Language Codes Alphabetical</a>
			TBE	TPI	Parent Refusal	1	2	3	4	5	6	ESL Endorsement	Bilingual Endorsement	ESL and Bilingual Endorsement	ELS-TBE or ELS-VIT Endorsement	
1.	Mackeben Elementary	K-2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	5	0	1	1	001
2.	Conley Elementary	3-5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	10	0	1	0	001
3.	Chesak Elementary	K-2	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	9	0	2	0	001, 004
4.	Martin Elementary School	3-5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	6	2	0	0	001, 004
5.	Leggee Elementary School	K-5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	17	0	5	1	001
6.	Heineman Middle School	6-8	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	3	0	0	0	001
7.	Mariowe Middle School	6-8	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	13	0	0	0	001
8.	Huntley High School	9-12	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	13	1	0	0	001
9.	Early Childhood Center	PreK	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	10	0	1	0	001
10.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
11.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
12.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
13.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
14.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
15.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
16.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
17.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
18.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
19.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
20.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
21.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
22.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
23.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
24.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
25.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					

If one or more attendance centers do not align with Illinois and federal requirements (programming and staffing), then describe how the district will ensure that the EL students receive appropriate language support (direct services)/monitoring (refusals/reclassification) from properly endorsed ESL/Bilingual teachers and a plan to obtain/secure/hire an appropriately certified teacher for ESL/Bilingual education.  
 ([count] of 2500 maximum characters used)

N/A

\*If district has more than 25 attendance centers, please email the completed spreadsheet of additional attendance centers to Multilingual/Language Development Department at [multilingual@isbe.net](mailto:multilingual@isbe.net) or (312) 814-3850.

853 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 training activities should be directly related to helping staff attain the qualifications, knowledge, and skills needed to increase EL and immigrant students' academic performance. These activities must also meet requirements set forth in the laws and regulations governing the TBE/TPI program.

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

Inservice activities must be provided to ALL staff working with EL students at least twice yearly. If your district has a full-time TBE Spanish program, Spanish language arts PD must be offered annually to the TBE Spanish instructional staff. Select the professional development that will be offered in your district for the upcoming fiscal year from the list below.

Activity*	Date (Projected)	Certified Staff	Non-Certified Staff	Expected No. of Participants
<input checked="" type="checkbox"/> Current Research in the Teaching of EL Students	<input type="text" value="09/25/2025"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="text" value="45"/>
<input checked="" type="checkbox"/> Methods for Teaching in the Native Language and Method of Teaching ESL	<input type="text" value="10/10/2025"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="text" value="30"/>
<input checked="" type="checkbox"/> Language Assessment	<input type="text" value="01/15/2025"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text" value="30"/>
<input type="checkbox"/> Issues Related to the Native Culture and the Culture of the United States	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
<input checked="" type="checkbox"/> Issues Related to EL Students with Disabilities	<input type="text" value="09/25/2025"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text" value="60"/>
<input checked="" type="checkbox"/> Program Standards	<input type="text" value="08/20/2025"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text" value="15"/>
<input checked="" type="checkbox"/> District Identification Assessment	<input type="text" value="08/13/2025"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="text" value="20"/>
<input checked="" type="checkbox"/> Program Design	<input type="text" value="09/08/2025"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="text" value="20"/>
<input checked="" type="checkbox"/> Basic Instructional Techniques for Teachers of EL Students	<input type="text" value="08/08/2025"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="text" value="45"/>
<input checked="" type="checkbox"/> Spanish Language Arts	<input type="text" value="10/10/2025"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="text" value="15"/>
<input type="checkbox"/> Others (Specify):	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

**Comments:**

\*Required field

853 English Learners (ELs) are in the district

**PROGRAM ENROLLMENT**

Does your district offer a TBE program? Yes  No

Indicate if the district is placing students in part-time TBE based on the criteria found in Section 228.30 (c)(3). Yes  No

Indicate if the district is keeping the evidence for part-time rationale in the students file to support the state criteria (part-time rationale template or evidence to support the placement). If the answer is no, please describe in the comment box below actions to be taken to ensure that district has a process in place to maintain the rational for Yes part-time placement. Yes  No

Part-Time Transitional Bilingual Education (TBE) Placement

Does your district have a full-time TBE Spanish program? Yes  No

Does your district use Spanish Language Arts Standards? Yes  No

Describe the instructional method(s) with respect to the Illinois [Spanish Language Arts Standards](#).  
In District 158, Transitional Bilingual Education (TBE) and Dual Language programs implement instructional methods aligned with the Illinois Spanish Language Arts Standards, using a structured approach grounded in the Science of Reading and enhanced by Be GLAD (Guided Language Acquisition Design) strategies. Instruction in Spanish emphasizes the systematic development of foundational skills-including phonemic awareness, phonics, fluency, vocabulary, and comprehension-through explicit, evidence-based instruction that reflects the latest research in how students learn to read. Foundational literacy instruction in Spanish is sequenced and cumulative, ensuring that students develop strong decoding and language comprehension skills using materials and strategies appropriate for Spanish orthography and structure. Teachers use decodable texts, sound walls, and direct instruction in syllabic and morphological patterns, aligned with the unique features of the Spanish language. Instruction also incorporates Be GLAD strategies, which support language-rich environments and promote oral language development, academic vocabulary, cooperative learning, and scaffolded access to complex texts. These strategies are woven into Spanish Language Arts instruction to strengthen both content and language acquisition. Teachers explicitly build metalinguistic awareness through language bridging and cross-linguistic transfer, helping students make intentional connections between Spanish and English. Grammar and vocabulary are taught in context through reading, writing, and oral language tasks that are meaningful and culturally relevant. Spanish Language Arts instruction is differentiated to meet the diverse proficiency levels of students. Teachers use ongoing formative assessments, including WIDA Spanish Language Development Standards, to guide instruction and ensure that students are progressing in both language and literacy development. Instructional planning reflects a commitment to biliteracy, academic rigor, and the cultural and linguistic assets students bring to the classroom, fully aligned to the Illinois Spanish Language Arts Standards.

Describe evaluation method(s) used to measure students Spanish progress with respect to the Illinois [Spanish Language Arts Standards](#).  
District 158 uses multiple measures to evaluate students' Spanish language development in alignment with the Illinois Spanish Language Arts Standards. These evaluation methods assess students' proficiency in reading, writing, listening, and speaking, and monitor progress toward biliteracy across grade levels. One key tool used is the AAPPL (Assessment of Performance toward Proficiency in Languages), which is administered annually in grades 3-8. The AAPPL assesses students' interpretive, interpersonal, and presentational skills in Spanish and reports results using ACTFL (American Council on the Teaching of Foreign Languages) proficiency levels. This assessment provides consistent, nationally recognized benchmarks to monitor students' Spanish proficiency growth over time and helps guide instruction and placement. Results are also used to support long-term pathways toward the State Seal of Biliteracy. In addition to AAPPL, classroom-based assessments aligned to the Illinois Spanish Language Arts Standards and ACTFL Can-Do Descriptors are used throughout the year. These include writing samples, oral language tasks, reading comprehension checks, and performance-based assessments that provide insight into students' productive and receptive language skills. Teachers also use rubrics aligned with grade-level standards to evaluate student writing, fluency, and language usage in authentic academic tasks. Progress is also monitored through formative assessments that align with the Science of Reading in Spanish, particularly in foundational skills such as phonological awareness, decoding, fluency, and vocabulary. These tools allow teachers to differentiate instruction and support students in developing academic language and literacy in Spanish. Together, these evaluation methods ensure that student growth is consistently measured and instructional decisions are data-driven, supporting students on their path to achieving high levels of Spanish proficiency and academic success in both languages.

**Comments:**

\*Required field

853 English Learners (ELs) are in the district

**Does your district offer a TBE program?**

Yes   
No

**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, transitional bilingual teachers, 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 the districts annual Bilingual Service Plan and EL-EBF Spending Plan that was submitted to ISBE for the upcoming fiscal year. (Required activities can be listed on separate dates, but the review of the BSP must occur after the release of the CDP/BSP and prior to the submission of the CDP/BSP. EL-EBF must be reviewed prior to Oct. 31 of the upcoming fiscal year.)

Identify all members of the Bilingual Parent Advisory Committee. Indicate their role (P-parent, G-guardian, T-teacher, C-counselor, CM-community member) and complete all other fields for each member.

Committee Chairperson Street	Lisette Jacobson 650 Dr. John Burley Dr.	Role City	ML Director Algonquin	Language(s) State	Spanish/English IL	Telephone Zip+4	847 659 6151 60102
Committee Member Street	Melissa Garza Corona 111536 Centennial Ave.	Role City	P Huntley	Language(s) State	Spanish/English IL	Telephone Zip+4	708 328 9812 60142
Committee Member Street	Paul Opyd 11309 Caldwell Dr.	Role City	P Huntley	Language(s) State	Polish/English IL	Telephone Zip+4	847 772 7647 60142
Committee Member Street	Natalia Solodovnikova 4281 Whitehall Ln.	Role City	P Algonquin	Language(s) State	Ukrainian/English IL	Telephone Zip+4	773 332 3636 60102
Committee Member Street	Natalia Burylina 901 Taralon Trail	Role City	P Lake in the Hills	Language(s) State	Ukrainian/English IL	Telephone Zip+4	872 203 3012 60156
Committee Member Street		Role City		Language(s) State		Telephone Zip+4	
Committee Member Street		Role City		Language(s) State		Telephone Zip+4	
Committee Member Street		Role City		Language(s) State		Telephone Zip+4	
Committee Member Street		Role City		Language(s) State		Telephone Zip+4	
Committee Member Street		Role City		Language(s) State		Telephone Zip+4	

The district certifies that the Bilingual Parent Advisory Committee has had an opportunity to review the Bilingual Service Plan for the upcoming fiscal year prior to submission of this plan to the state.

Name of Committee Chairperson:  
Lisette Jacobson  
Date: 03/28/2025

The district certifies that the Bilingual Parent Advisory Committee will have an opportunity to review the EL-EBF Spending Plan as required by 23 Ill. Admin. Code Part 228.30, Section C, (4) A, by or before Oct. 31.

Name of Committee Chairperson:  
Lisette Jacobson  
Date: 03/31/2025

\* 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.

	Projected Dates (7/1/2025 - 6/30/2026)	Activity
1.	09/27/2025	Bilingual Advisory Committee Training (required activity).
2.	11/17/2025	Curriculum and Data Overview
3.	03/30/2026	Review BSP
4.	05/18/2026	Program Data Review

Comments:

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.

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v.01.31.2024

## 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](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=35598&ChapterID=7>

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

<https://ilga.gov/commission/icar/admincode/044/04407000sections.html>

#### NO BINDING OBLIGATION

- 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.
- 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.
- 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

- 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.
- 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.
- 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

- 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.
- 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.
- 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.
- 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.
- 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.
- The applicant will conform all activities conducted under the approved grant to the provisions contained within 2 CFR Part 200
- 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.
- 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

- 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.
- 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

- 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)).
- 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.
- 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 Educations employees during any part of the application process or during the Term of the Grant Agreement.
- 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.
- If the applicant is an individual, the applicant is not in default on an educational loan as provided in 5 ILCS 385/3.
- 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).
- 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.
- 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.).
- 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.
- 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:
    - i) Notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, including cannabis, is prohibited in the grantees or contractors workplace.
    - ii) Specifying the actions that will be taken against employees for violations of such prohibition.
    - iii) Notifying the employee that, as a condition of employment on such contract or grant, the employee will:
      - 1) Abide by the terms of the statement; and
      - 2) 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:
    - i) The dangers of drug abuse in the workplace;
    - ii) The grantees or contractors policy of maintaining a drug-free workplace;
    - iii) Any available drug counseling, rehabilitation, and employee assistance programs; and
    - iv) 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.

**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 above 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](http://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.01.10.2025

**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 85-32](#) "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

**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.

v.01.31.2024

**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 certifications and assurances is included below and/or incorporated into the Uniform Grant Agreement 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

v.09.08.2021

Not calling IWAS Web Service

Signature of School District Superintendent / Agency Administrator

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

**Assurances must be reviewed and approved by your Local IWAS Administrator before you can submit your application.**

[Consistency Check](#) [Lock Application](#) [Unlock Application](#)

Application was created on:

3/18/2025

Assurances

District Data Entry

Business Manager

District Administrator

ISBE Program Administrator #1

ISBE Program Administrator #2

ISBE Program Administrator #3

ISBE Program Administrator #4

ISBE Program Administrator #5

**This Application has not been submitted**

Page Review Status Instructions

Expand All

				Page Status	Open Page for editing
<b>Consolidated District Plan</b>					
<a href="#">Consolidated District Plan</a>					
Contact Information				OPEN	<input type="checkbox"/>
Needs Assessment and Programs				OPEN	<input type="checkbox"/>
<a href="#">Plan Specifics</a>					
Needs Assessment Impact		OPEN	<input type="checkbox"/>		
Stakeholders		OPEN	<input type="checkbox"/>		
Private Schools Participation		OPEN	<input type="checkbox"/>		
Preschool Coordination		OPEN	<input type="checkbox"/>		
Student Achievement		OPEN	<input type="checkbox"/>		
College and Career		OPEN	<input type="checkbox"/>		
Professional Development		OPEN	<input type="checkbox"/>		
Safe Learning Environment		OPEN	<input type="checkbox"/>		
<a href="#">Title I Specific Pages</a>					
Title I Specific - Part One		OPEN	<input type="checkbox"/>		
Title I Specific - Part Two		OPEN	<input type="checkbox"/>		
IDEA Specific Requirements			OPEN	<input type="checkbox"/>	
<a href="#">Youth in Care Stability Plan</a>					
Youth in Care Stability Plan Contacts		OPEN	<input type="checkbox"/>		
Best Interest Determination Plan		OPEN	<input type="checkbox"/>		
Youth In Care Transportation Plan		OPEN	<input type="checkbox"/>		
<a href="#">Bilingual Service Plan</a>					
<a href="#">BSP Plan Specifics</a>					
BSP Program Contact		OPEN	<input type="checkbox"/>		
Attendance Center Enrollment Information		OPEN	<input type="checkbox"/>		
BSP Professional Development		OPEN	<input type="checkbox"/>		
BSP TBE Requirements		OPEN	<input type="checkbox"/>		
BSP Parent Advisory Committee		OPEN	<input type="checkbox"/>		
<a href="#">Assurance Pages</a>					
Plan Assurances		OPEN	<input type="checkbox"/>		
State Assurances		OPEN	<input type="checkbox"/>		
Debarment		OPEN	<input type="checkbox"/>		
Lobbying		OPEN	<input type="checkbox"/>		
GEPA 442		OPEN	<input type="checkbox"/>		
AssurancesText		OPEN	<input type="checkbox"/>		

Save

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Selectable Application Print

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**Request Print Job**

[\\_Consolidated District Plan](#)

**Requested Print Jobs**

[Requested by amaccrindle1 on 4/24/2025](#)

[Requested by amaccrindle1 on 4/24/2025](#)

**Completed Print Jobs**

[Completed - amaccrindle1 on 4/22/2025 4:02:23 PM](#)

[Completed - amaccrindle1 on 4/22/2025 4:03:12 PM](#)

[Completed - amaccrindle1 on 4/22/2025 4:01:28 PM](#)



# Huntley Community School District 158

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650 Dr. John Burkey Drive  
Algonquin, Illinois 60102  
(847) 659-6158 • [huntley158.org](http://huntley158.org)

To: Board of Education and Administration

From: Mark Altmayer, Chief Financial Officer

Date: May 15, 2025

Subject: **Payables Reports**  
Board of Education Meeting, May 15, 2025  
Finance Committee

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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 May 1, 2025 Committee of the Whole Meeting.

**Purchase Orders** - Purchase orders issued from April 11, 2025 to April 25, 2025 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 \$816,804.04.

**Imprest Checks Issued** - Payments made through April 25, 2025 for which the Board had not previously approved purchase orders. Imprest checks total \$138,283.84.

**Disbursements Issued** - Disbursements issued from March 31, 2025 to April 25, 2025. Disbursements issued total \$3,514,784.50.

## **RECOMMENDATION**

The Finance Committee, which met on May 1, 2025, recommends the Board of Education approve the above-referenced Payables at the May 15, 2025 Regular Board meeting.



# Huntley Community School District 158

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

To: Board of Education and Administration  
From: Mark Altmayer, Chief Financial Officer  
Date: May 15, 2025  
Subject: **Revenue Contract Approval**  
Board of Education Meeting – May 15, 2025  
Finance Committee

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Presented are Fundraising/Crowdfunding Authorization forms for the organizations listed below.

<u>Organization Benefited</u>	<u>Vendor</u>	<u>Net Revenue</u>
HHS Boys Lacrosse	Raise 365 Adrenaline	\$10,000

## RECOMMENDATION

The Finance Committee recommend the Board of Education approve the Fundraising/Crowdfunding Authorization forms at the May 15, 2025 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: 3/20 School: Huntley High School

Name of School Organization: Boys Lacrosse

Sponsor / Coach's Name: Dominic Saccomanno Phone: 847-804-4690

Starting Date of Event: 05/05/25 Ending Date of Event: 5/15/25

Anticipated Revenue and Approximate Value of Non-Monetary Items/Compensation: \$ 10,000.00

Type of Sale / Event: Raise 365

Will a Vendor Be Used:  Yes\*  No \* *Attach all contracts and agreements to this form.*

Name of Vendor (if applicable): Raise 365 - Adrenaline

Type of Product or Service Provided by Vendor: Application based fundraising.

How will compensation be used/distributed? Check

Name of Activity Account: Boys Lacrosse Activity Account #: 555

**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).**

[Signature]  
Sponsor Signature

3/20/25  
Date

[Signature] [Signature]  
Principal Signature – *I certify that it is a minimum of 45 days prior to the desired starting date of the event*

3/20/2025  
Date

[Signature]  
Chief Financial Officer Signature

4-3-25  
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.

**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
5	10	25	2:45	Operation

Profit Structure	
Total Raised	Profit %
	75
Total Raised	Profit %

Length of Contract: 1yr 2yr 3yr 4yr 5yr

Authorized Organization Representative (Signature) <i>[Signature]</i>	Print Name & Title Pete Ittersagen (President)	Date 3-20-25
Authorized Adrenaline Representative (Signature)	Print Name & Title	Date

Information below is to be completed by Adrenaline sales representative			
School / Organization Huntley HS	Group Boys Lax	Number of Students	Adrenaline record number
Address 13719 Harmony Rd	City Huntley	State IL	Zip 60142
Contact Name Dominie Saccomanno	Best time to contact	Contact Phone Number 847-804-4690	Contact email address Dsaccomanno@district158.org



# Huntley Community School District 158

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To: Board of Education and Administration

From: Mark Altmayer, Chief Financial Officer

Date: May 15, 2025

Subject: **Drivers Ed Vehicles – Enterprise Fleet Management**  
Board of Education meeting, May 15, 2025  
Finance Committee

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As presented at the May Committee of the Whole meeting, the High School needs two replacement driver's education vehicles. The two vehicles that will be replaced are 9 and 11 years old respectively and have between 90,000 and 133,000 miles on them.

*In an effort to ensure the safety and reliability of these vehicles, as well as improve operational cash flow, Administration is recommending working with Enterprise Fleet Management for the management, purchase and disposal of the District's vehicle fleet (Transportation's Minivans, Operation's & Maintenance vehicles and the High School's driver's Education vehicles).*

Enterprise offers a complete fleet management solution that includes the purchase, maintenance, fuel and insurance. However, at this time, we are simply looking to maximize our purchasing power and cash flow by using Enterprise on the management, purchase and disposal of our vehicles. Enterprise leverages their purchasing power to ensure great prices upon delivery and also utilizes the auto auction on all disposals.

Enterprise Fleet Management is a privately-owned family business, owned by the Taylor family out of St. Louis since 1957. Enterprise Fleet Management operates a network of more than 50 fully staffed offices across the country with a fleet size of over 710,000 vehicles. Enterprise provides services to hundreds of public and private schools, colleges, universities, cities, counties and other governmental agencies nationwide. See attached Enterprise Fleet Management brochure.

Enterprise works with the Sourcewell Cooperative and was awarded the contract for the purchase and management of vehicles specifically for governmental agencies nationwide. The Sourcewell contract includes in most situations purchasing of vehicles at less than invoice cost and extremely competitive financing on the lease side. See below.

After working with the High School on their needs, we have selected the Nissan Sentra. Per the Sourcewell Contract, Enterprise can obtain the vehicles for us at invoice less \$2,000. In addition, the finance rate will be the 3-year Treasury Bill plus 350 basis points at time of delivery, currently approximating 7.3%. Administration is recommending an open-ended lease, which is very similar to



# Huntley Community School District 158

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a normal finance to a residual value. Thus, under an open-ended lease, the benefits and risks of ownership remain with the District upon completion of payment. The benefits of an open-ended lease include, improved cash flow, no mileage restrictions, no prepayment penalties and retention of ownership rights. Details are as follows:

## **Nissan Sentra SV**

Invoice Cost \$23,348

Incentive (\$2,000)

Depreciation Rate 1.5%

Estimated Monthly Payment per vehicle \$416

Estimated trade-in value on the two current vehicles:

2016 Ford Taurus, 90,000 miles (\$4,838)

2014 Ford Fusion, 133,000 miles (\$2,388)

Attached is the Nissan Sentra Quote and invoice.

## **Recommendation**

The Finance Committee recommends the Board of Education approve the purchase/leasing of the above driver's education vehicles, as presented, at the May 15th Board of Education Meeting.



NISSAN NORTH AMERICA, INC.

REGION: 24

UPON PAYMENT OF AMOUNT STATED BELOW FOR THE ACCOUNT OF NISSAN NORTH AMERICA, INC. ALL RIGHTS, TITLE & INTEREST TO MERCHANDISE DESCRIBED IN THIS INVOICE IS ASSIGNED TO:

INVOICE NO: 879790915

DATE: 03/30/2025

CONTACT: (847) 680-8000

LIBERTY IMPORT CENTER  
920 S MILWAUKEE AVE  
LIBERTYVILLE IL 60048

BANK OF AMERICA  
1355 WINDWARD CONCOURSE  
ALPHARETTA GA 30005  
GA7-903-03-38

LIBERTY IMPORT CENTER  
920 S MILWAUKEE AVE  
LIBERTYVILLE IL 60048

DEALER NO.	CUSTOMER ORDER NO.	TYPE	SHIP VIA	SHIP FROM	DRAFT NO.	TERMS	PAGE
3076	ZM77378	E*		SMYRNA	624628	DRAFT	1

ITEM	ORDERED	SHIPPED	BACK ORD	PART NUMBER	DESCRIPTION	SUGGESTED	DISC	NET PRICE	AMOUNT
	YEAR	VEHICLE I.D.	NUMBER	ENGINE NO.		LIST PRICE	CODE	COLOR	
001	25 FED VIN:	12115 3N1AB8CV7SY	-320898 320898	MR20	SENTRA SV CVT	22,290.00		FRESH POWD QM1G	21,177.00
				G01 MYC	MID-YEAR CHANGE	0.00			0.00
				B92 SGD	SPLASH GUARDS, BO	245.00			210.00
				B93 BUM	CLEAR REAR BUMPER	80.00			69.00
				L92 FLO	CARPETED FLOOR MA	280.00			240.00
				N94 SIL	DOOR SILL PLATES	90.00			77.00
					SUB TOTAL	22,985.00			21,773.00
					DESTINATION AND HANDLING CHARGE	1,140.00			1,140.00
					MARKETING ASSESSMENT				435.00
					TOTAL MSRP	24,125.00			
					<b>THIS AMOUNT DUE</b>				<b>23,348.00</b>

50 STATE EMISSIONS EQUIPPED VEHICLE. MAY BE SOLD AND REGISTERED AS NEW VEHICLE IN ANY STATE OF THE U.S.

INVOICE PRICES ARE SUBJECT TO ANY ADJUSTMENT REQUIRED BY U.S GOVERNMENT REGULATION.

INVOICE MAY NOT REFLECT DEALER'S ULTIMATE VEHICLE COST DUE TO ALLOWANCES, DISCOUNTS, COLLECTIONS, REBATES, HOLDBACK, INCENTIVES, ETC.

SEE INFORMATION AND DISCLOSURES ON ORIGINAL INVOICE.

PAYMENT DUE UPON TRUCK SHIPMENT TO DEALER [AT YARD EXIT] PER WHOLESALE FINANCING ARRANGEMENTS IN EFFECT AT TENDER TO CARRIER.

KEYCODE:

COLLECTIONS:

HB: 208.00

DEALER ASSUMES DAMAGE AND LIABILITY RISK AND TRANSPORTATION EXPENSE ON DELIVERY TO COMMON CARRIER, DEALER OR DEALER'S AGENT AT DISTRIBUTOR WAREHOUSE OR DOCK. CARRIER SELECTED BY DISTRIBUTOR UNLESS SPECIAL ARRANGEMENTS MADE BY DEALER. SECURITY TITLE MAY BE RETAINED. THIS INVOICE DOES NOT REFLECT THE ACTUAL COST TO THE DEALER. IT INCLUDES HOLDBACK (HB), FINANCING ASSISTANCE (FA), AND MAY INCLUDE ADVERTISING/PROMOTION/MARKETING FUNDS (MA). IT DOES NOT REFLECT ALLOWANCES AND FUNDS MAY BE RETURNED OR PAID TO THE DEALER IN SOME MANNER, IN WHOLE OR IN PART, DIRECTLY OR INDIRECTLY.

REFERENCE YOUR TRANSPORTATION CLAIMS MANUAL OR BILL OF LADING FOR DAMAGE CODE DEFINITIONS.

**Prepared For:** Huntley Community School District 158

**Date** 04/25/2025  
**AE/AM** JeJ

**Unit #**

**Year** 2025 **Make** Nissan **Model** Sentra  
**Series** SV 4dr Sedan

**Vehicle Order Type** In-Stock **Term** 60 **State** IL **Customer#** 651742

\$ 21,348.00	Capitalized Price of Vehicle <sup>1</sup>
\$1,368.12 *	License and Certain Other Charges <u>6.5000%</u> <b>State</b> <u>IL</u>
\$ 251.00 *	Initial License Fee
\$ 0.00	Registration Fee
\$ 0.00	Other: (See Page 2)
\$ 0.00	Capitalized Price Reduction
\$ 0.00	Gain Applied From Prior Unit
\$ 0.00 *	Security Deposit
\$0.00	Taxes

**All language and acknowledgments contained in the signed quote apply to all vehicles that are ordered under this signed quote.**

**Order Information**

<b>Driver Name</b>	
<b>Exterior Color</b> (0 P)	Fresh Powder
<b>Interior Color</b> (0 I)	Charcoal w/Upgraded Cloth Seat Trim
<b>Lic. Plate Type</b>	Unknown
<b>GVWR</b>	0

\$ 21,348.00	Total Capitalized Amount (Delivered Price)
\$ 320.22	Depreciation Reserve @ <u>1.5000%</u>
\$ 96.39	Monthly Lease Charge (Based on Interest Rate - Subject to a Floor) <sup>2</sup>

**\$ 416.61 Total Monthly Rental Excluding Additional Services**

**Additional Fleet Management**

\$ 0.00	Master Policy Enrollment Fees
\$ 0.00	Commercial Automobile Liability Enrollment
	Liability Limit <u>\$0.00</u>
\$ 0.00	Physical Damage Management
\$ 0.00	Full Maintenance Program <sup>3</sup> Contract Miles <u>0</u>
	Incl: # Brake Sets (1 set = 1 Axle) <u>0</u>

Comp/Coll Deductible	<u>0 / 0</u>
OverMileage Charge	<u>\$ 0.00</u> Per Mile
# Tires <u>0</u>	Loaner Vehicle Not Included

**\$ 0.00 Additional Services SubTotal**

\$ 0.00 Tax 0.0000% **State** IL

**\$ 416.61 Total Monthly Rental Including Additional Services**

\$ 2,134.80	Reduced Book Value at <u>60</u> Months
\$ 400.00	Service Charge Due at Lease Termination

Quote based on estimated annual mileage of 10,000  
(Current market and vehicle conditions may also affect value of vehicle)  
(Quote is Subject to Customer's Credit Approval)

**Notes**

Enterprise FM Trust will be the owner of the vehicle covered by this Quote. Enterprise FM Trust (not Enterprise Fleet Management) will be the Lessor of such vehicle under the Master Open - End (Equity) Lease Agreement and shall have all rights and obligations of the Lessor under the Master Open - End (Equity) Lease Agreement with respect to such vehicle. Lessee must maintain insurance coverage on the vehicle as set forth in Section 11 of the Master Open-End (Equity) Lease Agreement until the vehicle is sold.

**ALL TAX AND LICENSE FEES TO BE BILLED TO LESSEE AS THEY OCCUR.**

Lessee hereby authorizes this vehicle order, and agrees to lease the vehicle on the terms set forth herein and in the Master Equity Lease Agreement. In the event Lessee fails or refuses to accept delivery of the ordered vehicle, Lessee agrees that Lessor shall have the right to collect damages, including, but not limited to, a \$500 disposal fee, interest incurred, and loss of value.

**LESSEE** Huntley Community School District 158

**BY** \_\_\_\_\_ **TITLE** \_\_\_\_\_ **DATE** \_\_\_\_\_

\* INDICATES ITEMS TO BE BILLED ON DELIVERY.

<sup>1</sup> Capitalized price of vehicle may be adjusted to reflect final manufacturer's invoice, plus a pre delivery interest charge. Lessee hereby assigns to Lessor any manufacturer rebates and/or manufacturer incentives intended for the Lessee, which rebates and/or incentives have been used by Lessor to reduce the capitalized price of the vehicle.

<sup>2</sup> Monthly lease charge will be adjusted to reflect the interest rate on the delivery date (subject to a floor).

<sup>3</sup> The inclusion herein of references to maintenance fees/services are solely for the administrative convenience of Lessee. Notwithstanding the inclusion of such references in this [Invoice/Schedule/Quote], all such maintenance services are to be performed by Enterprise Fleet Management, Inc., and all such maintenance fees are payable by Lessee solely for the account of Enterprise Fleet Management, Inc., pursuant to that certain separate [Maintenance Agreement] entered into by and between Lessee and Enterprise Fleet Management, Inc.; provided that such maintenance fees are being billed by Enterprise FM Trust, and are payable at the direction of Enterprise FM Trust, solely as an authorized agent for collection on behalf of Enterprise Fleet Management, Inc.

**Other Totals**

Description	(B)illed or (C)apped	Price
Initial Administration Fee	B	\$ 299.00
Courtesy Delivery Fee	C	\$ 0.00
<b>Total Other Charges Billed</b>		\$ 299.00
<b>Total Other Charges Capitalized</b>		\$ 0.00
<b>Other Charges Total</b>		\$ 299.00

**VEHICLE INFORMATION:**

2025 Nissan Sentra SV 4dr Sedan - US

Series ID: 12115

**Pricing Summary:**

	<b>INVOICE</b>	<b>MSRP</b>
Base Vehicle	\$21,177	\$22,290.00
Total Options	\$596.00	\$695.00
Destination Charge	\$1,140.00	\$1,140.00
<b>Total Price</b>	<b>\$22,913.00</b>	<b>\$24,125.00</b>

**SELECTED COLOR:**

Exterior: QM1-(0 P) Fresh Powder  
 Interior: G-(0 I) Charcoal w/Upgraded Cloth Seat Trim

**SELECTED OPTIONS:**

<b>CODE</b>	<b>DESCRIPTION</b>	<b>INVOICE</b>	<b>MSRP</b>
B92	Body Colored Splash Guards (4-Piece)	\$210.00	\$245.00
B93	Clear Rear Bumper Protector	\$69.00	\$80.00
G_01	(0 I) Charcoal w/Upgraded Cloth Seat Trim	NC	NC
L92	Carpeted Floor Mats w/Trunk Mat	\$240.00	\$280.00
N94	Door Sill Plates	\$77.00	\$90.00
PAINT	Monotone Paint Application	STD	STD
QM1_02	(0 P) Fresh Powder	NC	NC
STDEN	Engine: 2.0L DOHC I-4	STD	STD
STDRD	Radio: AM/FM w/RDS/MP3/Aux-In	STD	STD
STDST	Front Bucket Seats	STD	STD
STDTM	Upgraded Cloth Seat Trim	STD	STD
STDTN	Transmission: Xtronic Continuously Variable (CVT)	STD	STD
STDTR	Tires: 205/60R16 All-Season	STD	STD
STDWL	Wheels: 16" Alloy	STD	STD

## CONFIGURED FEATURES:

### Body Exterior Features:

Number Of Doors 4  
Rear Cargo Door Type: trunk  
Driver And Passenger Mirror: power remote manual folding side-view door mirrors  
Door Handles: body-coloured  
Front And Rear Bumpers: body-coloured front and rear bumpers  
Rear Bumper Insert: body-coloured rear bumper insert  
Front Mud Flaps: front and rear mud flaps  
Body Material: fully galvanized steel body material  
Grille: black w/chrome accents grille

### Convenience Features:

Air Conditioning manual air conditioning  
Air Filter: air filter  
Cruise Control: cruise control with steering wheel controls, adaptive  
Trunk/Hatch/Door Remote Release: power cargo access remote release  
Fuel Remote Release: mechanical fuel remote release  
Power Windows: power windows with driver 1-touch down  
Remote Keyless Entry: yes remote keyless entry  
Illuminated Entry: illuminated entry  
Integrated Key Remote: integrated key/remote  
Auto Locking: auto-locking doors  
Passive Entry: Intelligent Key proximity key  
Valet Key: valet function  
Trunk FOB Controls: keyfob trunk/hatch/door release  
Steering Wheel: steering wheel with manual tilting, manual telescoping  
Day-Night Rearview Mirror: day-night rearview mirror  
Driver and Passenger Vanity Mirror: auxiliary driver and passenger-side visor mirrors  
Front Cupholder: front and rear cupholders  
Floor Console: full floor console with covered box  
Overhead Console: mini overhead console with storage  
Glove Box: glove box  
Driver Door Bin: driver and passenger door bins  
Rear Door Bins: rear door bins  
Seatback Storage Pockets: 1 seatback storage pockets  
IP Storage: bin instrument-panel storage  
Driver Footrest: driver's footrest  
Retained Accessory Power: retained accessory power  
Power Accessory Outlet: 1 12V DC power outlet

### Entertainment Features:

radio SiriusXM AM/FM/Satellite with seek-scan  
Radio Data System: radio data system  
Voice Activated Radio: voice activated radio  
Speed Sensitive Volume: speed-sensitive volume  
Steering Wheel Radio Controls: steering-wheel mounted audio controls  
Speakers: 8 speakers  
1st Row LCD: 2 1st row LCD monitor  
Wireless Connectivity: wireless phone connectivity  
Antenna: window grid antenna

### Lighting, Visibility and Instrumentation Features:

Headlamp Type delay-off reflector halogen headlamps  
Internally Adjustable Headlamps: manual-leveling headlights  
Auto-Dimming Headlights: High Beam Assist (HBA) auto high-beam headlights  
Front Wipers: variable intermittent wipers  
Rear Window Defroster: rear window defroster  
Tinted Windows: light-tinted windows  
Dome Light: dome light with fade

Front Reading Lights: front reading lights  
Ignition Switch: ignition switch light  
Variable IP Lighting: variable instrument panel lighting  
Display Type: analog appearance  
Tachometer: tachometer  
Exterior Temp: outside-temperature display  
Low Tire Pressure Warning: tire specific low-tire-pressure warning  
Park Distance Control: rear parking sensors  
Trip Computer: trip computer  
Trip Odometer: trip odometer  
Lane Departure Warning: lane departure  
Blind Spot Sensor: blind spot  
Front Pedestrian Braking: front pedestrian detection  
Forward Collision Alert: forward collision  
Water Temp Gauge: water temp. gauge  
Clock: digital clock  
Systems Monitor: driver information centre  
Rear Vision Camera: rear vision camera  
Oil Pressure Warning: oil-pressure warning  
Battery Warning: battery warning  
Lights On Warning: lights-on warning  
Key in Ignition Warning: key-in-ignition warning  
Low Fuel Warning: low-fuel warning  
Low Washer Fluid Warning: low-washer-fluid warning  
Door Ajar Warning: door-ajar warning  
Brake Fluid Warning: brake-fluid warning

#### Safety And Security:

ABS four-wheel ABS brakes  
Number of ABS Channels: 4 ABS channels  
Brake Assistance: brake assist  
Brake Type: four-wheel disc brakes  
Vented Disc Brakes: front ventilated disc brakes  
Spare Tire Type: compact spare tire  
Spare Tire Mount: spare tire mounted inside under cargo  
Driver Front Impact Airbag: driver and passenger front-impact airbags  
Driver Side Airbag: seat-mounted driver and passenger side-impact airbags  
Overhead Airbag: curtain 1st and 2nd row overhead airbag  
Knee Airbag: knee airbag  
Rear Side Airbag: rear side-impact-impact airbag  
Occupancy Sensor: front passenger airbag occupancy sensor  
Height Adjustable Seatbelts: height adjustable front seatbelts  
Seatbelt Pretensioners: front and rear seatbelt pre-tensioners  
3Point Rear Centre Seatbelt: 3 point rear centre seatbelt  
Side Impact Bars: side-impact bars  
Rear Child Safety Locks: rear child safety locks  
Ignition Disable: immobilizer  
Security System: security system  
Panic Alarm: panic alarm  
Electronic Stability: electronic stability  
Traction Control: ABS and driveline traction control  
Front and Rear Headrests: manual adjustable front head restraints  
Rear Headrest Control: 3 rear head restraints

#### Seats And Trim:

Seating Capacity max. seating capacity of 5  
Front Bucket Seats: front bucket seats  
Number of Driver Seat Adjustments: 6-way driver and passenger seat adjustments  
Reclining Driver Seat: manual reclining driver and passenger seats  
Driver Height Adjustment: manual height-adjustable driver and passenger seats  
Driver Fore/Aft: manual driver and passenger fore/aft adjustment

Front Centre Armrest Storage: front centre armrest  
Rear Seat Type: rear 60-40 split-bench seat  
Rear Folding Position: rear seat fold-forward seatback  
Leather Upholstery: premium cloth front and rear seat upholstery  
Door Trim Insert: cloth door panel trim  
Headliner Material: full cloth headliner  
Floor Covering: full carpet floor covering  
Shift Knob Trim: urethane shift knob  
Floor Mats: carpet front and rear floor mats  
Interior Accents: chrome/metal-look interior accents  
Cargo Space Trim: carpet cargo space  
Trunk Lid: carpet trunk lid/rear cargo door  
Cargo Mats: carpet cargo mat  
Cargo Light: cargo light

Standard Engine:

Engine 149-hp, 2.0-liter I-4 (regular gas)

Standard Transmission:

Transmission 2-speed CVT w/ OD



# FLEET MANAGEMENT





POWER OF  
ENTERPRISE  
DELIVERS  
BENEFITS TO OUR  
CLIENTS

MORE VEHICLES

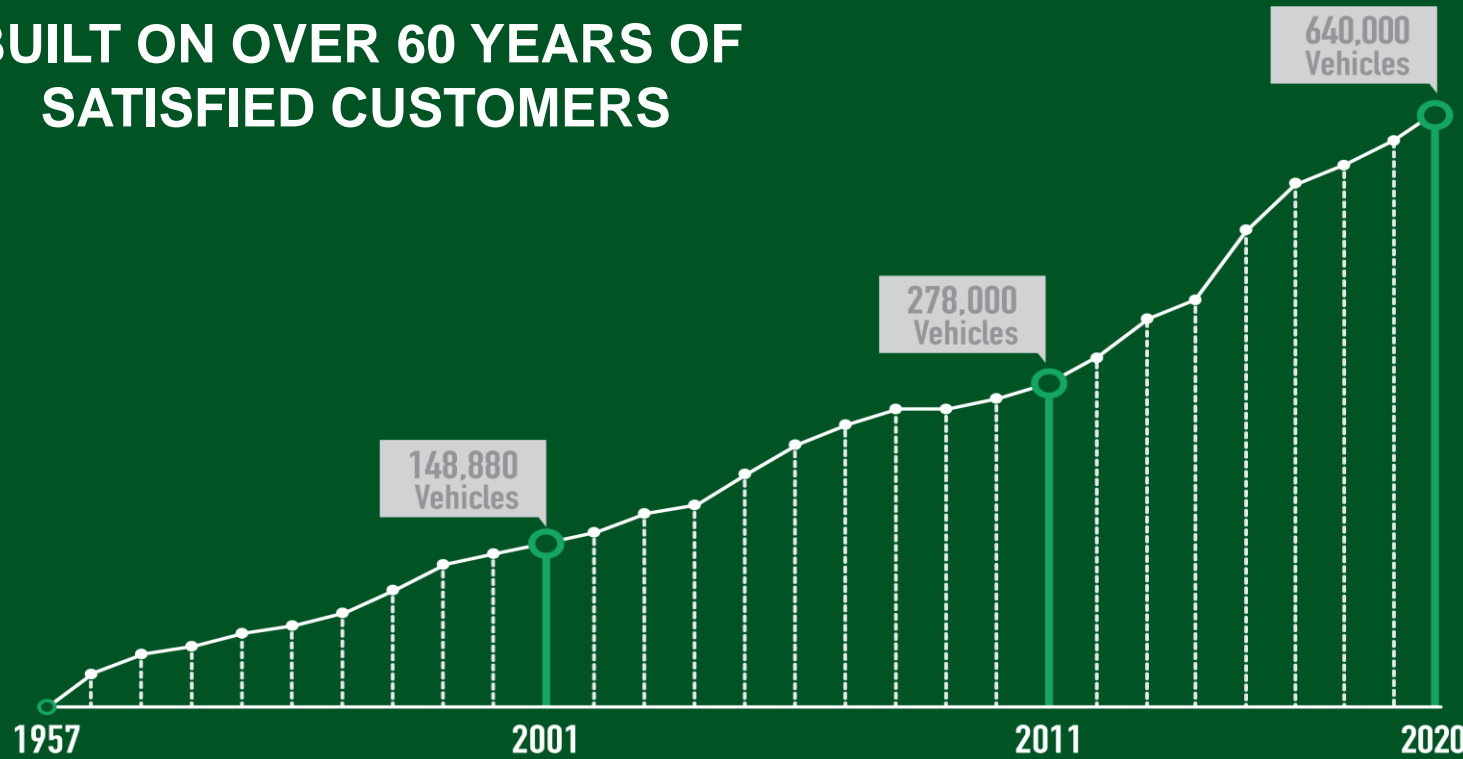
LOCAL TEAM

EXPERTISE

BUYING POWER



### STRUCTURAL STRENGTH BUILT ON OVER 60 YEARS OF SATISFIED CUSTOMERS



**2,000+**

Government Customers

**150,000+** 124

Government Vehicles Managed

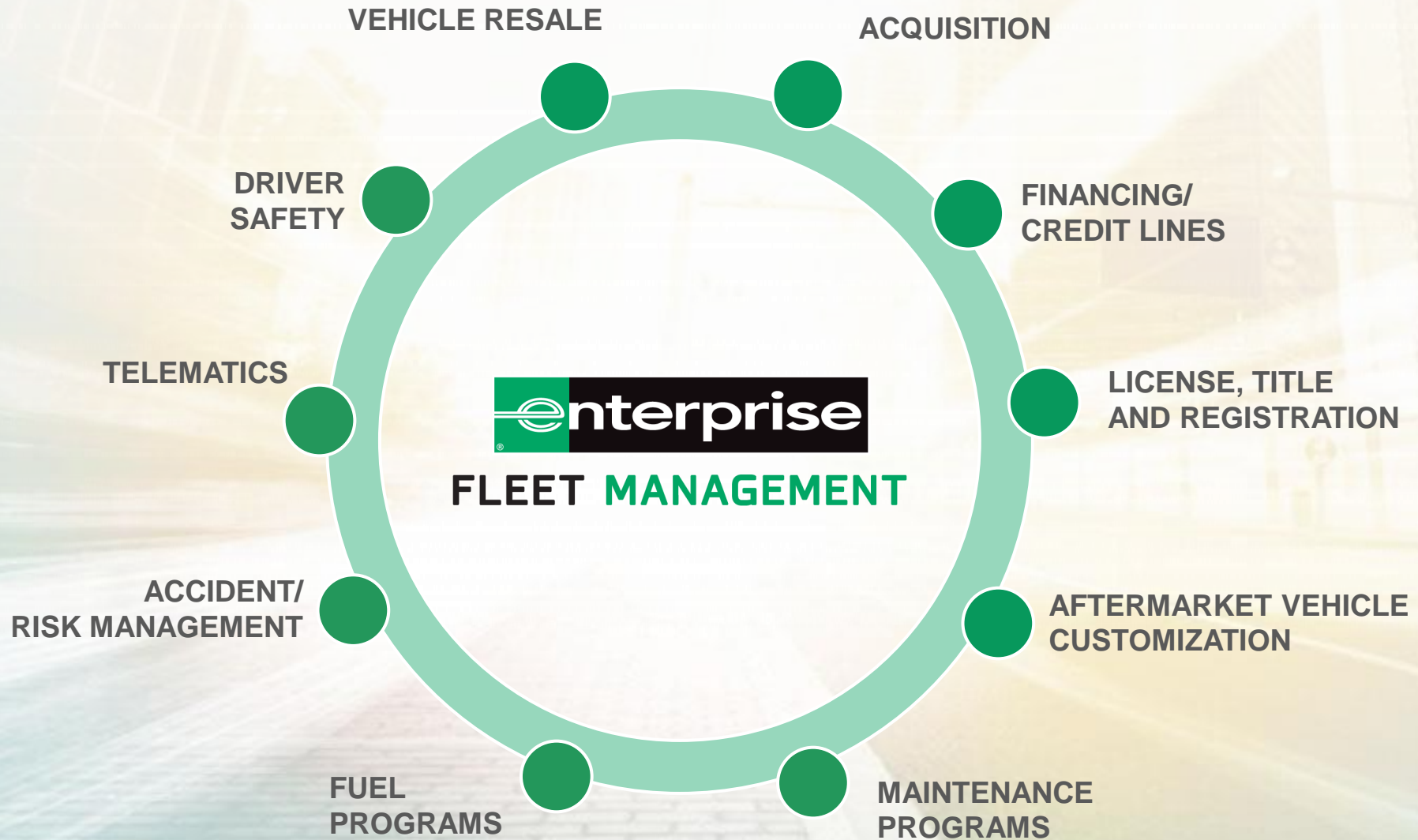
**65,000+**

Government Vehicles Leased

# REFERENCES



# DELIVERING SOLUTIONS. DRIVING RESULTS.





**Factory Ordering**



**Infrastructure On Stock**



**Incentive Strategy**



**Order Timing**



**Aftermarket Process & Logistics**

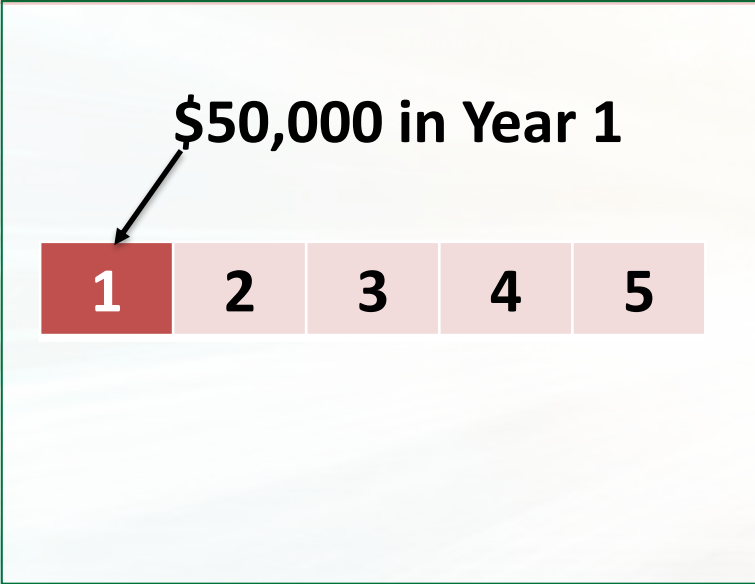
## Vehicle Selection

- Model lowest cost of ownership (TCO) with maximum field efficiency and satisfaction
- Establish fleet ID numbers with all manufacturers to track purchase history and negotiate incentives<sup>127</sup>
- Satisfy immediate needs with dealer inventory Proactively plan for MY2025 to put District 158 in best position to fulfill all vehicle needs
- Ability to consult on emerging technologies (ex. EV's)

## \$50,000 Vehicle

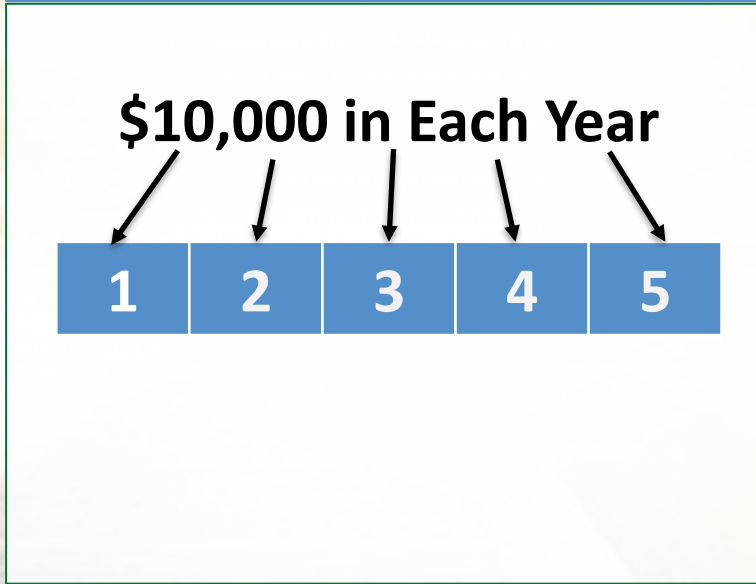
**1**  
Option

### Pay-Cash



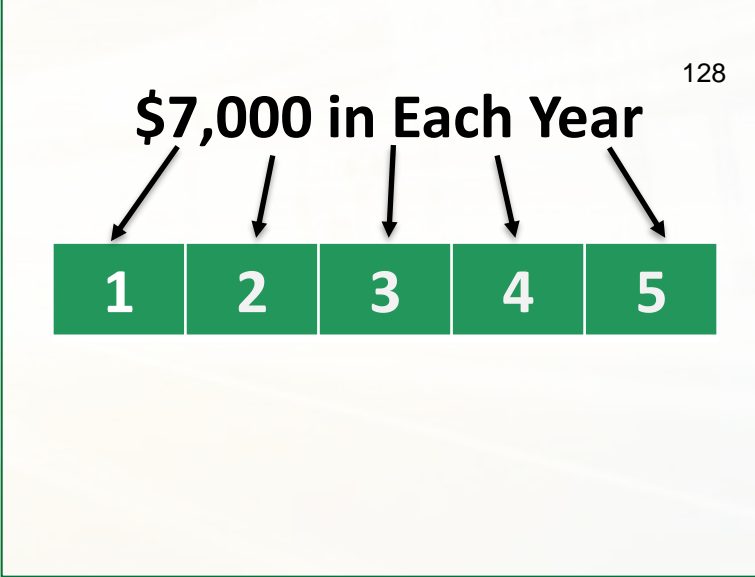
**2**  
Option

### Finance



**3**  
Option

### Open- End Lease



# MY2025 LINE UP CENTS PER MILE



## FLEET MANAGEMENT



	2025 Nissan Kicks S 4dr Front-Wheel Drive 21115	2025 Chevrolet Trax LS 4dr Front-Wheel Drive 1TR58	2025 Toyota Corolla Cross L 4dr Front-Wheel Drive 6301	2025 Nissan Altima S 4dr Front-Wheel Drive Sedan 13115	2025 Hyundai Kona SE 4dr Front-Wheel Drive Q1402F45	2025 Ford Escape Active 4dr Front-Wheel Drive U0G
Vehicle Type	SUV	SUV	SUV	Full-Size Sedan	SUV	SUV
Engine	2.0L DOHC 4-Cylinder	1.2L Ecotec Turbo DOHC DI w/VVT	2.0L Dynamic Force 4-Cylinder DOHC 16-Valve	2.5L DOHC 16-Valve 4-Cylinder	2.0L DOHC 16-Valve I-4-Cylinder DCVVT	1.5L EcoBoost
EPA MPG City	28	28	31	27	29	27
EPA MPG Highway	35	32	33	39	34	34
Acquisition Cost	\$21,428	\$20,907	\$23,858	\$24,201	\$24,080	\$28,479
Total Actual Depreciation	\$11,011	\$10,863	\$11,437	\$12,003	\$13,110	\$15,703
Total Fuel Cost	\$5,597	\$5,879	\$5,509	\$5,340	\$5,597	\$5,782
Total Maintenance Cost	\$5,017	\$5,017	\$5,017	\$4,769	\$5,017	\$5,017
Monthly Depreciation	\$321.42	\$313.61	\$357.87	\$363.02	\$361.20	\$427.19
Monthly Management Fee	\$21.43	\$20.91	\$23.86	\$24.20	\$24.08	\$28.48
Monthly Interest	\$73.87	\$72.13	\$81.98	\$83.12	\$82.72	\$97.39
Monthly Use Tax	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Monthly Payment with Tax	\$416.72	\$406.64	\$463.71	\$470.34	\$468.00	\$553.05
Lease Term	60 Months	60 Months	60 Months	60 Months	60 Months	60 Months
Holding Period	5 Years	5 Years	5 Years	5 Years	5 Years	5 Years
Annual Mileage	10,000	10,000	10,000	10,000	10,000	10,000
Cost Per Mile	\$0.60	\$0.60	\$0.61	\$0.62	\$0.65	\$0.73
RBV at Term	\$2,143	\$2,091	\$2,386	\$2,420	\$2,408	\$2,848
Expected Sales Price at Holding End	\$10,417	\$10,044	\$12,421	\$12,198	\$10,970	\$12,776
Estimated Equity at Term	\$8,274	\$7,953	\$10,035	\$9,778	\$8,562	\$9,928

# OPERATING EXPENSES

## Fixed Maintenance

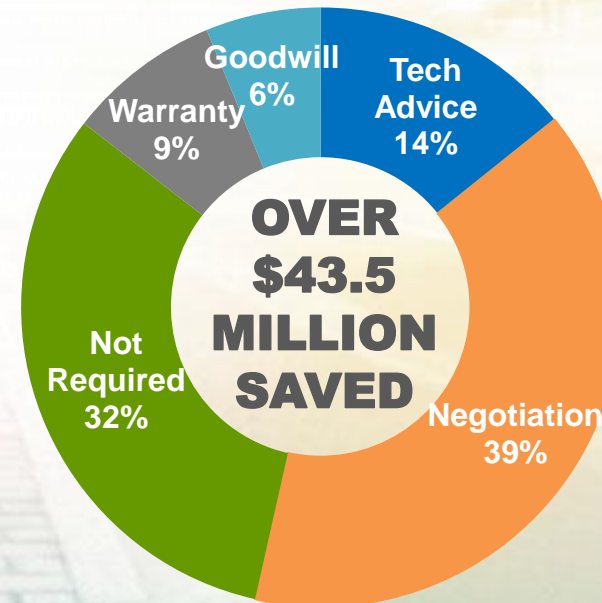
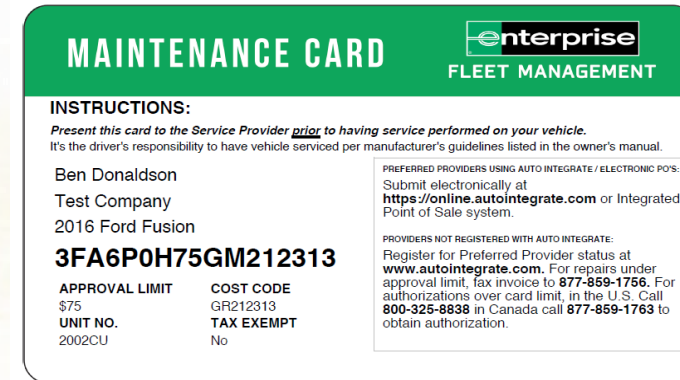


### Maintenance

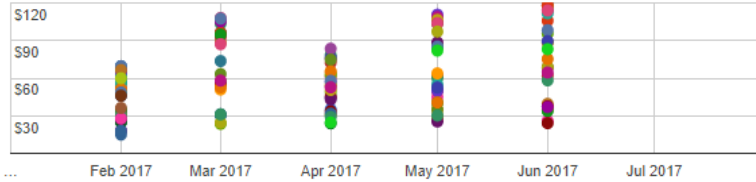
- Fixed monthly rate
- Access to any repair shop of your choice
- Included all Maintenance: Preventative, Repairs, Tires, Brakes and Major Repairs
- Includes: 24/7 Roadside, all major and minor repairs

### EFM Fuel Card

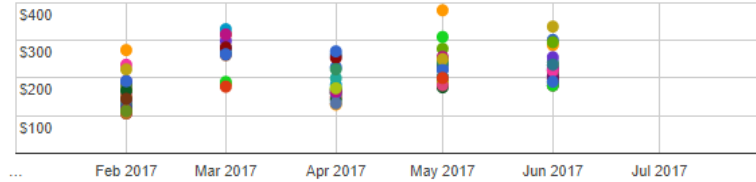
- Track and enforce fleet policy
- Purchase controls: abuse/unauthorized purchases
- 24/7 online account management



## MONTHLY FUEL SPEND OUTLIERS (80%)



## MONTHLY FUEL SPEND OUTLIERS ( 120%)



## ALERTS

- LACY61 Oil change due in 30 days
- LACW18 Oil change due in 30 days
- LAHF68 Oil change due now
- LAHR69 Oil change due is past due

[see all alerts >](#)

## MONTHLY FUEL SUMMARY

JULY 2017

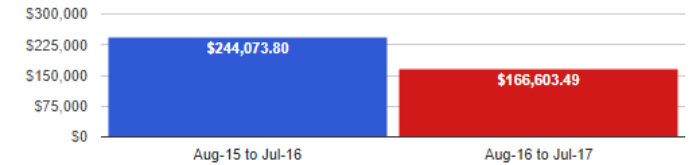
Spent on Fuel	\$4,459.67
Spent on Other	\$0.00
<b>Total Spent</b>	<b>\$4,459.67</b>
<b>Total Gallons</b>	<b>1898.757</b>
<b>Active Cards</b>	<b>56</b>

## MONTHLY FUEL SUMMARY BY GRADE

JULY 2017

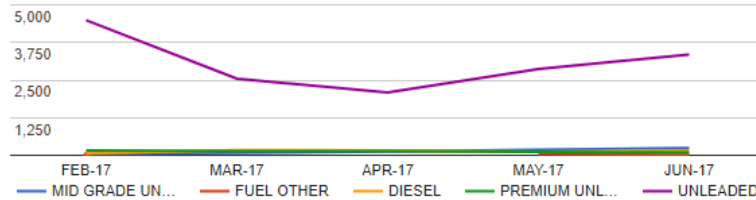
Grade	Avg Price/Gal.	Spent	Gallons Purchased
DIESEL	\$2.40	\$81.48	33.984
FUEL OTHER	\$3.24	\$43.72	13.513
MID GRADE UNLEADED	\$2.51	\$246.37	98.083
PREMIUM UNLEADED	\$2.98	\$136.88	45.927
UNLEADED	\$2.31	\$3,951.22	1707.27

## YEAR OVER YEAR FUEL TOTAL SPEND

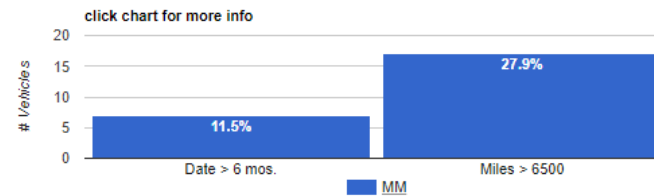


131

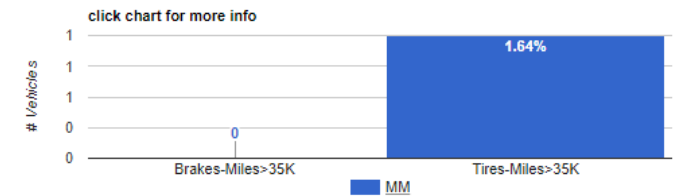
## MONTHLY FUEL GALLONS BY FUEL GRADE



## OIL CHANGE OUTLIERS



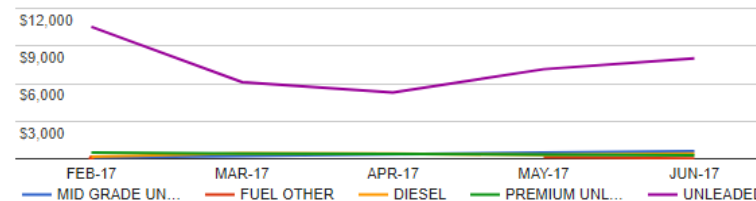
## BRAKES & TIRES OUTLIERS



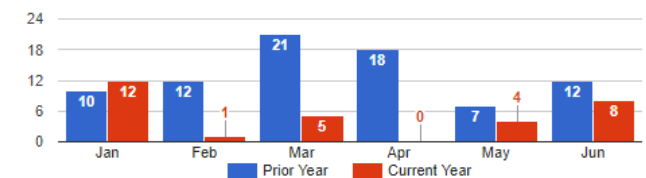
## FLEET MIX



## MONTHLY FUEL SPEND BY FUEL GRADE



## CITATIONS - TOTAL COUNT



# VEHICLE DISPOSAL

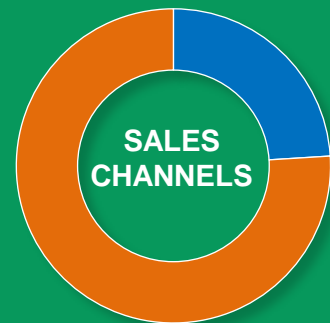
**600** DEDICATED  
REMARKETING EMPLOYEES



**150** REMARKETING  
LOTS IN NORTH AMERICA

IN 2024,  
ENTERPRISE  
**SOLD MORE THAN  
1,000,000  
VEHICLES**

132



■ AUCTION 15%  
■ DIRECT TO DEALER 85%

**19,000+**  
UNIQUE BUYERS



AT AN AVERAGE OF  
**10% ABOVE  
BLACK BOOK'S  
(CVI).**

# ANNUAL CLIENT REVIEW EXAMPLE

## » VEHICLE RESALE OVERVIEW - OPEN END (EQUITY) LEASES

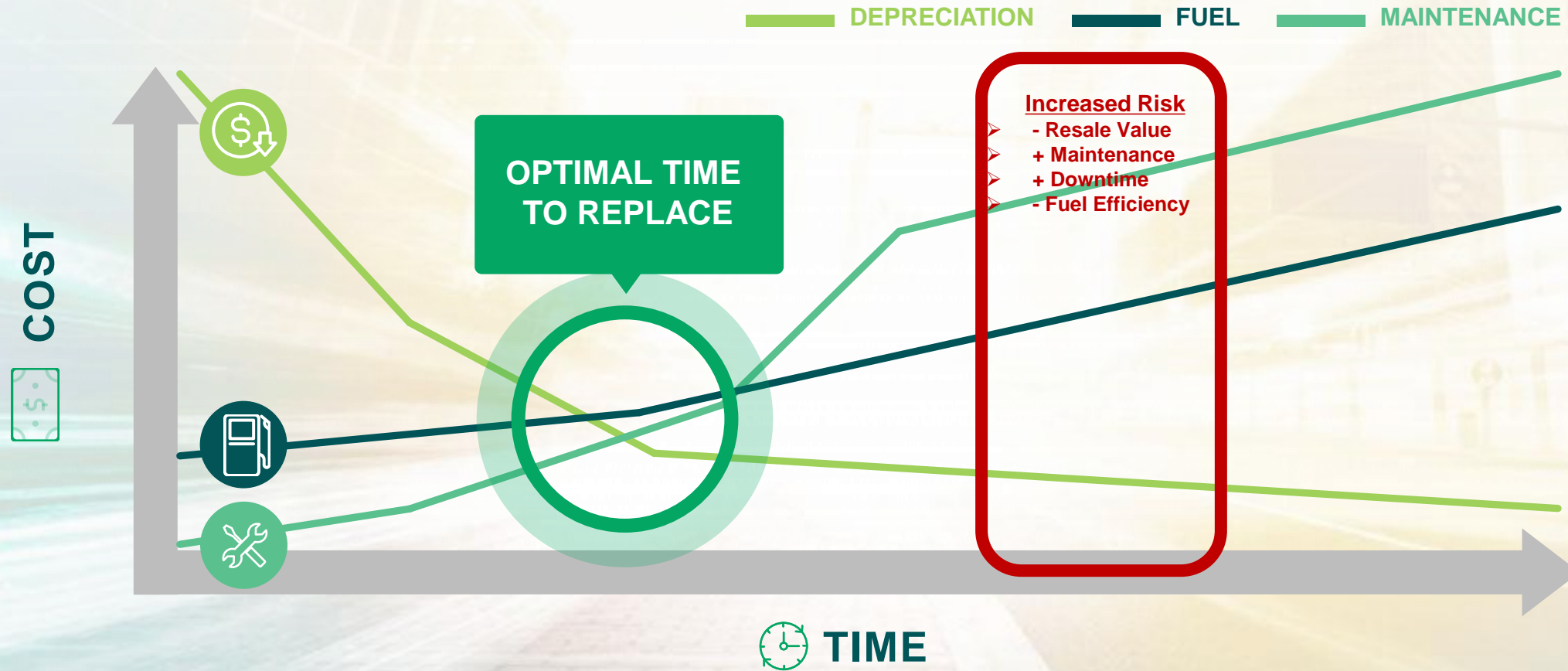
	Current Period	Prior Period	% Change
Number of Vehicles Sold	11	7	57.14% ↑
Average Months in Service	57.6	38.1	51.18% ↑
Average Ending Odometer	68,512	48,561	41.08% ↑
Average Days to Sell	27.18	19.14	42.01% ↑
Average Sale Price	\$16,927.27	\$23,521.43	28.03% ↓
Total Gain/Loss	\$176,998.92	\$118,511.62	49.35% ↑
Average Gain/Loss	\$16,090.81	\$16,930.23	4.96% ↓
% of Industry Benchmark	108.33%	111.40%	2.76% ↓
Average Condition Impact	\$731.82	\$250.00	192.73% ↑
Average Transport/Misc	\$101.82	\$100.00	1.82% ↑
Average Effective Depreciation	\$10,583.29	\$5,105.68	107.28% ↑

Customer Directed and Total Loss units are not included.

Effective Depreciation: \$184

# EFFECTIVE VEHICLE LIFECYCLE

Determining the right time to replace vehicles



## Simple Cost Per Mile: Based on one 3/4 Ton truck, 8k Annual Miles

Annual Miles	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000
Total Miles	8,000	16,000	24,000	32,000	40,000	48,000	56,000	64,000	72,000	80,000	
Term	12	24	36	48	60	72	84	96	108	120	
Maint Per Mile	\$0.05	\$0.07	\$0.09	\$0.11	\$0.13	\$0.15	\$0.17	\$0.19	\$0.21	\$0.23	
Miles Per Gallon	15	15	15	15	14	14	14	14	13	13	
Cost of Fuel	\$3.50	\$3.50	\$3.50	\$3.50	\$3.50	\$3.50	\$3.50	\$3.50	\$3.50	\$3.50	
<b>Cost Components</b>	<b>1 Yr. Hold</b>	<b>2 Yr. Hold</b>	<b>3 Yr. Hold</b>	<b>4 Yr. Hold</b>	<b>5 Yr. Hold</b>	<b>6 Yr. Hold</b>	<b>7 Yr. Hold</b>	<b>8 Yr. Hold</b>	<b>9 Yr. Hold</b>	<b>10 Yr. Hold</b>	
Delivered Cost	\$55,000	\$55,000	\$55,000	\$55,000	\$55,000	\$55,000	\$55,000	\$55,000	\$55,000	\$55,000	
Time In Months	12	24	36	48	60	72	84	96	108	120	
<b>Total Depreciation</b>	<b>\$4,583</b>	<b>\$2,292</b>	<b>\$1,528</b>	<b>\$1,146</b>	<b>\$917</b>	<b>\$764</b>	<b>\$655</b>	<b>\$573</b>	<b>\$509</b>	<b>\$458</b>	
Monthly Maintenance	\$33	\$47	\$60	\$73	\$87	\$100	\$95	\$105	\$125	\$140	
Monthly Fuel Cost	\$156	\$156	\$156	\$156	\$167	\$167	\$167	\$167	\$179	\$179	
<b>Total Monthly Operational Cost</b>	<b>\$189</b>	<b>\$202</b>	<b>\$216</b>	<b>\$229</b>	<b>\$253</b>	<b>\$267</b>	<b>\$262</b>	<b>\$272</b>	<b>\$304</b>	<b>\$319</b>	
Estimated Resale Value	\$45,000	\$40,000	\$35,000	\$30,000	\$25,000	\$17,000	\$10,000	\$5,000	\$2,500	\$1,000	
<b>Estimated Equity Per Month</b>	<b>\$3,750</b>	<b>\$1,667</b>	<b>\$972</b>	<b>\$625</b>	<b>\$417</b>	<b>\$236</b>	<b>\$119</b>	<b>\$52</b>	<b>\$23</b>	<b>\$8</b>	
<b>Monthly Cost with Resale</b>	<b>\$1,022</b>	<b>\$827</b>	<b>\$771</b>	<b>\$750</b>	<b>\$753</b>	<b>\$794</b>	<b>\$797</b>	<b>\$793</b>	<b>\$791</b>	<b>\$769</b>	
<b>Effective Cost per Mile</b>	<b>\$1.53</b>	<b>\$1.24</b>	<b>\$1.16</b>	<b>\$1.12</b>	<b>\$1.13</b>	<b>\$1.19</b>	<b>\$1.20</b>	<b>\$1.19</b>	<b>\$1.19</b>	<b>\$1.15</b>	

135



## **FLEET MANAGEMENT**

**Jenny Jochheim**

(630) 621-5250

[Jennifer.L.Jochheim@efleets.com](mailto:Jennifer.L.Jochheim@efleets.com)

Regular Meeting with Closed Session  
Thursday, April 17, 2025 6:00 PM Central

District Office  
650 Dr. John Burkey Drive  
Door 2  
Algonquin, IL 60102

Mr. Andrew Bittman: Present  
Mr. Sean Cratty: Present  
Mrs. Laura Murray: Present  
Mr. Tony Quagliano: Present  
Mr. Michael Thompson: Present  
Mr. Paul Troy: Present  
Mrs. Dana Wiley: Present  
Present: 7.

**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

Mr. Bittman called to order the Board of Education meeting at 5:59 p.m.

**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; **(2)** Collective negotiating matters; **(9)** Student Disciplinary; **(11)** Litigation; **(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** \_\_\_\_\_

Mr. Bittman moved and Mr. Quagliano seconded to enter into closed session at 6:00 p.m.

**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** \_\_\_\_\_

Mr. Bittman moved and Mr. Quagliano seconded to exit the closed session at 7:00 p.m.

**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** \_\_\_\_\_

Mr. Bittman resumed the regular meeting at 7:05 p.m.

**3.1. Action as Required / Roll Call** (Mr. Bittman)

Will come from the Board.

**Action:** Recommendation will come from the Board.

**Members:** Mr. Bittman, Mr. Cratty, Mrs. Murray, Mr. Quagliano, Mr. Thompson, Mr. Troy, Mrs. Wiley

No action came from the Board at this time.

4. **Pledge of Allegiance** (Mr. Bittman)

The following Huntley High Five winners will lead us in the pledge:

Peyton Podgorny - 1st grade Chesak Elementary, Tyler Koeppen - 5th grade Conley Elementary, Addison Munson - Kindergarten Mackeben Elementary, Aaron Vazquez - 5th grade Martin Elementary, Kane Torres - 1st grade Leggee Elementary, Adam Chalas - 7th grade Heineman Middle School, Olivia Jensen - 6th grade Marlowe Middle School, Natalie Adam - 9th grade Huntley High School and Thomas (Tobey) Hilario from the LIGHT Program

The Huntley High Five winners led us in the pledge. The students introduced themselves and Ms. Lombard read their nominations.

5. **Student Recognition** (Mr. Bittman)

The following students won the District 158 Young Authors Contest on April 4, 2025:

**Chesak Elementary:** Mackenzie Ehmen - Kindergarten, Caleb Giese - first grade, Emma Catillon - second grade

**Martin Elementary:** Nicholas Castillo - third grade, Julianna Gal - fourth grade, Vanessa Kamner fifth grade

**Mackeben Elementary:** Day Bozza - kindergarten, Daniela Grandolfo - first grade, Stella Selvaggio - second grade

**Conley Elementary:** Layla Panvino - third grade, Jasmine Pallos - fourth grade, Nicholas Grell - fifth grade

**Leggee Elementary:** Georgia Calderala - kindergarten, Kendall Thompson - first grade, Nathan Caderala - second grade, Kezia Patrick - third grade, Cecelia Calabrese - fourth grade, Cassi Ford - fifth grade

**Marlowe Middle School:** Susanna Kuna - seventh grade

**Heineman Middle School:** JD Gallagher - sixth grade

**Middle School Poetry:** Charlotte Lettieri - sixth grade Marlowe Middle School Presented by Michelle Busky, Christy Gibbs and Tammy Carpenter - Young Author Coordinators

The District 158 Young Author Contest winners were recognized. There were over 350 Young Author books submitted for the contest.

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.

Public comments were made thanking Tony Quagliano for his tremendous contributions to the district students, staff and community over the last twenty years and wishing him well in his school Board "retirement". Comments were made by William Geheren, Jennifer Troy, Scott Rowe, Michael Fleck, Don Drzal, Kathleen Trautmann, John Burkey, and Kevin Gentry.

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** \_\_\_\_\_

Mr. Bittman moved and Mr. Cratty seconded to adopt the agenda as presented.

8. **Superintendent's Report (R)** (Ms. Lombard)

Updates will be provided at this time.

**Recommendation:** For informational purposes only

Ms. Lombard presented the Superintendent updates.

9. **Assistant Superintendent Learning and Innovation (R)** (Dr. MacCrimdle)

Updates will be provided at this time.

**Recommendation:** For informational purposes only.

Dr. MacCrimdle presented the Learning and Innovation updates.

10. **Assistant Superintendent of Special Services (R)** (Mrs. Gill)

Updates will be provided at this time.

**Recommendation:** For informational purposes only.

Deanna Gill presented the Special Services updates. Debi Ryan and Carly Smith shared a presentation reviewing the Augmentative Alternative Communication used in District 158. The Board asked questions and discussed.

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

Updates will be provided at this time.

**Recommendation:** For informational purposes only.

Ms. Barr presented the Communication dashboard. The Board asked questions and discussed.

11.1. **FOIA Requests (R)** (Ms. Barr)

A monthly report on the FOIA requests is provided in the packet.

Ms. Barr presented the FOIA requests. The Board asked questions and discussed.

12. **Operations and Maintenance Updates (R)** (Mr. Lindquist)

Mr. Lindquist will provide Operations and Maintenance updates.

**Recommendation:** For informational purposes only

Mr. Lindquist presented the Operations and Maintenance updates.

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

13.1. **Board Discussion (D)** (Mr. Bittman)

The Board will discuss new business items.

No new items were discussed.

13.2. **Minutes (D)** (Mr. Bittman)

The following minutes have been prepared for review.

April 3, 2025 COW Meeting Minutes

**Recommendation:** Seeking to move these minutes forward for approval at the next Board of Education meeting.

The presented minutes were moved forward for approval at the next Board meeting.

13.3. **Recognizing Outgoing Board Members** (Mr. Bittman and Ms. Lombard)

Mr. Bittman and Ms. Lombard will recognize the outgoing board members and thank them for their contributions and dedication to District 158 students, staff and community.

Ms. Lombard thanked all community members who ran in the recent election. She then thanked the outgoing three Board members and presented them with a plaque for their service, and the new "Platinum Card" for attending District 158 events for their lifetime. Laura Murray, Paul Troy, Andy Bittman and Sean Cratty then thanked the outgoing members for their service. Tony Quagliano commented on his time on the Board and thanked the past and present Board Members and staff of District 158 who have contributed to his success through the years and his family for their sacrifice for his service.

14. **Consent Agenda** (A) (Mr. Bittman)

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:

Approval and adoption of the consent agenda. This motion, made by Mr. Andrew Bittman and seconded by Mr. Tony Quagliano, Passed.

Mr. Andrew Bittman: Yea, Sean Cratty: Yea, Mrs. Laura Murray: Yea, Mr. Tony Quagliano:

Yea, Mr. Michael Thompson: Yea, Mr. Paul Troy: Yea, Mrs. Dana Wiley: Yea

Yea: 7, Nay: 0

14.1. **Payables** (A) (Mr. Altmayer)

Mr. Altmayer will seek approval of the Purchase Orders issued at \$766,789.97; Accounts Payable issued at \$5,030.00; Imprest issued at \$129,147.53 and Disbursements issued at \$2,958,171.10, as presented.

**Recommendation:** Seeking approval by the Board as presented.

14.2. **Revenue Contracts** (A) (Mr. Altmayer)

Mr. Altmayer will seek approval of the revenue contracts for various fundraising activities.

**Recommendation:** Seeking approval of the Board as presented.

14.3. **Extra-Curricular Committee Recommendations** (A) (Mark Altmayer)

In accordance with the HEA Collective Bargaining Agreement, the Huntley Extra-Curricular Committee reviewed and recommended the following changes to the extra-curricular salary schedules for the 2025-2026 school year.

**Recommendation:** Seeking approval of the Board as presented.

14.4. **McHenry County Regional Safe School Program** (A) (Ms. Lombard)

The District and McHenry County are extending their Intergovernmental Agreement for the Safe School Program. The resolution was moved forward for approval at the April 3, 2025, Committee of the Whole meeting.

**Recommendation:** Seeking approval of the resolution as presented.

14.5. **Contract with EVunited to Purchase Four ChargePoint EV Charging Stations** (A) (Mr. Lindquist)

The purchase of EV charging stations from EVunited at the quoted price of \$103,558 was moved forward for approval at the April 3, 2025, Committee of the Whole meeting.

**Recommendation:** Seeking approval of the contract as presented.

14.6. **Fox Valley Fire proposal for Life Safety Systems Inspections Service Contract**

**Extension** (A) (Mr. Lindquist)

The Fox Valley Fire and Safety's three-year contract extension was moved forward for

approval at the April 3, 2025, Committee of the Whole meeting.

**Recommendation:** Seeking approval of the contract extension as presented.

14.7. **Minutes (A)** (Mr. Bittman)

The following minutes were presented for review and moved forward for approval at the March 20, 2025, Board of Education meeting:

March 13, 2025, COW Meeting Minutes

March 13, 2025, Executive Session Minutes

The following minutes were presented for review and moved forward for approval at the April 3, 2025, Committee of the Whole meeting:

March 20, 2025, BOE Meeting Minutes

March 20, 2025, Executive Session Minutes

**Recommendation:** Seeking approval of the minutes as presented.

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

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

15.1. **HR Personnel (A)** (Dr. Zehr)

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** \_\_\_\_\_

Approval of the personnel report. This motion, made by Mr. Andrew Bittman and seconded by Sean Cratty, Passed.

Mr. Andrew Bittman: Yea, Sean Cratty: Yea, Mrs. Laura Murray: Yea, Mr. Tony Quagliano:

Yea, Mr. Michael Thompson: Yea, Mr. Paul Troy: Yea, Mrs. Dana Wiley: Yea

Yea: 7, Nay: 0

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

Administration recommends approval of the Supplemental Purchase Orders Report at \$3,127,519.40 and Supplemental Accounts Payable at \$7,893.73 as presented.

**Recommendation:** Seeking approval by the Board as presented.

**Roll Call: Ayes / Nays / Motion** \_\_\_\_\_

Approval of the supplemental purchase orders and accounts payable as presented. This motion, made by Mr. Andrew Bittman and seconded by Mr. Tony Quagliano, Passed.

Mr. Andrew Bittman: Yea, Sean Cratty: Yea, Mrs. Laura Murray: Yea, Mr. Tony Quagliano:

Yea, Mr. Michael Thompson: Yea, Mr. Paul Troy: Yea, Mrs. Dana Wiley: Yea

Yea: 7, Nay: 0

16. **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.

Kathleen Trautmann commented on the Augmentative Alternative Communication program.

17. **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 \_\_\_\_\_**

Adjourn the meeting at 9:01 p.m. This motion, made by Mr. Andrew Bittman and seconded by Mr. Michael Thompson, Passed.

Mr. Andrew Bittman: Yea, Sean Cratty: Yea, Mrs. Laura Murray: Yea, Mr. Tony Quagliano:

Yea, Mr. Michael Thompson: Yea, Mr. Paul Troy: Yea, Mrs. Dana Wiley: Yea

Yea: 7, Nay: 0

Submitted by,

Sharon Piemonte, Board Operations

Melissa Maiorino, Board Secretary

\_\_\_\_\_  
President

\_\_\_\_\_  
Date

\_\_\_\_\_  
Secretary

\_\_\_\_\_  
Date

Special Meeting Minutes  
Tuesday, April 29, 2025 6:00 PM Central

District Office  
650 Dr. John Burkey Drive  
Door 2  
Algonquin, IL 60102

Mr. Andrew Bittman: Present  
Rich Bobby: Present  
Sean Cratty: Present  
Andy Fekete: Present  
Melissa Maiorino: Present  
Mrs. Laura Murray: Present  
Mr. Tony Quagliano: Present  
Mr. Michael Thompson: Present  
Mr. Paul Troy: Present  
Mrs. Dana Wiley: Absent

Present: 9, Absent: 1.

1. **Call to Order / Roll Call (A)** (Mr. Bittman)

Call to Order the Special Meeting for Tuesday at \_\_\_\_\_ p.m.

A quorum must be met.

**Roll Call: Ayes 6 / Absent 1 / Motion Carried**

**Members:** Mr. Quagliano, Mr. Troy, Mr. Cratty, Mr. Bittman, Mrs. Murray, Mr. Thompson, Mrs. Wiley

Mr. Bittman called to order the Special Board of Education Meeting on Tuesday, April 29, 2025 at 6:00 p.m.

2. **Pledge of Allegiance** (Mr. Bittman)

The Board of Education led us in the Pledge of Allegiance.

3. **Public Comment** 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.

Kari Cross made comments about the special education program and the Board of Education and the board leadership.

4. **Minutes (A)** (Mr. Bittman)

4.1. **Minutes (A)** (Mr. Bittman)

The following minutes are presented for review and will be moved forward for approval at the next Board of Education meeting.

April 17, 2025 Regular Meeting Minutes

**Recommendation:** Seeking to move these minutes forward for approval at the next regular Board of Education meeting.

April 17, 2025 minutes were moved forward for approval at the next Board of Education meeting.

4.2. **Minutes (A)** (Mr. Bittman)

The following minutes were reviewed at the April 17, 2025 Board of Education meeting and are presented for approval.

April 3, 2025 COW Meeting Minutes

April 3, 2025 Executive Session Minutes

**Recommendation:** Seeking approval of the Board as presented.

**Roll Call: Ayes 6 / Nays 0 / Motion Carried**

Mr. Bittman moved and Mr. Troy seconded to approve the April 3, 2025 COW meeting Minutes and the April 3, 2025 Executive Session minutes as presented.

5. **Results of Canvass from the April 1, 2025 Consolidated Election (R) (Mr. Bittman)**

Discussion: The Canvass results from the McHenry County Clerk and Kane County Clerk will be shared and seeking adoption of the results as presented (Policy 2:30). Motion and a 2nd required.

**Roll Call: Ayes 6 / Nays 0 / Motion Carried**

**Attachments:** (1)

Mr. Bittman moved and Mrs. Murray seconded to adopt the Canvass results from the April 1, 2025 Consolidated Election.

6. **Adjourn Sine Die (A) (Mr. Bittman)**

The Board follows Roberts Rules and the traditional of *adjourn sine die* before reorganizing. Motion to adjourn this portion of the meeting.

**Voice Call: Ayes 6 / Nays 0 / Motion Carried**

Mr. Bittman moved and Mr. Troy seconded to adjourn sine die before reorganizing.

7. **Oath of Office of New Board Members and Reaffirmation of Current Board Members (A) (Mr. Bittman)**

As part of the Organizational Board of Education meeting (Policy 2:210), the school board members take an official oath according to P.A. 49-0881 and Policy 2:80 and adopt the Code of Conduct.

Rich Bobby, Sean Cratty, Andy Fekete, Melissa Maiorino and Paul Troy took the Oath of Office as new board members or as a reaffirmation.

8. **Seat New Board Members / Call to Order / Roll Call (A) (Mr. Bittman)**

Resume the special meeting on Thursday, April 29, 2025 at \_\_\_\_\_ p.m. to seat the new members, election of officers, and set the meeting time and place for the 2025-2026 regular meetings (Policy 2:210). A quorum must be met.

**Roll Call: Ayes 7 / Nays 0 / Absent 0 / Motion Carried**

Mr. Bittman resumed the April 29, 2025 Special Board of Education meeting at 6:12 p.m. to seat the new members, election of officers, and set the meeting time and place for the 2025-2026 regular meetings. A quorum was met.

9. **Nominations of Board of Education Officers (President)**

Nominations are in order for the Election of BOE Officers: President, Vice President, and Secretary. The Secretary naming Sharon Piemonte to continue as the Recording Secretary of the Board. A motion and a second are required for election of officers.

**Roll Call: Ayes 7 / Nays 0 / Motion Carried**

Mrs. Murray nominated Mr. Bittman for president, presented her reasoning and Mr. Bittman seconded the nomination.

**Roll Call: Ayes 2 / Nays 5**

**Ayes: Mrs. Murray, Mr. Bittman / Nays: Mr. Bobby, Mr. Cratty, Mr. Fekete, Mrs. Maiorino, Paul Troy**

Mr. Bobby nominated Mr. Troy for president and Mr. Fekete seconded the nomination. Mr. Troy was elected Board of Education President and accepted the position.

**Roll Call: Ayes 4 / Nays 2 / Abstain 1**

**Ayes: Mr. Bobby, Mr. Cratty, Mr. Fekete, Mrs. Maiorino / Nays: Mr. Bittman, Mrs. Murray / Abstain: Paul Troy**

Mr. Fekete nominated Sean Cratty as Vice President and Mrs. Maiorino seconded the nomination.

Mr. Cratty was elected Board of Education Vice President and accepted the position.

**Roll Call: Ayes 4 / Nays 2 / Abstain 1**

**Ayes: Mr. Bobby, Mr. Fekete, Mrs. Maiorino, Mr. Troy / Nays: Mr. Bittman, Mrs. Murray / Abstain: Mr. Cratty**

Mr. Bobby nominated Mrs. Maiorino as Secretary and Mr. Fekete seconded the nomination.

Mrs. Maiorino was elected Board of Education Secretary and accepted the position.

**Roll Call: Ayes 6 / Nays 0 / Abstain 1**

**Ayes: Mr. Bittman, Mr. Bobby, Mr. Cratty, Mr. Fekete, Mrs. Murray, Mr. Troy / Abstain: Mrs. Maiorino**

The Secretary naming Sharon Piemonte to continue as the Recording Secretary of the Board.

**10. Establish Regular Meetings 2025-2026 (A) (President)**

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 is requesting the Board to continue with the 3rd Thursday of each month, except for November.

Establish the meeting location in the Administrative Building in the Board Room, beginning at 6:00 p.m. (Policy 2:210) Motion and a 2nd required.

**Voice Call: Ayes 7 / Nays 0 / Motion Carried**

Establish Regular Meetings 2025-2026. This motion, made by Mr. Paul Troy and seconded by Sean Cratty, Passed.

Mr. Andrew Bittman: Yea, Rich Bobby: Yea, Sean Cratty: Yea, Andy Fekete: Yea, Melissa Maiorino: Yea, Mrs. Laura Murray: Yea, Mr. Paul Troy: Yea

Yea: 7, Nay: 0

**11. Mandatory Board Training (R) (President)**

State law requires any school board member either appointed or elected to complete the four-hour Professional Development Leadership Training with the first year of his or her first term. In addition, a board member is required to complete training on the Performance Evaluation Reform Act (PERA). (Policy 2:120)

The Board is activated in Illinois Association of School Boards so they can complete their mandatory school board trainings.

12. **Committee Structure 2025-2026 (D)** (*President*)

The Board President makes all Board committee appointments, subject to Board approval (Policy 2:150). Members are asked to submit three committee preferences to the President prior to the next regular meeting.

Mr. Troy received the Board members preferences for Committees and will determine the appointments.

13. **Adjournment (A)** (*President*)

Motion to adjourn the meeting at 6:20 p.m.

**Voice Call: Ayes 7 / Nays 0 / Motion Carried**

Adjourn the April 29, 2025 Special Board of Education Meeting at 6:20 p.m. This motion, made by Mr. Paul Troy and seconded by Sean Cratty, Passed.

Mr. Andrew Bittman: Yea, Rich Bobby: Yea, Sean Cratty: Yea, Andy Fekete: Yea,

Melissa Maiorino: Yea, Mrs. Laura Murray: Yea, Mr. Paul Troy: Yea

Yea: 7, Nay: 0

Submitted by,  
Sharon Piemonte, Board Operations  
Melissa Maiorino, Board Secretary

\_\_\_\_\_  
President

\_\_\_\_\_  
Date

\_\_\_\_\_  
Secretary

\_\_\_\_\_  
Date

**Huntley Community School District 158 – Board of Education  
Personnel Report  
May 15, 2025**

**2024-2025 Staff Retirements**

Donna Runyon

- Purchasing Clerk/District Office
- 20 Years of Service

Janice Colton

- Cook/High School
- 18 Years of Service

**Administration**

<b>Replacements</b>	<b>Location</b>	<b>Name</b>	<b>Salary</b>	<b>Effective Date</b>
Principal	Heineman	Stephen Mogni (N)	\$112,750.00	July 1, 2025
Associate Principal	High School	Shaina Poczowski (T)	\$115,000.00	July 1, 2025

**Certified**

<b>New Position</b>	<b>Location</b>	<b>Name</b>	<b>Salary</b>	<b>Effective Date</b>
Teacher/Third Grade	Leggee	Amy Goldberg (T)	M24/24 \$96,524.00	August 11, 2025
Teacher/First Grade	Leggee	Catherine Johnson (T)	B0/4 \$51,168.00	August 11, 2025
MTSS Interventionist	Marlowe	Christina Bidinger (T)	M45/13 \$77,667.00	August 11, 2025
Teacher/Multilingual	High School	Delia Garza (T)	B0/5 \$52,447.00	August 11, 2025
Teacher/Special Education	Martin	Sandra Smith (T)	M45/99 \$109,644.22	August 11, 2025
Instructional Coach	Chesak	Maggie Hoffman (T)	M12/13 \$71,771.00	August 11, 2025
Instructional Coach	Chesak	Elizabeth Casas (T)	B12/7 \$56,342.00	August 11, 2025

<b>Replacements</b>	<b>Location</b>	<b>Name</b>	<b>Salary</b>	<b>Effective Date</b>
Teacher/Second Grade/ Dual Language	Chesak	Sonalia Taveras (T)	B12/7 \$56,342.00	August 11, 2025
Teacher/First Grade/ Dual Language	Chesak	Maria Lopez (T)	B0/4 \$51,168.00	August 11, 2025
Teacher/First Grade	Leggee	Tiffany Van Yzendoorn (T)	M12/23 \$91,872.00	August 11, 2025
Teacher/First Grade	Leggee	Amanda Brinkman (T)	M45/13 \$77,667.00	August 11, 2025
Teacher/Kindergarten	Mackeben	Kathryn Jaklic (T)	M0/2 \$53,365.00	August 11, 2025
Teacher/Special Education	High School	Katherine Rogers (N)	M24/11 \$70,020.00	August 11, 2025
Teacher/Special Education	ECC	Elena Medina (T)	B0/6 \$53,758.00	August 11, 2025

**Huntley Community School District 158 – Board of Education  
Personnel Report  
May 15, 2025**

Teacher/Special Education	Chesak	Kaitlyn DeWulf (T)	B0/5 \$52,447.00	August 11, 2025
Teacher/Special Education	Martin	Amanda Lemke (T)	M36/17 \$83,435.00	August 11, 2025
Instructional Coach	Martin	Courtney Gotsch (T)	M45/19 \$90,069.00	August 11, 2025
Instructional Coach	Conley	Emily Hedrick (T)	M12/10 \$66,646.00	August 11, 2025
Instructional Coach	Leggee	Kristi Wise (T)	M24/23 \$94,169.00	August 11, 2025
MTSS Facilitator	Leggee	Michele Busky (T)	M45/99 \$109,644.22	August 11, 2025
MTSS Interventionist	Leggee	Jaime DeBlieck (T)	M45/23 \$99,420.00	August 11, 2025
MTSS Interventionist	Marlowe	Gabrielle Clark (T)	M0/11 \$66,646.00	August 11, 2025
Social Worker	High School	Jennifer Adams (N)	M45/12 \$75,772.00	August 11, 2025

<b>Change in Assignment, Status or Position</b>	<b>Location</b>	<b>Name</b>	<b>Salary</b>	<b>Effective Date</b>
Teacher/Kindergarten	Mackeben	Elizabeth Gore	M36/20 \$89,850.00	August 11, 2025
Teacher/Kindergarten	Mackeben	Keyera Shaw	B0/6 \$53,758.00	August 11, 2025
Teacher/Second Grade	Mackeben	Trisha Svendsen	B12/99 \$79,817.11	August 11, 2025
Teacher/Second Grade	Mackeben	Magen Berg	M36/10 \$70,191.00	August 11, 2025
Nurse	High School	Lora Viers	B12/12 \$63,745.00	August 11, 2025

<b>Resignations</b>	<b>Location</b>	<b>Name</b>	<b>Salary/Reason</b>	<b>Effective Date</b>
Social Worker	Leggee	Haley Antczak	\$51,968.00/Voluntary	May 23, 2025
Social Worker	Martin	Ashley Scurte	\$59,973.00/Voluntary	May 23, 2025
Social Worker	Marlowe	Chelsea Ciardello	\$51,715.00/Voluntary	May 23, 2025
Psychologist	High School	Chris Hansen	\$58,225.00/Voluntary	May 23, 2025

**Educational Support**

<b>Replacements</b>	<b>Location</b>	<b>Name</b>	<b>Salary</b>	<b>Effective Date</b>
Cook	Mackeben	Herlinda Ramos (T)	\$15.50 per hour	April 28, 2025
Bus Driver	Transportation	Amanda Robertson (N)	\$21.50 per hour	April 28, 2025
Maintenance Technician 1	High School	Joseph Santinello (N)	\$28.00 per hour	TBD

**Huntley Community School District 158 – Board of Education  
Personnel Report  
May 15, 2025**

Change in Assignment, Status or Position	Location	Name	Salary	Effective Date
Nurse	Conley	Gina Griffith	\$TBD	August 11, 2025
Nurse	Leggee	Stella Cosgray	\$TBD	August 11, 2025
Nurse	Martin	Sarah Lubas	\$TBD	August 11, 2025

Resignations	Location	Name	Salary/Reason	Effective Date
Purchasing Clerk	District Office	Donna Runyon	\$24.04 per hour/ Retirement	May 28, 2025
Cook	High School	Janice Colton	\$17.80 per hour/ Retirement	May 22, 2025
Paraprofessional	High School	Emily Kirwin	\$16.75 per hour/ Voluntary	June 26, 2025
Paraprofessional	ECC	Kimber Brown	\$21.35 per hour/ Voluntary	May 23, 2025
Paraprofessional	ECC	Shaelyn O’Rilley	\$17.51 per hour/ Voluntary	May 23, 2025
Bus Driver	Transportation	McKenzie Moe	\$21.50 per hour/ Voluntary	April 22, 2025
Family Engagement Liaison	District Office	Jill Shadel	\$71,375.02/Voluntary	May 23, 2025

**Extra-Curricular**

Sport/Activity	Home School	Name	Amount	Effective
Lacrosse Girls (Asst)	Out of District	Ashley Zolen	\$4,235.00	2024-25 School Year
Football (Asst) – 0.5	Out of District	William Bihun	\$2,414.00	2025-26 School Year
Speech Pathologists Team Leader (0.5)	Martin	Debra Ryan	\$1,500.00	2025-26 School Year
Speech Pathologists Team Leader (0.5)	Martin	Jamie DeYoung	\$1,500.00	2025-26 School Year
Music Team Leader – Elementary (0.5)	Martin	Jennifer Karl	\$1,524.00	2025-26 School Year
Music Team Leader – Elementary (0.5)	Chesak	Kimberly Cramer	\$1,252.00	2025-26 School Year

**Extra Days**

Name	Job Title	Location	Extra Days 2025-2026
Jenny Capozziello	Nurse – HESPA	Chesak	8
Christine Laird	MTSS Facilitator	Chesak	2
Gina Griffith	Nurse – HEA	Conley	6
Jenni Browne	MTSS Facilitator	Conley	2

**Huntley Community School District 158 – Board of Education  
Personnel Report  
May 15, 2025**

Robin Maxwell	Instructional Technology – TOSA	District Office	25
Paul Nordan	Guidance Counselor	Heineman	5
Shannon Mansfield	Guidance Counselor	Heineman	5
Caryn Hursey	Nurse – HESPA	Heineman	6
Chris Baran	Media Aide	Heineman	1
Shilo DeYoung	MTSS Facilitator	Heineman	2
Marsha Walker	Nurse – HESPA	High School	6
Lora Viers	Nurse – HESPA	High School	2
Lindsie Teson	Nurse – HESPA	High School	6
Holly Bahling	Nurse – HESPA	High School	6
Carolyn Frasor	Guidance Counselor	High School	3
Julie Atchley	Guidance Counselor	High School	3
Laura Martens	Guidance Counselor	High School	3
Maureen Chambers	Guidance Counselor	High School	6
Dean'na Caruso	Guidance Counselor	High School	3
James Messina	Guidance Counselor	High School	6
Samantha Skubak	Guidance Counselor	High School	3
Toni Klein	Guidance Counselor	High School	6
Karen Miller	Guidance Counselor	High School	7
Danielle Rewiako	Guidance Counselor	High School	7
Katie Pfligler	Guidance Counselor	High School	3
Michele Busky	MTSS Facilitator	Leggee	2
Juliann Ossler	Nurse – HESPA	Leggee	7.5
Stella Cosgray	Nurse – HESPA	Leggee	2.5
Maggie Rodriguez	Nurse – HEA	Mackeben	5
Samantha Rosenthal	MTSS Facilitator	Mackeben	2
Jen Farr	Nurse – HESPA	Marlowe	5
Latoya Smith	Nurse – HESPA	Marlowe	5
Tracy Bucaro	Guidance Counselor	Marlowe	5
Katie Wuich	Guidance Counselor	Marlowe	5
Tamra Schuring	Guidance Counselor	Marlowe	5
Lisa McCallister	Media Aide	Marlowe	5

**Huntley Community School District 158 – Board of Education  
Personnel Report  
May 15, 2025**

Lynda Byrne	Media Aide	Marlowe	5
Erin Wagner	Assistive Technology Facilitator	TBD	5
Debi Ryan	SLP/AAC	Martin	5
Heidi Fish	Nurse – HESPA	Martin	5
Jennifer Raines	MTSS Facilitator	Martin	2
Sarah Lubas	Nurse – HESPA	Martin	2.5

**Summer Positions**

<b>Position</b>	<b>Name</b>	<b>Amount</b>	<b>Effective Dates</b>
Summer School Case Manager	Kevin Ross	\$3,240.00	June 2-26, 2025
Summer School Secretary	Tara Manning	\$17.87 per hour	June 2-26, 2025
Summer School Nurse	Lora Viers	\$45.00 per hour	June 2-26, 2025
ESY Teacher	Jennifer Boyd	\$3,240.00	June 2-26, 2025
ESY Teacher	Paul Brass	\$3,240.00	June 2-26, 2025
ESY Teacher	Stevie Burton	\$3,240.00	June 2-26, 2025
ESY Teacher	Ryan Edwards	\$3,240.00	June 2-26, 2025
ESY Teacher	James Garvalia	\$3,240.00	June 2-26, 2025
ESY Teacher	Keely Grasse	\$3,240.00	June 2-26, 2025
ESY Teacher	Maggie Hoffman	\$3,240.00	June 2-26, 2025
ESY Teacher	Kalie Jarka	\$3,240.00	June 2-26, 2025
ESY Teacher	Patricia Krebs	\$3,240.00	June 2-26, 2025
ESY Teacher	Terri McLaughlin	\$3,240.00	June 2-26, 2025
ESY Teacher	Stephanie Newman	\$3,240.00	June 2-26, 2025
ESY Teacher	Alla Obabko	\$3,240.00	June 2-26, 2025
ESY Teacher	Allison Olsen	\$3,240.00	June 2-26, 2025
ESY Teacher	Karen Parchutz	\$3,240.00	June 2-26, 2025
ESY Teacher	Wilmer Partida	\$3,240.00	June 2-26, 2025
ESY Teacher	Samantha Riesen	\$3,240.00	June 2-26, 2025
ESY Teacher	Haley Sabie	\$3,240.00	June 2-26, 2025

**Huntley Community School District 158 – Board of Education  
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May 15, 2025**

ESY Teacher	Alexa Saylor	\$3,240.00	June 2-26, 2025
ESY Teacher	Elizabeth Shields	\$3,240.00	June 2-26, 2025
ESY Teacher	Amy Tetrev	\$3,240.00	June 2-26, 2025
ESY Teacher	Ashley Vial	\$3,240.00	June 2-26, 2025
ESY Teacher	McKenzie Weinberg	\$3,240.00	June 2-26, 2025
ESY Teacher	Kelley Whalen	\$3,240.00	June 2-26, 2025
ESY Social Worker	Cara Contreras	\$3,240.00	June 2-26, 2025
ESY Social Worker	Kimberly Kowalski	\$3,240.00	June 2-26, 2025
ESY Social Worker	Emilie Stadtfeld	\$3,240.00	June 2-26, 2025
ESY Social Worker	Andrea Swanson	\$3,240.00	June 2-26, 2025
ESY Speech Language Pathologist	Jamie DeYoung	\$3,240.00	June 2-26, 2025
ESY Speech Language Pathologist	Tonya Moran	\$3,240.00	June 2-26, 2025
ESY Speech Language Pathologist	Debra Ryan	\$3,240.00	June 2-26, 2025
ESY Speech Language Pathologist	Erika Whalen	\$3,240.00	June 2-26, 2025
ESY Occupational Therapist	Marlene Vogt	\$60.98 per hour	June 2-26, 2025
ESY Occupational Therapist	Alexandria Zell	\$44.62 per hour	June 2-26, 2025
ESY Physical Therapist	Laura Kent	\$46.05 per hour	June 2-26, 2025
ESY Nurse	Heidi Fish	\$45.00 per hour	June 2-26, 2025
ESY Nurse	Gina Griffith	\$45.00 per hour	June 2-26, 2025
ESY Nurse	Kristie Waters	\$45.00 per hour	June 2-26, 2025
ESY Hearing Itinerant	Jill Kelly	\$72.31 per hour	June 2-26, 2025
ESY Paraprofessional	Kristen Belin	\$25.00 per hour	June 2-26, 2025
ESY Paraprofessional	Breanna Bogucki	\$25.00 per hour	June 2-26, 2025
ESY Paraprofessional	Rebecca Boniak	\$25.00 per hour	June 2-26, 2025
ESY Paraprofessional	Joan Bryczek	\$25.00 per hour	June 2-26, 2025
ESY Paraprofessional	Kathryn Burns	\$25.00 per hour	June 2-26, 2025
ESY Paraprofessional	Jennifer Christiansen	\$25.00 per hour	June 2-26, 2025
ESY Paraprofessional	Jesal Desai	\$25.00 per hour	June 2-26, 2025

**Huntley Community School District 158 – Board of Education  
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ESY Paraprofessional	Lisa Ericson	\$25.00 per hour	June 2-26, 2025
ESY Paraprofessional	Kathleen Fricilone	\$25.00 per hour	June 2-26, 2025
ESY Paraprofessional	Cheryl Ganassin	\$25.00 per hour	June 2-26, 2025
ESY Paraprofessional	Erica Garcia	\$25.00 per hour	June 2-26, 2025
ESY Paraprofessional	William Geheren	\$25.00 per hour	June 2-26, 2025
ESY Paraprofessional	Shelly Goettelmann	\$25.00 per hour	June 2-26, 2025
ESY Paraprofessional	Andrea Goodnite	\$25.00 per hour	June 2-26, 2025
ESY Paraprofessional	Kristi Gumucio	\$25.00 per hour	June 2-12, 2025
ESY Paraprofessional	Cynthia Hodill	\$25.00 per hour	June 2-26, 2025
ESY Paraprofessional	Emma Hoyou	\$25.00 per hour	June 2-26, 2025
ESY Paraprofessional	Valerie Jackson	\$25.00 per hour	June 2-26, 2025
ESY Paraprofessional	Chris Karns	\$25.00 per hour	June 2-26, 2025
ESY Paraprofessional	Jennifer Ketz	\$25.00 per hour	June 2-26, 2025
ESY Paraprofessional	Emily Kirwin	\$25.00 per hour	June 2-26, 2025
ESY Paraprofessional	Lola Kossivas	\$25.00 per hour	June 2-26, 2025
ESY Paraprofessional	Wioletta Krawcewicz	\$25.00 per hour	June 2-26, 2025
ESY Paraprofessional	SuzAnn Leis	\$25.00 per hour	June 2-26, 2025
ESY Paraprofessional	Kathleen Lewandowski	\$25.00 per hour	June 2-26, 2025
ESY Paraprofessional	Madalyn Marino	\$25.00 per hour	June 2-26, 2025
ESY Paraprofessional	Orhideea Matesan	\$25.00 per hour	June 2-26, 2025
ESY Paraprofessional	Kayla McElfresh	\$25.00 per hour	June 2-26, 2025
ESY Paraprofessional	Eileen Minick	\$25.00 per hour	June 2-26, 2025
ESY Paraprofessional	Bala Mosali	\$25.00 per hour	June 2-26, 2025
ESY Paraprofessional	Cynthia Murphy	\$25.00 per hour	June 2-26, 2025
ESY Paraprofessional	Marcie Nosek	\$25.00 per hour	June 2-26, 2025
ESY Paraprofessional	Kenna Owensby	\$25.00 per hour	June 2-26, 2025
ESY Paraprofessional	Lynnette Pace	\$25.00 per hour	June 2-26, 2025
ESY Paraprofessional	Jennifer Pharis	\$25.00 per hour	June 2-26, 2025

**Huntley Community School District 158 – Board of Education  
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May 15, 2025**

ESY Paraprofessional	Justin Precour	\$25.00 per hour	June 2-26, 2025
ESY Paraprofessional	Francene Robb	\$25.00 per hour	June 2-26, 2025
ESY Paraprofessional	Kayla Rodriguez	\$25.00 per hour	June 2-26, 2025
ESY Paraprofessional	Tania Santiago	\$25.00 per hour	June 2-26, 2025
ESY Paraprofessional	Tracy Sarcinelli	\$25.00 per hour	June 2-26, 2025
ESY Paraprofessional	Jeanine Schmidt	\$25.00 per hour	June 2-26, 2025
ESY Paraprofessional	Alyssa Starkey	\$25.00 per hour	June 2-26, 2025
ESY Paraprofessional	Lee Stiff	\$25.00 per hour	June 16-26, 2025
ESY Paraprofessional	Thajika Subasinghege	\$25.00 per hour	June 2-26, 2025
ESY Paraprofessional	Cheryl Sula	\$25.00 per hour	June 2-26, 2025
ESY Paraprofessional	Dorota Trela	\$25.00 per hour	June 2-26, 2025
ESY Paraprofessional	Sarah Tunzi	\$25.00 per hour	June 2-26, 2025
ESY Paraprofessional	Sheila Wolch	\$25.00 per hour	June 2-26, 2025
ESY Paraprofessional	Denise Zamudio	\$25.00 per hour	June 2-26, 2025
ESY Paraprofessional	Elise Zarate	\$25.00 per hour	June 2-26, 2025
ESY Paraprofessional	Hillary Zurek	\$25.00 per hour	June 2-26, 2025
ESY Bus Aide	Cynthia Murphy	\$17.51 per hour	June 2-26, 2025

**Mandated Leaves**

Type	Location	Number of Staff
FMLA	ECC	1
FMLA	Leggee	1
FMLA	Marlowe	1
FMLA	High School	1

**Non-Mandated Leaves**

Type	Location	Number of Staff
One Year Personal Unpaid Leave of Absence for the 2025-26 School Year	Marlowe	1

**Huntley Community School District 158 – Board of Education  
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May 15, 2025**

**2024-2025 Staff Retirements**

Donna Runyon

- Purchasing Clerk/District Office
- 20 Years of Service

Janice Colton

- Cook/High School
- 18 Years of Service

**Administration**

Replacements	Location	Name	Salary	Effective Date
Principal	Heineman	Stephen Mogni (N)	\$112,750.00	July 1, 2025
Associate Principal	High School	Shaina Poczowski (T)	\$115,000.00	July 1, 2025

**Certified**

New Position	Location	Name	Salary	Effective Date
Teacher/Third Grade	Leggee	Amy Goldberg (T)	M24/24 \$96,524.00	August 11, 2025
Teacher/First Grade	Leggee	Catherine Johnson (T)	B0/4 \$51,168.00	August 11, 2025
MTSS Interventionist	Marlowe	Christina Bidinger (T)	M45/13 \$77,667.00	August 11, 2025
Teacher/Multilingual	High School	Delia Garza (T)	B0/5 \$52,447.00	August 11, 2025
Teacher/Special Education	Martin	Sandra Smith (T)	M45/99 \$109,644.22	August 11, 2025
Instructional Coach	Chesak	Maggie Hoffman (T)	M12/13 \$71,771.00	August 11, 2025
Instructional Coach	Chesak	Elizabeth Casas (T)	B12/7 \$56,342.00	August 11, 2025

Replacements	Location	Name	Salary	Effective Date
Teacher/Second Grade/ Dual Language	Chesak	Sonalia Taveras (T)	B12/7 \$56,342.00	August 11, 2025
Teacher/First Grade/ Dual Language	Chesak	Maria Lopez (T)	B0/4 \$51,168.00	August 11, 2025
Teacher/First Grade	Leggee	Tiffany Van Yzendoorn (T)	M12/23 \$91,872.00	August 11, 2025
Teacher/First Grade	Leggee	Amanda Brinkman (T)	M45/13 \$77,667.00	August 11, 2025
Teacher/Kindergarten	Mackeben	Kathryn Jaklic (T)	M0/2 \$53,365.00	August 11, 2025
Teacher/Special Education	High School	Katherine Rogers (N)	M24/11 \$70,020.00	August 11, 2025
Teacher/Special Education	ECC	Elena Medina (T)	B0/6 \$53,758.00	August 11, 2025

**Huntley Community School District 158 – Board of Education  
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Teacher/Special Education	Chesak	Kaitlyn DeWulf (T)	B0/5 \$52,447.00	August 11, 2025
Teacher/Special Education	Martin	Amanda Lemke (T)	M36/17 \$83,435.00	August 11, 2025
Instructional Coach	Martin	Courtney Gotsch (T)	M45/19 \$90,069.00	August 11, 2025
Instructional Coach	Conley	Emily Hedrick (T)	M12/10 \$66,646.00	August 11, 2025
Instructional Coach	Leggee	Kristi Wise (T)	M24/23 \$94,169.00	August 11, 2025
MTSS Facilitator	Leggee	Michele Busky (T)	M45/99 \$109,644.22	August 11, 2025
MTSS Interventionist	Leggee	Jaime DeBlicek (T)	M45/23 \$99,420.00	August 11, 2025
MTSS Interventionist	Marlowe	Gabrielle Clark (T)	M0/11 \$66,646.00	August 11, 2025
Social Worker	High School	Jennifer Adams (N)	M45/12 \$75,772.00	August 11, 2025
School Counselor	High School	Katie Pfligler (N)	M24/6 \$61,888.00	August 11, 2025

Change in Assignment, Status or Position	Location	Name	Salary	Effective Date
Teacher/Kindergarten	Mackeben	Elizabeth Gore	M36/20 \$89,850.00	August 11, 2025
Teacher/Kindergarten	Mackeben	Keyera Shaw	B0/6 \$53,758.00	August 11, 2025
Teacher/Second Grade	Mackeben	Trisha Svendsen	B12/99 \$79,817.11	August 11, 2025
Teacher/Second Grade	Mackeben	Magen Berg	M36/10 \$70,191.00	August 11, 2025
Nurse	High School	Lora Viers	B12/12 \$63,745.00	August 11, 2025

Resignations	Location	Name	Salary/Reason	Effective Date
Social Worker	Leggee	Haley Antczak	\$51,968.00/Voluntary	May 23, 2025
Social Worker	Martin	Ashley Scurte	\$59,973.00/Voluntary	May 23, 2025
Social Worker	Marlowe	Chelsea Ciardello	\$51,715.00/Voluntary	May 23, 2025
Psychologist	High School	Chris Hansen	\$58,225.00/Voluntary	May 23, 2025

**Educational Support**

Replacements	Location	Name	Salary	Effective Date
Cook	Mackeben	Herlinda Ramos (T)	\$15.50 per hour	April 28, 2025
Bus Driver	Transportation	Amanda Robertson (N)	\$21.50 per hour	April 28, 2025
Maintenance Technician 1	High School	Joseph Santinello (N)	\$28.00 per hour	TBD

**Huntley Community School District 158 – Board of Education  
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<b>Change in Assignment, Status or Position</b>	<b>Location</b>	<b>Name</b>	<b>Salary</b>	<b>Effective Date</b>
Nurse	Conley	Gina Griffith	\$TBD	August 11, 2025
Nurse	Leggee	Stella Cosgray	\$TBD	August 11, 2025
Nurse	Martin	Sarah Lubas	\$TBD	August 11, 2025

<b>Resignations</b>	<b>Location</b>	<b>Name</b>	<b>Salary/Reason</b>	<b>Effective Date</b>
Purchasing Clerk	District Office	Donna Runyon	\$24.04 per hour/ Retirement	May 28, 2025
Cook	High School	Janice Colton	\$17.80 per hour/ Retirement	May 22, 2025
Paraprofessional	High School	Emily Kirwin	\$16.75 per hour/ Voluntary	June 26, 2025
Paraprofessional	ECC	Kimber Brown	\$21.35 per hour/ Voluntary	May 23, 2025
Paraprofessional	ECC	Shaelyn O'Rilley	\$17.51 per hour/ Voluntary	May 23, 2025
Bus Driver	Transportation	McKenzie Moe	\$21.50 per hour/ Voluntary	April 22, 2025
Family Engagement Liaison	District Office	Jill Shadel	\$71,375.02/Voluntary	May 23, 2025

**Extra-Curricular**

<b>Sport/Activity</b>	<b>Home School</b>	<b>Name</b>	<b>Amount</b>	<b>Effective</b>
Lacrosse Girls (Asst)	Out of District	Ashley Zolen	\$4,235.00	2024-25 School Year
Football (Asst) – 0.5	Out of District	William Bihun	\$2,414.00	2025-26 School Year
Speech Pathologists Team Leader (0.5)	Martin	Debra Ryan	\$1,500.00	2025-26 School Year
Speech Pathologists Team Leader (0.5)	Martin	Jamie DeYoung	\$1,500.00	2025-26 School Year
Music Team Leader – Elementary (0.5)	Martin	Jennifer Karl	\$1,524.00	2025-26 School Year
Music Team Leader – Elementary (0.5)	Chesak	Kimberly Cramer	\$1,252.00	2025-26 School Year

**Extra Days**

<b>Name</b>	<b>Job Title</b>	<b>Location</b>	<b>Extra Days 2025-2026</b>
Jenny Capozziello	Nurse – HESPA	Chesak	8
Christine Laird	MTSS Facilitator	Chesak	2
Gina Griffith	Nurse – HEA	Conley	6
Jenni Browne	MTSS Facilitator	Conley	2

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Robin Maxwell	Instructional Technology – TOSA	District Office	25
Paul Nordan	Guidance Counselor	Heineman	5
Shannon Mansfield	Guidance Counselor	Heineman	5
Caryn Hursey	Nurse – HESPA	Heineman	6
Chris Baran	Media Aide	Heineman	1
Shilo DeYoung	MTSS Facilitator	Heineman	2
Marsha Walker	Nurse – HESPA	High School	6
Lora Viers	Nurse – HESPA	High School	2
Lindsie Teson	Nurse – HESPA	High School	6
Holly Bahling	Nurse – HESPA	High School	6
Carolyn Frasor	Guidance Counselor	High School	3
Julie Atchley	Guidance Counselor	High School	3
Laura Martens	Guidance Counselor	High School	3
Maureen Chambers	Guidance Counselor	High School	6
Dean'na Caruso	Guidance Counselor	High School	3
James Messina	Guidance Counselor	High School	6
Samantha Skubak	Guidance Counselor	High School	3
Toni Klein	Guidance Counselor	High School	6
Karen Miller	Guidance Counselor	High School	7
Danielle Rewiako	Guidance Counselor	High School	7
Katie Pfligler	Guidance Counselor	High School	3
Michele Busky	MTSS Facilitator	Leggee	2
Juliann Ossler	Nurse – HESPA	Leggee	7.5
Stella Cosgray	Nurse – HESPA	Leggee	2.5
Maggie Rodriguez	Nurse – HEA	Mackeben	5
Samantha Rosenthal	MTSS Facilitator	Mackeben	2
Jen Farr	Nurse – HESPA	Marlowe	5
Latoya Smith	Nurse – HESPA	Marlowe	5
Tracy Bucaro	Guidance Counselor	Marlowe	5
Katie Wuich	Guidance Counselor	Marlowe	5
Tamra Schuring	Guidance Counselor	Marlowe	5
Lisa McCallister	Media Aide	Marlowe	5

**Huntley Community School District 158 – Board of Education  
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May 15, 2025**

Lynda Byrne	Media Aide	Marlowe	5
Erin Wagner	Assistive Technology Facilitator	TBD	5
Debi Ryan	SLP/AAC	Martin	5
Heidi Fish	Nurse – HESPA	Martin	5
Jennifer Raines	MTSS Facilitator	Martin	2
Sarah Lubas	Nurse – HESPA	Martin	2.5

**Summer Positions**

<b>Position</b>	<b>Name</b>	<b>Amount</b>	<b>Effective Dates</b>
Summer School Case Manager	Kevin Ross	\$3,240.00	June 2-26, 2025
Summer School Secretary	Tara Manning	\$17.87 per hour	June 2-26, 2025
Summer School Nurse	Lora Viers	\$45.00 per hour	June 2-26, 2025
ESY Teacher	Jennifer Boyd	\$3,240.00	June 2-26, 2025
ESY Teacher	Paul Brass	\$3,240.00	June 2-26, 2025
ESY Teacher	Stevie Burton	\$3,240.00	June 2-26, 2025
ESY Teacher	Ryan Edwards	\$3,240.00	June 2-26, 2025
ESY Teacher	James Garvalia	\$3,240.00	June 2-26, 2025
ESY Teacher	Keely Grasse	\$3,240.00	June 2-26, 2025
ESY Teacher	Maggie Hoffman	\$3,240.00	June 2-26, 2025
ESY Teacher	Kalie Jarka	\$3,240.00	June 2-26, 2025
ESY Teacher	Patricia Krebs	\$3,240.00	June 2-26, 2025
ESY Teacher	Terri McLaughlin	\$3,240.00	June 2-26, 2025
ESY Teacher	Stephanie Newman	\$3,240.00	June 2-26, 2025
ESY Teacher	Alla Obabko	\$3,240.00	June 2-26, 2025
ESY Teacher	Allison Olsen	\$3,240.00	June 2-26, 2025
ESY Teacher	Karen Parchutz	\$3,240.00	June 2-26, 2025
ESY Teacher	Wilmer Partida	\$3,240.00	June 2-26, 2025
ESY Teacher	Samantha Riesen	\$3,240.00	June 2-26, 2025
ESY Teacher	Haley Sabie	\$3,240.00	June 2-26, 2025

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ESY Teacher	Alexa Saylor	\$3,240.00	June 2-26, 2025
ESY Teacher	Elizabeth Shields	\$3,240.00	June 2-26, 2025
ESY Teacher	Amy Tetrev	\$3,240.00	June 2-26, 2025
ESY Teacher	Ashley Vial	\$3,240.00	June 2-26, 2025
ESY Teacher	McKenzie Weinberg	\$3,240.00	June 2-26, 2025
ESY Teacher	Kelley Whalen	\$3,240.00	June 2-26, 2025
ESY Social Worker	Cara Contreras	\$3,240.00	June 2-26, 2025
ESY Social Worker	Kimberly Kowalski	\$3,240.00	June 2-26, 2025
ESY Social Worker	Emilie Stadtfeld	\$3,240.00	June 2-26, 2025
ESY Social Worker	Andrea Swanson	\$3,240.00	June 2-26, 2025
ESY Speech Language Pathologist	Jamie DeYoung	\$3,240.00	June 2-26, 2025
ESY Speech Language Pathologist	Tonya Moran	\$3,240.00	June 2-26, 2025
ESY Speech Language Pathologist	Debra Ryan	\$3,240.00	June 2-26, 2025
ESY Speech Language Pathologist	Erika Whalen	\$3,240.00	June 2-26, 2025
ESY Occupational Therapist	Marlene Vogt	\$60.98 per hour	June 2-26, 2025
ESY Occupational Therapist	Alexandria Zell	\$44.62 per hour	June 2-26, 2025
ESY Physical Therapist	Laura Kent	\$46.05 per hour	June 2-26, 2025
ESY Nurse	Heidi Fish	\$45.00 per hour	June 2-26, 2025
ESY Nurse	Gina Griffith	\$45.00 per hour	June 2-26, 2025
ESY Nurse	Kristie Waters	\$45.00 per hour	June 2-26, 2025
ESY Hearing Itinerant	Jill Kelly	\$72.31 per hour	June 2-26, 2025
ESY Paraprofessional	Kristen Belin	\$25.00 per hour	June 2-26, 2025
ESY Paraprofessional	Breanna Bogucki	\$25.00 per hour	June 2-26, 2025
ESY Paraprofessional	Rebecca Boniak	\$25.00 per hour	June 2-26, 2025
ESY Paraprofessional	Joan Bryczek	\$25.00 per hour	June 2-26, 2025
ESY Paraprofessional	Kathryn Burns	\$25.00 per hour	June 2-26, 2025
ESY Paraprofessional	Jennifer Christiansen	\$25.00 per hour	June 2-26, 2025
ESY Paraprofessional	Jesal Desai	\$25.00 per hour	June 2-26, 2025

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ESY Paraprofessional	Lisa Ericson	\$25.00 per hour	June 2-26, 2025
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ESY Paraprofessional	Kathleen Lewandowski	\$25.00 per hour	June 2-26, 2025
ESY Paraprofessional	Madalyn Marino	\$25.00 per hour	June 2-26, 2025
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ESY Paraprofessional	Kayla McElfresh	\$25.00 per hour	June 2-26, 2025
ESY Paraprofessional	Eileen Minick	\$25.00 per hour	June 2-26, 2025
ESY Paraprofessional	Bala Mosali	\$25.00 per hour	June 2-26, 2025
ESY Paraprofessional	Cynthia Murphy	\$25.00 per hour	June 2-26, 2025
ESY Paraprofessional	Marcie Nosek	\$25.00 per hour	June 2-26, 2025
ESY Paraprofessional	Kenna Owensby	\$25.00 per hour	June 2-26, 2025
ESY Paraprofessional	Lynnette Pace	\$25.00 per hour	June 2-26, 2025
ESY Paraprofessional	Jennifer Pharis	\$25.00 per hour	June 2-26, 2025

**Huntley Community School District 158 – Board of Education  
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May 15, 2025**

ESY Paraprofessional	Justin Precour	\$25.00 per hour	June 2-26, 2025
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ESY Paraprofessional	Tania Santiago	\$25.00 per hour	June 2-26, 2025
ESY Paraprofessional	Tracy Sarcinelli	\$25.00 per hour	June 2-26, 2025
ESY Paraprofessional	Jeanine Schmidt	\$25.00 per hour	June 2-26, 2025
ESY Paraprofessional	Alyssa Starkey	\$25.00 per hour	June 2-26, 2025
ESY Paraprofessional	Lee Stiff	\$25.00 per hour	June 16-26, 2025
ESY Paraprofessional	Thajika Subasinghege	\$25.00 per hour	June 2-26, 2025
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ESY Paraprofessional	Sheila Wolch	\$25.00 per hour	June 2-26, 2025
ESY Paraprofessional	Denise Zamudio	\$25.00 per hour	June 2-26, 2025
ESY Paraprofessional	Elise Zarate	\$25.00 per hour	June 2-26, 2025
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**Mandated Leaves**

Type	Location	Number of Staff
FMLA	ECC	1
FMLA	Leggee	1
FMLA	Marlowe	1
FMLA	High School	1

**Non-Mandated Leaves**

Type	Location	Number of Staff
One Year Personal Unpaid Leave of Absence for the 2025-26 School Year	Marlowe	1



# Huntley Community School District 158

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

Date: May 15, 2025  
 To: Board of Education and Administration  
 From: Adam Zehr, Assistant Superintendent for Human Resources  
 Subject: Northwestern Medicine Worksite Wellness Statement of Work

**Executive Summary**

In an effort to improve the health of our employees and reduce the overall cost of the district’s health insurance plan, the Administration is pleased to present a Statement of Work for Health Evaluation Services with Northwestern Medicine.

The outcomes-based program is designed to measure, motivate and reward members for achieving their goals, as well as identify at risk individuals before their symptoms lead to larger medical issues.

Each employee that is part of the health insurance plan will have an opportunity to complete a biometric screening and online health risk assessment. As a result, each employee will then receive a personal health evaluation report, with immediate intervention, health coaching as well as several online resources helping to create a course of action that leads to improved health.

The fee per completed health care evaluation and screening would be \$112 per employee for 2025.

Year	Number of Participants	Cost per Employee
2017	267 (33%)	\$120
2018	298 (37%)	\$120
2019	402 (50%)	\$110
2020	656 (79%)	\$110
2021	624 (75%)	\$110
2022	650 (78%)	\$110
2023	637 (76%)	\$110
2024	646 (77%)	\$112
2025	TBD	\$112

**Recommendation**

Seeking approval of the Board of the Statement of Work as presented.

### Worksite Wellness Statement of Work

This form sets forth the terms and conditions for the services and description of services.

- 1.If applicable, client will provide Northwestern Medicine - Huntley Hospital with the total number of eligible individuals to receive the Standard Rewards Platform Service (“Services”).
- 2.Client is responsible for its compliance with state and federal laws and regulations governing its employee benefit plans of which the Services may be a part. Northwestern Medicine - Huntley Hospital is responsible for its compliance with state and federal laws governing its Services
3. Northwestern Medicine - Huntley Hospital shall not be considered to be a Plan administrator, Plan Sponsor or Fiduciary (as defined in ERISA) with respect to the Client’s wellness program, including the Services or any benefit plan under which such wellness program or the Services is a part.
4. Northwestern Medicine - Huntley Hospital and Client each agree to comply with all confidentiality, data protection, security and privacy laws including HIPAA and HIPAA HITECH that are applicable to it. Northwestern Medicine - Huntley Hospital will not resell Client employee information or data to any third party. Northwestern Medicine - Huntley Hospital may use aggregated data not identifiable to any employee in order to provide periodic reports to Client and to report industry trend data, provided that at all times Northwestern Medicine - Huntley Hospital complies with applicable laws and regulations. Minimum standard of 25 participants (cumulatively) is required.
- 5.Client will pay Northwestern Medicine - Huntley Hospital for Services within 30 days from receipt of an invoice from Northwestern Medicine - Huntley Hospital. Should Client utilize the services of a third party administrator (“TPA”) to process payments, then Client shall inform Northwestern Medicine - Huntley Hospital of the TPA that Northwestern Medicine - Huntley Hospital will bill for the Services. Should the TPA fail to pay Northwestern Medicine - Huntley Hospital for the Services, then Client shall be responsible to pay Northwestern Medicine - Huntley Hospital directly for the Services.
6. Please note that a \$100 cancellation fee will apply for events cancelled by the client with less than one weeks’ notice. If the client does not meet 12 person site minimum client will pay the per person amount to reach the minimum.
- 7.These Terms and Conditions shall continue in force for a period of one (1) year. Upon expiration thereof, these Terms and Conditions will continue in force until either party notifies the other party in writing of its intent to terminate these Terms and Conditions, in which case it shall terminate thirty (30) days from the date of the notice.

Acknowledged and agreed:

Northwestern Medicine - Huntley Hospital

Name/sign: \_\_\_\_\_

Name/sign: \_\_\_\_\_

Title: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

## Client Screening/Implementation Form

<b>Client Name:</b>	Huntley Community School District 158	<b>Broker/Consultant:</b>	
<b>Headquarters Address:</b>	650 Dr. John Burkey Dr Algonquin, IL 60102		
<b>Client Contact:</b>	Adam Zehr	<b>Contact's Phone #:</b>	847-659-6150
<b>Contact's Email:</b>	azehr@district158.org		
<b>Total Company Employees:</b>		<b>Total Eligible:</b>	834
		<b>Last Year's Participation:</b>	646
<b>Billing</b>			
<b>Insurance Carrier:</b>		<b>Funding Type:</b>	<input type="checkbox"/> Fully Insured <input checked="" type="checkbox"/> Self Insured
<b>NM Package Type:</b>	<input checked="" type="checkbox"/> Basic \$112 <input type="checkbox"/> Core \$138 <input type="checkbox"/> Portal + Screening		
<b>Eligible Employees:</b>		<b>Payor &amp; Price:</b>	
All full time employees on the health plan		<input checked="" type="checkbox"/> Client \$ 112 <input type="checkbox"/> Participant \$	
<b>Billing Notes</b>	Basic Screening \$112 Per Screener Per Year (PSPY)		
<b>Minimums:</b>	12 Minimum at each location		
<b>Miscellaneous Program Info</b>			
<b>Incentive</b>	<input checked="" type="checkbox"/> Yes Tier 1 – Those employees who participate in the district funded wellness screening annually and provide evidence of an annual physical to the Human Resources office by November 30 <sup>th</sup> , shall receive a \$25 monthly credit toward the cost of their medical insurance for the following insurance year.  Tier 2 – Those employees who participate in the CHC Wellbeing wellness screening annually shall pay the published rates for the following insurance year.  Tier 3 - Those employees who elect not to participate in the CHC Wellbeing wellness screening annually shall contribute an additional \$10 per month toward the cost of medical insurance for the following insurance year. These tiers shall take effect starting with the 2024 insurance year.  * REASONABLE ALTERNATIVE: If you are unable to achieve the standards for the reward under this program (ie: due to an existing medical condition), please go to Settings on your CHC portal and select "Reasonable Alternative." If you are unable to submit the request through your portal, please call CHC at 866-373-4242.		
<b>Custom HRA Questions:</b>	<input checked="" type="checkbox"/> Yes Are you familiar with the district's Perspectives Employee Assistance Program (EAP)? Yes/No Is your Primary Care Provider part of Northwestern Medicine? Yes/No		

**Program Notes**

- D158 will start marketing campaign will start on September 9th through November 30th
  - Posters with QR code for each building (20)
  - Adam and D158 team send screening reminders via the school communication platform.
  
- Promote free Mindfulness / E-Learning / Webinar in the portal
- Thriveworks and Share D158 EAP information
- Consider adding additional bloodwork or Core package to help employees identify other areas of risk (A1C, TSH, PSA are included with Core package)

**Remote Screenings**

<b>NM Outpatient Lab Screening:</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No End Date:11/30/25	<b>Personal Physician Screening:</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<b>6-Month Recheck:</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Date: April 2026
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Date	Arrival	Screening	Location
Wednesday, October 1, 2025	5am	5:30 - 9:30 AM	D158 District Office
Thursday, October 2, 2025	5am	5:30 - 9:30 AM	D158 Mackeben
Thursday, October 2, 2025	5am	5:30 - 9:30 AM	D158 ECC
Friday, October 3, 2025	5am	5:30 - 9:30 AM	D158 Conley
Monday, October 6, 2025	5am	5:30 - 9:30 AM	D158 Marlowe MS
Tuesday, October 7, 2025	5am	5:30 - 9:30 AM	D158 Heineman MS
Wednesday, October 8, 2025	5am	5:30 - 9:30 AM	D158 Heineman MS
Thursday, October 9, 2025	5am	5:30 - 9:30 AM	D158 Huntley HS
Tuesday, October 14, 2025	5am	5:30 - 9:30 AM	D158 Huntley HS
Wednesday, October 15, 2025	5am	5:30 - 9:30 AM	D158 Huntley HS
Monday, October 20, 2025	5am	5:30 - 9:30 AM	D158 Marlowe MS
Tuesday, October 21, 2025	5am	5:30 - 9:30 AM	D158 Martin
Wednesday, October 22, 2025	5am	5:30 - 9:30 AM	D158 District Office
Thursday, October 23, 2025	5am	5:30 - 9:30 AM	D158 Leggee
Wednesday, October 29, 2025	5am	5:30 - 9:30 AM	D158 Chesak

### Additional Bloodwork Menu

Blood Type	\$39
C-Reactive Protein, Cardiac	\$39
Gluten Allergy	\$59
Hemoglobin A1c	\$34
Homocyst(e)ine, Plasma	\$54
Nicotine Testing (Cotinine)	\$50
NMR	\$50
PSA	\$40
Testosterone, Total, LC/MS	\$42
TSH	\$40
Vitamin B12 and Folate	\$42
Vitamin D, 25-Hydroxy	\$40

FEATURES	BASIC	CORE	COMPREHENSIVE	
Screening Sign Up: Telephonic, Online, and Mobile	X	X		X
Physician Connect (Send Results Directly to Physician)	X	X		X
Hemoglobin A1c for all, TSH Female 40+, PSA Male 50+		X		X
Health & Lifestyle Survey (HRA)	X	X	X	
Participant Profile via Web Portal	X	X	X	
Client Profile/Aggregate Engagement Report (25 participant minimum)	X	X	X	
Dedicated and Consultative Account Manager	X	X	X	
Client Admin Portal Access	X	X	X	
Custom Marketing Materials	X	X	X	
Year-long Participant Engagement and Communication (including text and app messaging, emails, etc.) and Employee Message Board	X	X	X	
User-Friendly Site & Mobile App	X	X	X	
e-Learning Course Library (Over 700 courses), Activity & Nutrition Tracking	X	X	X	
Post-processing & Requisitions Submission to HealthLab	X	X	X	
Mindfulness Video Library	X	X	X	
Bi- Monthly Wellbeing Webinars & Monthly Wellbeing Newsletters	X	X	X	
Historical Biometric Upload (up to 3 years)	X	X	X	
Financial Wellbeing		X	X	
Standard Rewards Platform Includes:  <ul style="list-style-type: none"> <li>— Complete tracking of CHC programs: e-Learning, webinars, biometric outcomes, financial courses, activity tracking</li> <li>— Up to 3 custom, verified activities of clients' choosing</li> <li>— Custom activities that do not require verification (if applicable)</li> </ul>		X	X	
Walking & Activity Challenges		Add On	X	
<b>PRICING</b>	\$112 PSPY	\$138 PSPY	\$40 PEPY	\$82 PSPY
	Physician Verification \$60			

# Your Screening



## KIDNEY DISEASE

BUN  
Creatinine  
BUN/ Creatinine Ratio  
Phosphorus  
Sodium  
Potassium  
Chloride  
Carbon Dioxide  
eGFR



## HEART DISEASE & STROKE

Blood Pressure  
Triglycerides  
Total Cholesterol  
T. Cholesterol/HDL Ratio  
HDL Cholesterol  
LDL Cholesterol  
Calcium  
VLDL Cholesterol  
Estimated CHD Risk



## LIVER & GALLBLADDER

Bilirubin, Total  
Bilirubin, Direct  
Alkaline Phosphatase  
AST  
ALT  
LDH  
GGT  
Albumin  
Protein, Total



## ANEMIA, INFECTIONS & CERTAIN CANCERS

Iron  
Platelet Count  
Hemoglobin  
Hematocrit  
Globulin, Total  
A/G Ratio  
*RBC*: MCV, MCH, MCHC, RDW  
*WBC*: Neutrophils, Lymphocytes,  
Monocytes, Eosinophils, Basophils,  
Immature Granulocytes



## DIABETES

Glucose



## NUTRITIONAL & GASTROINTESTINAL DISORDERS

Uric Acid



## HEALTH & LIFESTYLE SURVEY

The research-based Health & Lifestyle survey is a questionnaire that assesses lifestyle choices to better evaluate your overall health.



# Huntley Community School District 158

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

To: Board of Education and Administration

From: Mark Altmayer, Chief Financial Officer

Date: May 15, 2025

Subject: **Supplemental Purchase Order Summary**  
Board of Education Meeting, May 15, 2025  
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 April 25, 2025 to May 8, 2025, 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	\$ 2,453,238.27
Operations & Maintenance Fund	335,023.68
Debt Service Fund	0.00
Transporation Fund	185,507.06
Municipal Retirement and Social Security Fund	88,978.20
Capital Projects Fund	0.00
Working Cash Fund	0.00
Fire Prevention and Safety Fund	0.00
Total	<u>\$ 3,062,747.21</u>

**RECOMMENDATION**

Administration recommends the Board of Education approve the Supplemental Purchase Orders Report at the May 15, 2025 Regular Board meeting.



# Huntley Community School District 158

## P.O. Summary by Vendor (Custom)

From: 4/25/2025 to 5/8/2025

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P.O. #	Account Number	Account# Description	P.O. Date	Original Amount	State Account Number
<b>Accessible College</b>					
20252748	10-2210-314-92-79-605-14	IDEA Impr of Instr-Staff Dev	05/05/2025	300.00	10-2210-314-92-79-605-14
			<b>Total</b>	<b>\$300.00</b>	
<b>Accountable Healthcare Staffing Inc</b>					
25050637	10-1101-310-00-79-605-14	Substitute Teacher-Contracted	05/01/2025	30,000.00	10-1101-310-00-79-605-14
			<b>Total</b>	<b>\$30,000.00</b>	
<b>ADP LLC</b>					
25050337	10-1100-220-00-79-600-14	Regular Programs Insurance	05/01/2025	2,100.00	10-1100-220-00-79-600-14
25050437	10-2520-310-00-74-500-14	Prof & Tech Fiscal	05/01/2025	12,600.00	10-2520-310-00-74-500-14
25050437	10-2520-310-00-74-500-14	Prof & Tech Fiscal	05/01/2025	9,000.00	10-2520-310-00-74-500-14
			<b>Total</b>	<b>\$23,700.00</b>	171
<b>Advantage Mechanical Inc</b>					
20252778	20-2542-323-00-79	Repairs & Maint Buildings	05/06/2025	992.50	20-2542-323-00-79
25050027	20-2542-323-00-79	Repairs & Maint Buildings	05/01/2025	2,500.00	20-2542-323-00-79
25050317	20-2542-390-00-79	Other Purchased Service	05/01/2025	5,121.77	20-2542-390-00-79
20252778			05/06/2025	0.00	
20252778	20-2542-323-00-79	Repairs & Maint Buildings	05/06/2025	2,010.50	20-2542-323-00-79
			<b>Total</b>	<b>\$10,624.77</b>	
<b>Aequor Healthcare Services</b>					
25050547	10-1101-310-00-79-605-14	Substitute Teacher-Contracted	05/01/2025	25,000.00	10-1101-310-00-79-605-14
			<b>Total</b>	<b>\$25,000.00</b>	
<b>AFLAC Group</b>					
25050427	10-2310-220-00-79-600-14	Support Serv-Gen Adm Insurance	05/01/2025	5,000.00	10-2310-220-00-79-600-14
			<b>Total</b>	<b>\$5,000.00</b>	
<b>AGI Mosaics</b>					
20252779	10-3000-310-92-79-600-14	IDEA Comm Engage PS	05/06/2025	1,035.00	10-3000-310-92-79-600-14



# Huntley Community School District 158

## P.O. Summary by Vendor (Custom)

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P.O. #	Account Number	Account# Description	P.O. Date	Original Amount	State Account Number
20252779	10-3000-410-92-79-600-14	IDEA Comm Engage Supplies	05/06/2025	400.00	10-3000-410-92-79-600-14
			<b>Total</b>	<b>\$1,435.00</b>	
<b>Airgas USA LLC</b>					
25050237	20-2542-410-00-79	Supplies B & G	05/01/2025	500.00	20-2542-410-00-79
			<b>Total</b>	<b>\$500.00</b>	
<b>Alexander Leigh Center for Autism</b>					
25051617	10-4220-670-00-79-600-14	Sp Ed Private Tuition	05/01/2025	40,000.00	10-4220-670-00-79-600-14
			<b>Total</b>	<b>\$40,000.00</b>	
<b>Aloha Chicago Entertainment</b>					
20252727	10-2210-390-82-79-605-14	T Bilingual Impr Inst Services	04/28/2025	550.00	10-2210-390-82-79-605-14
			<b>Total</b>	<b>\$550.00</b>	
<b>Alpha Baking Company Inc</b>					
25051137	10-2560-415-00-74-150-13	Cafe Food Conley	05/01/2025	600.00	10-2560-415-00-74-150-13
25051147	10-2560-415-00-74-210-13	Cafe Food Heineman	05/01/2025	800.00	10-2560-415-00-74-210-13
25051087	10-2560-415-00-71-300-13	Cafe Food HS	05/01/2025	5,000.00	10-2560-415-00-71-300-13
25051127	10-2560-415-00-74-140-13	Cafe Food Mackeben	05/01/2025	600.00	10-2560-415-00-74-140-13
25051117	10-2560-415-00-72-220-13	Cafe Food Marlowe	05/01/2025	1,000.00	10-2560-415-00-72-220-13
25051107	10-2560-415-00-72-120-13	Cafe Food Martin	05/01/2025	1,000.00	10-2560-415-00-72-120-13
25051097	10-2560-415-00-72-110-13	Cafe Food Chesak	05/01/2025	700.00	10-2560-415-00-72-110-13
25051077	10-2560-415-00-71-100-13	Cafe Food Leggee	05/01/2025	650.00	10-2560-415-00-71-100-13
			<b>Total</b>	<b>\$10,350.00</b>	
<b>American Bottling Company</b>					
25050407	10-2560-415-00-72-220-13	Cafe Food Marlowe	05/01/2025	5,000.00	10-2560-415-00-72-220-13
25051497	10-2560-415-00-71-300-13	Cafe Food HS	05/01/2025	7,500.00	10-2560-415-00-71-300-13
25051507	10-2560-415-00-74-210-13	Cafe Food Heineman	05/01/2025	5,000.00	10-2560-415-00-74-210-13
			<b>Total</b>	<b>\$17,500.00</b>	
<b>AmeriGas</b>					

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# Huntley Community School District 158

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P.O. #	Account Number	Account# Description	P.O. Date	Original Amount	State Account Number
25050567	40-2552-461-00-79	Propane	05/01/2025	25,000.00	40-2552-461-00-79
		<b>Total</b>		<b>\$25,000.00</b>	
<b>Amita GlenOaks School</b>					
25050497	10-4220-670-00-79-600-14	Sp Ed Private Tuition	05/01/2025	18,000.00	10-4220-670-00-79-600-14
		<b>Total</b>		<b>\$18,000.00</b>	
<b>AMS Store and Shred</b>					
20252749	10-2321-390-00-74-500-14	Purchased Service Supt	05/05/2025	15.00	10-2321-390-00-74-500-14
20252749	10-2321-390-00-74-500-14	Purchased Service Supt	05/05/2025	50.00	10-2321-390-00-74-500-14
20252749	10-2321-390-00-74-500-14	Purchased Service Supt	05/05/2025	35.00	10-2321-390-00-74-500-14
		<b>Total</b>		<b>\$100.00</b>	173
<b>Anderson Lock Co Inc</b>					
25050087	20-2542-410-00-79	Supplies B & G	05/01/2025	1,000.00	20-2542-410-00-79
		<b>Total</b>		<b>\$1,000.00</b>	
<b>Anderson Pest Solutions</b>					
25050037	20-2542-321-00-79	Sanitation/Exterminating	05/01/2025	611.29	20-2542-321-00-79
		<b>Total</b>		<b>\$611.29</b>	
<b>Aramark Refreshment Services</b>					
20252787	10-1120-323-00-74-210-13	Repairs & Maintenance HMS	05/07/2025	102.92	10-1120-323-00-74-210-13
		<b>Total</b>		<b>\$102.92</b>	
<b>Associated Electrical Contractors</b>					
25050057	20-2542-323-00-79	Repairs & Maint Buildings	05/01/2025	1,000.00	20-2542-323-00-79
		<b>Total</b>		<b>\$1,000.00</b>	
<b>AT&amp;T 5080</b>					
25050347	20-2540-340-00-79	Telephone - Districtwide	05/01/2025	500.00	20-2540-340-00-79
		<b>Total</b>		<b>\$500.00</b>	



# Huntley Community School District 158

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P.O. #	Account Number	Account# Description	P.O. Date	Original Amount	State Account Number
<b>AT&amp;T</b>					
25050327	20-2540-340-00-79	Telephone - Districtwide	05/01/2025	5,000.00	20-2540-340-00-79
			<b>Total</b>	<b>\$5,000.00</b>	
<b>Batteries Plus LLC</b>					
25050257	20-2542-410-00-79	Supplies B & G	05/01/2025	250.00	20-2542-410-00-79
			<b>Total</b>	<b>\$250.00</b>	
<b>Beacon Athletics LLC</b>					
20252785	10-1500-410-00-71-300-13	Training/Athletic Supplies HS	05/07/2025	2,484.98	10-1500-410-00-71-300-13
			<b>Total</b>	<b>\$2,484.98</b>	<b>174</b>
<b>Benefitfocus.com Inc</b>					
25050197	10-2310-220-00-79-600-14	Support Serv-Gen Adm Insurance	05/01/2025	2,000.00	10-2310-220-00-79-600-14
			<b>Total</b>	<b>\$2,000.00</b>	
<b>Blu Petroleum</b>					
25051647	40-2552-464-00-79	Diesel/Gasoline	05/01/2025	4,000.00	40-2552-464-00-79
25050827	40-2552-464-00-79	Diesel/Gasoline	05/01/2025	40,000.00	40-2552-464-00-79
			<b>Total</b>	<b>\$44,000.00</b>	
<b>Blue Cross Blue Shield</b>					
25050417	10-1100-220-00-79-600-14	Regular Programs Insurance	05/01/2025	1,400,000.00	10-1100-220-00-79-600-14
			<b>Total</b>	<b>\$1,400,000.00</b>	
<b>BMO Mastercard</b>					
20252771	10-2130-410-92-79-605-14	IDEA Health OTPT & Nurse Sup	04/30/2025	12.99	10-2130-410-92-79-605-14
20252757	10-1543-332-00-71-305-13	Activities Travel	04/30/2025	202.82	10-1543-332-00-71-305-13
20252758	10-1200-410-66-71-300-13	STEP Supplies	04/30/2025	10.00	10-1200-410-66-71-300-13
20252757	10-158	Activity Funds	04/30/2025	189.56	10-120
20252757	10-158	Activity Funds	04/30/2025	410.42	10-120



# Huntley Community School District 158

## P.O. Summary by Vendor (Custom)

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P.O. #	Account Number	Account# Description	P.O. Date	Original Amount	State Account Number
20252757	10-158	Activity Funds	04/30/2025	34.30	10-120
20252757	10-1531-319-00-71-300-13	Theater Royalties	04/30/2025	400.00	10-1531-319-00-71-300-13
20252757	10-158	Activity Funds	04/30/2025	782.00	10-120
20252757	10-158	Activity Funds	04/30/2025	793.00	10-120
20252757	10-1543-332-00-71-305-13	Activities Travel	04/30/2025	202.82	10-1543-332-00-71-305-13
20252757	10-1543-332-00-71-305-13	Activities Travel	04/30/2025	202.82	10-1543-332-00-71-305-13
20252757	10-1543-332-00-71-305-13	Activities Travel	04/30/2025	202.82	10-1543-332-00-71-305-13
20252757	10-1543-332-00-71-305-13	Activities Travel	04/30/2025	202.82	10-1543-332-00-71-305-13
20252757	10-158	Activity Funds	04/30/2025	104.79	10-120
20252757	10-1543-332-00-71-305-13	Activities Travel	04/30/2025	202.82	10-1543-332-00-71-305-13
20252757	10-158	Activity Funds	04/30/2025	70.47	10-120
20252757	10-1543-332-00-71-305-13	Activities Travel	04/30/2025	202.82	10-1543-332-00-71-305-13
20252757	10-1543-332-00-71-305-13	Activities Travel	04/30/2025	202.82	10-1543-332-00-71-305-13
20252757	10-1543-332-00-71-305-13	Activities Travel	04/30/2025	223.20	10-1543-332-00-71-305-13
20252757	10-158	Activity Funds	04/30/2025	95.00	10-120
20252757	10-158	Activity Funds	04/30/2025	29.67	10-120
20252758	10-1200-410-66-71-300-13	STEP Supplies	04/30/2025	9.30	10-1200-410-66-71-300-13
20252758	10-1200-410-66-71-300-13	STEP Supplies	04/30/2025	23.99	10-1200-410-66-71-300-13
20252758	10-1200-410-66-71-300-13	STEP Supplies	04/30/2025	32.26	10-1200-410-66-71-300-13
20252758	10-1200-410-66-71-300-13	STEP Supplies	04/30/2025	38.97	10-1200-410-66-71-300-13
20252758	10-1200-410-66-71-300-13	STEP Supplies	04/30/2025	66.42	10-1200-410-66-71-300-13
20252741	10-2213-415-00-71-300-13	HHS Staff Devel Supplies	04/30/2025	151.97	10-2213-415-00-71-300-13
20252757	10-1543-332-00-71-305-13	Activities Travel	04/30/2025	202.82	10-1543-332-00-71-305-13
20252755	10-1400-410-09-71-300-13	Family Consumer Science HS	04/30/2025	(54.14)	10-1400-410-09-71-300-13
20252755	10-1130-410-00-71-300-13	Inst Supplies HS	04/30/2025	24.90	10-1130-410-00-71-300-13
20252770	10-2321-410-00-74-500-14	Supplies Supt	04/30/2025	275.49	10-2321-410-00-74-500-14
20252755	10-1130-332-00-71-300-13	Teacher Travel HS	04/30/2025	164.24	10-1130-332-00-71-300-13
20252755	10-1130-332-00-71-300-13	Teacher Travel HS	04/30/2025	164.24	10-1130-332-00-71-300-13
20252755	10-1520-410-30-71-305-13	HS Newspaper Supplies	04/30/2025	185.30	10-1520-410-30-71-305-13
20252755	10-1520-410-30-71-305-13	HS Newspaper Supplies	04/30/2025	185.30	10-1520-410-30-71-305-13
20252755	10-1520-410-30-71-305-13	HS Newspaper Supplies	04/30/2025	185.30	10-1520-410-30-71-305-13
20252755	10-1520-410-30-71-305-13	HS Newspaper Supplies	04/30/2025	185.30	10-1520-410-30-71-305-13
20252755	10-2213-415-00-71-300-13	HHS Staff Devel Supplies	04/30/2025	79.99	10-2213-415-00-71-300-13
20252755	10-1130-410-11-71-300-13	Math Supplies HS	04/30/2025	23.74	10-1130-410-11-71-300-13

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P.O. #	Account Number	Account# Description	P.O. Date	Original Amount	State Account Number
20252755	10-158	Activity Funds	04/30/2025	600.00	10-120
20252757	10-158	Activity Funds	04/30/2025	136.56	10-120
20252755	10-1130-490-02-71-300-13	High School Fine Arts/PAC Supplies	04/30/2025	11.00	10-1130-490-02-71-300-13
20252758	10-1200-410-66-71-300-13	STEP Supplies	04/30/2025	100.00	10-1200-410-66-71-300-13
20252755	10-2213-415-00-71-300-13	HHS Staff Devel Supplies	04/30/2025	46.94	10-2213-415-00-71-300-13
20252755	10-1400-410-09-71-300-13	Family Consumer Science HS	04/30/2025	103.63	10-1400-410-09-71-300-13
20252755	10-1130-314-06-71-305-13	Alternative School	04/30/2025	136.74	10-1130-314-06-71-305-13
20252757	10-158	Activity Funds	04/30/2025	5.99	10-120
20252757	10-158	Activity Funds	04/30/2025	19.98	10-120
20252757	10-158	Activity Funds	04/30/2025	30.97	10-120
20252757	10-158	Activity Funds	04/30/2025	38.20	10-120
20252757	10-158	Activity Funds	04/30/2025	41.99	10-120
20252757	10-158	Activity Funds	04/30/2025	42.90	10-120
20252757	10-158	Activity Funds	04/30/2025	50.19	10-120
20252757	10-158	Activity Funds	04/30/2025	56.63	10-120
20252755	10-1400-410-09-71-300-13	Family Consumer Science HS	04/30/2025	58.86	10-1400-410-09-71-300-13
20252763	10-2560-410-00-71-300-13	Cafe Supplies HS	04/30/2025	23.38	10-2560-410-00-71-300-13
20252758	10-1200-410-66-71-300-13	STEP Supplies	04/30/2025	149.76	10-1200-410-66-71-300-13
20252762	10-2560-415-95-79-600-14	ECE Snacks	04/30/2025	259.35	10-2560-415-95-79-600-14
20252762	10-2300-410-97-79-600-14	All Children Gen Admin Sup	04/30/2025	281.17	10-2300-410-97-79-600-14
20252762	10-2300-410-97-79-600-14	All Children Gen Admin Sup	04/30/2025	361.91	10-2300-410-97-79-600-14
20252762	10-1125-410-90-79-600-14	Supplies Parent-Tot	04/30/2025	691.90	10-1125-410-90-79-600-14
20252762	10-158	Activity Funds	04/30/2025	128.41	10-120
20252762	10-2213-415-00-72-165-13	Preschool Staff Devel Supplies	04/30/2025	98.92	10-2213-415-00-72-165-13
20252762	10-1125-410-90-79-600-14	Supplies Parent-Tot	04/30/2025	169.95	10-1125-410-90-79-600-14
20252762	10-2213-415-00-72-165-13	Preschool Staff Devel Supplies	04/30/2025	39.74	10-2213-415-00-72-165-13
20252762	10-1125-390-90-79-600-14	Purchased Serv Parent-Tot	04/30/2025	400.00	10-1125-390-90-79-600-14
20252762	10-2213-415-00-72-165-13	Preschool Staff Devel Supplies	04/30/2025	230.46	10-2213-415-00-72-165-13
20252762	10-2560-415-95-79-600-14	ECE Snacks	04/30/2025	137.12	10-2560-415-95-79-600-14
20252762	10-1125-410-97-79-600-14	All Children Supplies	04/30/2025	26.96	10-1125-410-97-79-600-14
20252762	10-2210-410-95-79-600-14	ECE PD Supplies	04/30/2025	116.84	10-2210-410-95-79-600-14
20252765	10-2213-415-00-74-150-13	Conley Staff Devel Supplies	04/30/2025	(32.18)	10-2213-415-00-74-150-13
20252765	10-2213-415-00-74-150-13	Conley Staff Devel Supplies	04/30/2025	(12.94)	10-2213-415-00-74-150-13
20252765	10-158	Activity Funds	04/30/2025	20.65	10-120



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20252765	10-158	Activity Funds	04/30/2025	35.98	10-120
20252765	10-158	Activity Funds	04/30/2025	84.27	10-120
20252765	10-158	Activity Funds	04/30/2025	101.85	10-120
20252765	10-158	Activity Funds	04/30/2025	122.31	10-120
20252765	10-158	Activity Funds	04/30/2025	42.00	10-120
20252765	10-158	Activity Funds	04/30/2025	88.18	10-120
20252767	10-2642-410-00-74-500-14	Supplies Human Res	04/30/2025	38.84	10-2642-410-00-74-500-14
20252742	10-158	Activity Funds	04/30/2025	689.94	10-120
20252762	10-2300-410-97-79-600-14	All Children Gen Admin Sup	04/30/2025	132.80	10-2300-410-97-79-600-14
20252760	10-1110-410-00-74-140-13	Inst Supplies Mackeben	04/30/2025	248.36	10-1110-410-00-74-140-13
20252758	10-1200-310-66-71-300-13	STEP Purchased Services	04/30/2025	32.50	10-1200-310-66-71-300-13
20252758	10-1200-310-66-71-300-13	STEP Purchased Services	04/30/2025	73.50	10-1200-310-66-71-300-13
20252758	10-1200-410-66-71-300-13	STEP Supplies	04/30/2025	71.91	10-1200-410-66-71-300-13
20252759	20-2542-410-00-79	Supplies B & G	04/30/2025	27.89	20-2542-410-00-79
20252759	20-2540-410-00-79	Office Supplies B & G	04/30/2025	29.38	20-2540-410-00-79
20252759	20-2542-410-00-79	Supplies B & G	04/30/2025	62.36	20-2542-410-00-79
20252759	20-2540-640-00-79	Dues & Fees	04/30/2025	100.00	20-2540-640-00-79
20252760	10-2220-490-00-74-140-13	Media Center Tech Mackeben	04/30/2025	93.90	10-2220-490-00-74-140-13
20252760	10-2410-410-00-74-140-13	Office Supplies Mackeben	04/30/2025	108.29	10-2410-410-00-74-140-13
20252760	10-2410-410-00-74-140-14	Copier Paper & Toner Mackeben	04/30/2025	414.75	10-2410-410-00-74-140-14
20252760	10-1110-323-00-74-140-13	Repairs & Maintenance Mackeben	04/30/2025	42.00	10-1110-323-00-74-140-13
20252762	10-2560-415-95-79-600-14	ECE Snacks	04/30/2025	163.40	10-2560-415-95-79-600-14
20252760	10-2410-410-00-74-140-13	Office Supplies Mackeben	04/30/2025	80.48	10-2410-410-00-74-140-13
20252755	10-1130-490-02-71-300-13	High School Fine Arts/PAC Supplies	04/30/2025	467.78	10-1130-490-02-71-300-13
20252761	10-1200-310-66-71-300-13	STEP Purchased Services	04/30/2025	560.00	10-1200-310-66-71-300-13
20252761	10-1200-410-66-71-300-13	STEP Supplies	04/30/2025	84.86	10-1200-410-66-71-300-13
20252761	10-1200-410-66-71-300-13	STEP Supplies	04/30/2025	132.29	10-1200-410-66-71-300-13
20252761	10-1200-410-66-71-300-13	STEP Supplies	04/30/2025	291.02	10-1200-410-66-71-300-13
20252762	10-2213-415-00-72-165-13	Preschool Staff Devel Supplies	04/30/2025	5.29	10-2213-415-00-72-165-13
20252762	10-1225-410-95-79-600-14	ECE Instr Supplies	04/30/2025	12.77	10-1225-410-95-79-600-14
20252762	10-1225-410-95-79-600-14	ECE Instr Supplies	04/30/2025	28.38	10-1225-410-95-79-600-14
20252762	10-1125-410-90-79-600-14	Supplies Parent-Tot	04/30/2025	57.46	10-1125-410-90-79-600-14
20252762	10-2300-410-97-79-600-14	All Children Gen Admin Sup	04/30/2025	58.85	10-2300-410-97-79-600-14
20252762	10-2560-415-95-79-600-14	ECE Snacks	04/30/2025	59.34	10-2560-415-95-79-600-14



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20252762	10-2300-410-97-79-600-14	All Children Gen Admin Sup	04/30/2025	71.35	10-2300-410-97-79-600-14
20252760	10-1110-323-00-74-140-13	Repairs & Maintenance Mackeben	04/30/2025	64.99	10-1110-323-00-74-140-13
20252771	10-1200-410-92-79-600-14	IDEA Instructional Supplies	04/30/2025	95.28	10-1200-410-92-79-600-14
20252768	10-2546-490-00-79-600-14	Security Officer Supplies	04/30/2025	107.68	10-2546-490-00-79-600-14
20252768	10-2546-490-00-79-600-14	Security Officer Supplies	04/30/2025	158.89	10-2546-490-00-79-600-14
20252768	10-2546-490-00-79-600-14	Security Officer Supplies	04/30/2025	204.42	10-2546-490-00-79-600-14
20252769	10-2520-410-00-74-500-14	Supplies Fiscal	04/30/2025	120.17	10-2520-410-00-74-500-14
20252769	10-2520-410-00-74-500-14	Supplies Fiscal	04/30/2025	588.89	10-2520-410-00-74-500-14
20252769	10-2520-410-00-74-500-14	Supplies Fiscal	04/30/2025	102.10	10-2520-410-00-74-500-14
20252769	10-2520-310-00-74-500-14	Prof & Tech Fiscal	04/30/2025	(545.00)	10-2520-310-00-74-500-14
20252769	10-2520-310-00-74-500-14	Prof & Tech Fiscal	04/30/2025	100.00	10-2520-310-00-74-500-14
20252769	10-2520-410-00-74-500-14	Supplies Fiscal	04/30/2025	27.43	10-2520-410-00-74-500-14
20252770	10-2321-410-00-74-500-14	Supplies Supt	04/30/2025	18.50	10-2321-410-00-74-500-14
20252771	10-1200-410-00-79-600-14	Supplies Sp Ed	04/30/2025	(93.98)	10-1200-410-00-79-600-14
20252771	10-4220-670-00-79-600-14	Sp Ed Private Tuition	04/30/2025	115.00	10-4220-670-00-79-600-14
20252771	10-1200-410-00-79-600-14	Supplies Sp Ed	04/30/2025	62.91	10-1200-410-00-79-600-14
20252744	10-3600-410-82-79-605-14	T Bilingual Com Svc Supplies	04/30/2025	127.55	10-3600-410-82-79-605-14
20252771	10-1200-410-92-79-600-14	IDEA Instructional Supplies	04/30/2025	101.49	10-1200-410-92-79-600-14
20252771	10-1200-410-92-79-600-14	IDEA Instructional Supplies	04/30/2025	188.93	10-1200-410-92-79-600-14
20252771	10-1200-410-00-79-600-14	Supplies Sp Ed	04/30/2025	337.99	10-1200-410-00-79-600-14
20252771	10-2210-314-92-79-605-14	IDEA Impr of Instr-Staff Dev	04/30/2025	18.56	10-2210-314-92-79-605-14
20252771	10-2210-314-92-79-605-14	IDEA Impr of Instr-Staff Dev	04/30/2025	373.09	10-2210-314-92-79-605-14
20252771	10-2210-314-92-79-605-14	IDEA Impr of Instr-Staff Dev	04/30/2025	373.09	10-2210-314-92-79-605-14
20252771	10-2210-314-92-79-605-14	IDEA Impr of Instr-Staff Dev	04/30/2025	449.74	10-2210-314-92-79-605-14
20252771	10-2210-314-92-79-605-14	IDEA Impr of Instr-Staff Dev	04/30/2025	517.54	10-2210-314-92-79-605-14
20252771	10-2210-314-92-79-605-14	IDEA Impr of Instr-Staff Dev	04/30/2025	314.00	10-2210-314-92-79-605-14
20252771	10-3000-310-92-79-600-14	IDEA Comm Engage PS	04/30/2025	432.50	10-3000-310-92-79-600-14
20252755	10-1130-490-02-71-300-13	High School Fine Arts/PAC Supplies	04/30/2025	16.35	10-1130-490-02-71-300-13
20252771	10-1200-410-00-79-600-14	Supplies Sp Ed	04/30/2025	50.53	10-1200-410-00-79-600-14
20252742	10-158	Activity Funds	04/30/2025	11.98	10-120
20252742	10-158	Activity Funds	04/30/2025	36.76	10-120
20252742	10-158	Activity Funds	04/30/2025	21.99	10-120
20252742	10-158	Activity Funds	04/30/2025	25.88	10-120
20252742	10-158	Activity Funds	04/30/2025	32.00	10-120



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20252742	10-158	Activity Funds	04/30/2025	54.57	10-120
20252742	10-158	Activity Funds	04/30/2025	101.95	10-120
20252742	10-158	Activity Funds	04/30/2025	298.00	10-120
20252742	10-158	Activity Funds	04/30/2025	899.98	10-120
20252742	10-158	Activity Funds	04/30/2025	229.98	10-120
20252742	10-158	Activity Funds	04/30/2025	300.00	10-120
20252742	10-158	Activity Funds	04/30/2025	495.00	10-120
20252768	10-2546-490-00-79-600-14	Security Officer Supplies	04/30/2025	13.99	10-2546-490-00-79-600-14
20252742	10-158	Activity Funds	04/30/2025	120.00	10-120
20252768	10-2546-490-00-79-600-14	Security Officer Supplies	04/30/2025	8.99	10-2546-490-00-79-600-14
20252742	10-158	Activity Funds	04/30/2025	27.48	10-120
20252742	10-158	Activity Funds	04/30/2025	152.59	10-120
20252742	10-158	Activity Funds	04/30/2025	165.69	10-120
20252742	10-158	Activity Funds	04/30/2025	6.59	10-120
20252743	10-1120-323-00-72-220-13	Repairs Marlowe	04/30/2025	338.00	10-1120-323-00-72-220-13
20252743	10-158	Activity Funds	04/30/2025	4.99	10-120
20252743	10-158	Activity Funds	04/30/2025	108.37	10-120
20252743	10-158	Activity Funds	04/30/2025	530.00	10-120
20252743	10-158	Activity Funds	04/30/2025	680.00	10-120
20252743	10-158	Activity Funds	04/30/2025	740.00	10-120
20252744	10-1800-410-82-79-605-14	TBE/TPI Instructional Supplies	04/30/2025	99.99	10-1800-410-82-79-605-14
20252771	10-4220-670-00-79-600-14	Sp Ed Private Tuition	04/30/2025	115.00	10-4220-670-00-79-600-14
20252742	10-158	Activity Funds	04/30/2025	32.58	10-120
20252777	10-1110-410-00-72-110-13	Inst Supplies Chesak	04/30/2025	31.72	10-1110-410-00-72-110-13
20252771	10-4220-670-00-79-600-14	Sp Ed Private Tuition	04/30/2025	115.00	10-4220-670-00-79-600-14
20252775	10-1120-410-00-72-220-13	Inst Supplies Marlowe	04/30/2025	357.16	10-1120-410-00-72-220-13
20252775	10-1120-410-22-72-220-13	Tech Lab Supplies Marlowe	04/30/2025	537.99	10-1120-410-22-72-220-13
20252775	10-1120-323-00-72-220-13	Repairs Marlowe	04/30/2025	(13.82)	10-1120-323-00-72-220-13
20252775	10-1120-323-00-72-220-13	Repairs Marlowe	04/30/2025	592.42	10-1120-323-00-72-220-13
20252775	10-1120-410-80-72-220-13	PBIS	04/30/2025	30.00	10-1120-410-80-72-220-13
20252775	10-1120-410-80-72-220-13	PBIS	04/30/2025	45.00	10-1120-410-80-72-220-13
20252775	10-1120-410-09-72-220-13	Home Ec Marlowe	04/30/2025	(4.58)	10-1120-410-09-72-220-13
20252775	10-1120-410-00-72-220-13	Inst Supplies Marlowe	04/30/2025	8.99	10-1120-410-00-72-220-13
20252775	10-1120-410-09-72-220-13	Home Ec Marlowe	04/30/2025	85.41	10-1120-410-09-72-220-13



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20252775	10-1120-490-00-72-220-13	Instruc Coach/1:1 Supplies MMS	04/30/2025	157.40	10-1120-490-00-72-220-13
20252777	10-1110-410-12-74-110-13	Music Supplies	04/30/2025	18.04	10-1110-410-12-74-110-13
20252775	10-158	Activity Funds	04/30/2025	69.43	10-120
20252777	10-1110-410-00-72-110-13	Inst Supplies Chesak	04/30/2025	49.18	10-1110-410-00-72-110-13
20252777	10-1110-410-50-72-110-13	PE Supplies Chesak	04/30/2025	53.98	10-1110-410-50-72-110-13
20252777	10-1110-410-50-72-110-13	PE Supplies Chesak	04/30/2025	53.98	10-1110-410-50-72-110-13
20252777	10-1110-410-00-72-110-13	Inst Supplies Chesak	04/30/2025	96.08	10-1110-410-00-72-110-13
20252777	10-158	Activity Funds	04/30/2025	130.83	10-120
20252777	10-2213-415-00-72-110-13	Chesak Staff Devel Supplies	04/30/2025	258.68	10-2213-415-00-72-110-13
20252777	10-158	Activity Funds	04/30/2025	374.32	10-120
20252755	10-2410-640-00-71-300-13	Dues & Fees HS	04/30/2025	129.00	10-2410-640-00-71-300-13
20252755	10-1130-410-02-71-300-13	Art Supplies HS	04/30/2025	(7.97)	10-1130-410-02-71-300-13
20252755	10-1130-410-33-71-305-13	Academies Supplies	04/30/2025	11.98	10-1130-410-33-71-305-13
20252755	10-158	Activity Funds	04/30/2025	14.65	10-120
20252775	10-1120-410-09-72-220-13	Home Ec Marlowe	04/30/2025	92.44	10-1120-410-09-72-220-13
20252774	10-2210-314-92-79-605-14	IDEA Impr of Instr-Staff Dev	04/30/2025	80.15	10-2210-314-92-79-605-14
20252771	10-2210-314-92-79-605-14	IDEA Impr of Instr-Staff Dev	04/30/2025	1,413.88	10-2210-314-92-79-605-14
20252771	10-3000-310-92-79-600-14	IDEA Comm Engage PS	04/30/2025	225.00	10-3000-310-92-79-600-14
20252772	10-2310-410-00-74-500-14	Supplies Board	04/30/2025	28.99	10-2310-410-00-74-500-14
20252774	10-2210-314-92-79-605-14	IDEA Impr of Instr-Staff Dev	04/30/2025	190.53	10-2210-314-92-79-605-14
20252774	10-2210-314-92-79-605-14	IDEA Impr of Instr-Staff Dev	04/30/2025	93.19	10-2210-314-92-79-605-14
20252774	10-2210-314-92-79-605-14	IDEA Impr of Instr-Staff Dev	04/30/2025	3.26	10-2210-314-92-79-605-14
20252774	10-2210-314-92-79-605-14	IDEA Impr of Instr-Staff Dev	04/30/2025	3.80	10-2210-314-92-79-605-14
20252774	10-2210-314-92-79-605-14	IDEA Impr of Instr-Staff Dev	04/30/2025	28.11	10-2210-314-92-79-605-14
20252774	10-2210-314-92-79-605-14	IDEA Impr of Instr-Staff Dev	04/30/2025	237.00	10-2210-314-92-79-605-14
20252774	10-2210-314-92-79-605-14	IDEA Impr of Instr-Staff Dev	04/30/2025	449.74	10-2210-314-92-79-605-14
20252775	10-158	Activity Funds	04/30/2025	299.92	10-120
20252774	10-2210-314-92-79-605-14	IDEA Impr of Instr-Staff Dev	04/30/2025	85.61	10-2210-314-92-79-605-14
20252775	10-158	Activity Funds	04/30/2025	47.92	10-120
20252775	10-1120-410-00-72-220-13	Inst Supplies Marlowe	04/30/2025	67.95	10-1120-410-00-72-220-13
20252775	10-1120-410-00-72-220-13	Inst Supplies Marlowe	04/30/2025	63.06	10-1120-410-00-72-220-13
20252775	10-1120-323-00-72-220-13	Repairs Marlowe	04/30/2025	59.99	10-1120-323-00-72-220-13
20252775	10-158	Activity Funds	04/30/2025	59.90	10-120
20252775	10-1120-410-22-72-220-13	Tech Lab Supplies Marlowe	04/30/2025	58.99	10-1120-410-22-72-220-13



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P.O. #	Account Number	Account# Description	P.O. Date	Original Amount	State Account Number
20252774	10-2210-314-92-79-605-14	IDEA Impr of Instr-Staff Dev	04/30/2025	121.02	10-2210-314-92-79-605-14
20252775	10-1120-323-00-72-220-13	Repairs Marlowe	04/30/2025	56.98	10-1120-323-00-72-220-13
20252755	10-1130-410-12-71-300-13	Music Supplies HS	04/30/2025	28.99	10-1130-410-12-71-300-13
20252775	10-1120-410-00-72-220-13	Inst Supplies Marlowe	04/30/2025	37.98	10-1120-410-00-72-220-13
20252775	10-158	Activity Funds	04/30/2025	36.09	10-120
20252775	10-1120-410-00-72-220-13	Inst Supplies Marlowe	04/30/2025	20.75	10-1120-410-00-72-220-13
20252775	10-1120-410-13-72-220-07	Marlowe Science Supplies 7	04/30/2025	(341.82)	10-1120-410-13-72-220-07
20252774	10-2210-314-92-79-605-14	IDEA Impr of Instr-Staff Dev	04/30/2025	100.00	10-2210-314-92-79-605-14
				<b>Total</b>	<b>\$32,934.89</b>
<b>Brucker Company</b>					
25050297	20-2542-323-00-79	Repairs & Maint Buildings	05/01/2025	600.00	20-2542-323-00-79
				<b>Total</b>	<b>\$600.00</b>
<b>BryMax Enterprises Inc</b>					
25051917	10-2560-415-00-72-220-13	Cafe Food Marlowe	05/01/2025	4,000.00	10-2560-415-00-72-220-13
25051907	10-2560-415-00-71-300-13	Cafe Food HS	05/01/2025	1,500.00	10-2560-415-00-71-300-13
25051927	10-2560-415-00-74-210-13	Cafe Food Heineman	05/01/2025	1,500.00	10-2560-415-00-74-210-13
				<b>Total</b>	<b>\$7,000.00</b>
<b>Bulk Bookstore</b>					
20252723	10-1100-421-00-74-500-14	Materials 6-12	04/28/2025	145.25	10-1100-421-00-74-500-14
				<b>Total</b>	<b>\$145.25</b>
<b>Camelot Therapeutic Schools LLC</b>					
25050517	10-4220-670-00-79-600-14	Sp Ed Private Tuition	05/01/2025	25,000.00	10-4220-670-00-79-600-14
				<b>Total</b>	<b>\$25,000.00</b>
<b>Case Lots Inc</b>					
20252812			05/08/2025	0.00	
20252812	20-2542-410-00-79	Supplies B & G	05/08/2025	3,616.20	20-2542-410-00-79
20252812			05/08/2025	0.00	
				<b>Total</b>	<b>\$3,616.20</b>

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P.O. #	Account Number	Account# Description	P.O. Date	Original Amount	State Account Number
<b>Central DuPage Hospital</b>					
20252788	10-4210-670-00-79-600-14	Dist Hospital Instruct./Safe School	05/07/2025	945.00	10-4210-670-00-79-600-14
			<b>Total</b>	<b>\$945.00</b>	
<b>Central States Bus Sales Inc</b>					
25050727	40-2554-410-00-79	Fleet Supplies	05/01/2025	4,000.00	40-2554-410-00-79
			<b>Total</b>	<b>\$4,000.00</b>	
<b>CINTAS</b>					
25050757	40-2550-325-00-79	Rental Trans	05/01/2025	2,000.00	40-2550-325-00-79 182
			<b>Total</b>	<b>\$2,000.00</b>	
<b>Clare Woods Academy</b>					
25050607	10-4220-670-00-79-600-14	Sp Ed Private Tuition	05/01/2025	6,000.00	10-4220-670-00-79-600-14
			<b>Total</b>	<b>\$6,000.00</b>	
<b>Comcast Business</b>					
25050367	20-2540-340-00-79	Telephone - Districtwide	05/01/2025	294.85	20-2540-340-00-79
			<b>Total</b>	<b>\$294.85</b>	
<b>Comcast</b>					
25051627	20-2540-340-00-79	Telephone - Districtwide	05/01/2025	5,000.00	20-2540-340-00-79
			<b>Total</b>	<b>\$5,000.00</b>	
<b>Common Market Great Lakes</b>					
20252729	10-2560-415-00-74-140-13	Cafe Food Mackeben	04/29/2025	154.00	10-2560-415-00-74-140-13
20252729	10-2560-415-00-72-110-13	Cafe Food Chesak	04/29/2025	154.00	10-2560-415-00-72-110-13
20252729	10-2560-415-00-72-120-13	Cafe Food Martin	04/29/2025	184.80	10-2560-415-00-72-120-13
20252729	10-2560-415-00-72-220-13	Cafe Food Marlowe	04/29/2025	222.60	10-2560-415-00-72-220-13
20252729	10-2560-415-00-71-100-13	Cafe Food Leggee	04/29/2025	215.60	10-2560-415-00-71-100-13
20252729	10-2560-415-00-71-300-13	Cafe Food HS	04/29/2025	253.40	10-2560-415-00-71-300-13



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P.O. #	Account Number	Account# Description	P.O. Date	Original Amount	State Account Number
20252729	10-2560-415-00-74-210-13	Cafe Food Heineman	04/29/2025	222.60	10-2560-415-00-74-210-13
20252806	10-2560-415-00-71-300-13	Cafe Food HS	05/08/2025	253.40	10-2560-415-00-71-300-13
20252806	10-2560-415-00-74-210-13	Cafe Food Heineman	05/08/2025	222.60	10-2560-415-00-74-210-13
20252729	10-2560-415-00-74-150-13	Cafe Food Conley	04/29/2025	154.00	10-2560-415-00-74-150-13
20252806	10-2560-415-00-72-220-13	Cafe Food Marlowe	05/08/2025	222.60	10-2560-415-00-72-220-13
20252806	10-2560-415-00-72-120-13	Cafe Food Martin	05/08/2025	184.80	10-2560-415-00-72-120-13
20252806	10-2560-415-00-72-110-13	Cafe Food Chesak	05/08/2025	154.00	10-2560-415-00-72-110-13
20252806	10-2560-415-00-74-150-13	Cafe Food Conley	05/08/2025	154.00	10-2560-415-00-74-150-13
20252806	10-2560-415-00-74-140-13	Cafe Food Mackeben	05/08/2025	154.00	10-2560-415-00-74-140-13
20252806	10-2560-415-00-71-100-13	Cafe Food Leggee	05/08/2025	215.60	10-2560-415-00-71-100-13
				<b>Total</b>	<b>\$3,122.00</b>
					<b>183</b>
<b>Cove School</b>					
25051959	10-4220-670-00-79-600-14	Sp Ed Private Tuition	05/01/2025	6,500.00	10-4220-670-00-79-600-14
				<b>Total</b>	<b>\$6,500.00</b>
<b>CPI (Crisis Prevention Institute, Inc.)</b>					
20252734	10-2210-410-92-79-600-14	IDEA Impr of Instruction Suppl	04/30/2025	6,211.25	10-2210-410-92-79-600-14
				<b>Total</b>	<b>\$6,211.25</b>
<b>Crescent Electric Supply Co</b>					
25050047	20-2542-410-00-79	Supplies B & G	05/01/2025	1,000.00	20-2542-410-00-79
				<b>Total</b>	<b>\$1,000.00</b>
<b>CT Veach Inc</b>					
20252730	20-2543-323-00-79	Repairs-Grounds	04/29/2025	3,550.00	20-2543-323-00-79
20252730	20-2543-323-00-79	Repairs-Grounds	04/29/2025	2,472.00	20-2543-323-00-79
20252730			04/29/2025	0.00	
25050157	20-2543-320-00-79-600-14	Grounds Contract	05/01/2025	21,032.78	20-2543-320-00-79-600-14
				<b>Total</b>	<b>\$27,054.78</b>
<b>Diamond Pediatric Therapy</b>					
20252789	10-4220-670-00-79-600-14	Sp Ed Private Tuition	05/07/2025	2,820.00	10-4220-670-00-79-600-14



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				<b>Total</b>	\$2,820.00
<b>Easterseals</b>					
25050597	10-2210-314-92-79-605-14	IDEA Impr of Instr-Staff Dev	05/01/2025	11,000.00	10-2210-314-92-79-605-14
25051557	10-4220-670-00-79-600-14	Sp Ed Private Tuition	05/01/2025	58,000.00	10-4220-670-00-79-600-14
				<b>Total</b>	\$69,000.00
<b>Eds Testing Station and Automotive</b>					
25050707	40-2550-310-00-79	Prof & Tech Service Trans	05/01/2025	1,000.00	40-2550-310-00-79
				<b>Total</b>	\$1,000.00
<b>Fastsigns Crystal Lake</b>					
20252784	10-1130-314-06-71-305-13	Alternative School	05/06/2025	476.70	10-1130-314-06-71-305-13
				<b>Total</b>	\$476.70
<b>Flashbay Inc</b>					
20252715	10-2546-490-00-79-600-14	Security Officer Supplies	04/25/2025	29.50	10-2546-490-00-79-600-14
20252715			04/25/2025	0.00	
20252715	10-2546-490-00-79-600-14	Security Officer Supplies	04/25/2025	636.50	10-2546-490-00-79-600-14
20252715	10-2546-490-00-79-600-14	Security Officer Supplies	04/25/2025	645.50	10-2546-490-00-79-600-14
				<b>Total</b>	\$1,311.50
<b>Fox Valley Fire Safety</b>					
25050817	20-2542-390-00-79	Other Purchased Service	05/01/2025	801.00	20-2542-390-00-79
25050097	20-2542-323-00-79	Repairs & Maint Buildings	05/01/2025	1,000.00	20-2542-323-00-79
				<b>Total</b>	\$1,801.00
<b>General Parts LLC</b>					
25051687	10-2560-323-00-72-120-13	Cafe Repairs Martin	05/01/2025	5,000.00	10-2560-323-00-72-120-13
25051727	10-2560-323-00-74-210-13	Cafe Repairs Heineman	05/01/2025	5,000.00	10-2560-323-00-74-210-13
25051717	10-2560-323-00-74-150-13	Cafe Repairs Conley	05/01/2025	5,000.00	10-2560-323-00-74-150-13
25051697	10-2560-323-00-72-220-13	Cafe Repairs Marlowe	05/01/2025	5,000.00	10-2560-323-00-72-220-13

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25051677	10-2560-323-00-72-110-13	Cafe Repairs Chesak	05/01/2025	5,000.00	10-2560-323-00-72-110-13
25051667	10-2560-323-00-71-300-13	Cafe Repairs HS	05/01/2025	5,000.00	10-2560-323-00-71-300-13
25051657	10-2560-323-00-71-100-13	Cafe Repairs Leggee	05/01/2025	5,000.00	10-2560-323-00-71-100-13
25051707	10-2560-323-00-74-140-13	Cafe Repairs Mackeben	05/01/2025	5,000.00	10-2560-323-00-74-140-13
<b>Total</b>				<b>\$40,000.00</b>	
<b>GFC Leasing WI</b>					
25050617	10-2900-325-00-79-600-14	Copier Leases	05/01/2025	8,000.00	10-2900-325-00-79-600-14
<b>Total</b>				<b>\$8,000.00</b>	
<b>Gordon Food Service</b>					
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25051177	10-2560-410-00-72-110-13	Cafe Supplies Chesak	05/01/2025	900.00	10-2560-410-00-72-110-13
25051197	10-2560-410-00-72-220-13	Cafe Supplies Marlowe	05/01/2025	2,200.00	10-2560-410-00-72-220-13
25051257	10-2560-415-00-72-110-13	Cafe Food Chesak	05/01/2025	10,000.00	10-2560-415-00-72-110-13
25051187	10-2560-410-00-72-120-13	Cafe Supplies Martin	05/01/2025	1,200.00	10-2560-410-00-72-120-13
25051267	10-2560-415-00-72-120-13	Cafe Food Martin	05/01/2025	13,000.00	10-2560-415-00-72-120-13
25051277	10-2560-415-00-72-220-13	Cafe Food Marlowe	05/01/2025	22,000.00	10-2560-415-00-72-220-13
25051237	10-2560-415-00-71-100-13	Cafe Food Leggee	05/01/2025	12,000.00	10-2560-415-00-71-100-13
25051287	10-2560-415-00-74-140-13	Cafe Food Mackeben	05/01/2025	7,000.00	10-2560-415-00-74-140-13
25051227	10-2560-410-00-74-210-13	Cafe Supplies Heineman	05/01/2025	1,600.00	10-2560-410-00-74-210-13
25051247	10-2560-415-00-71-300-13	Cafe Food HS	05/01/2025	50,000.00	10-2560-415-00-71-300-13
25051167	10-2560-410-00-71-300-13	Cafe Supplies HS	05/01/2025	6,000.00	10-2560-410-00-71-300-13
25051157	10-2560-410-00-71-100-13	Cafe Supplies Leggee	05/01/2025	1,200.00	10-2560-410-00-71-100-13
25051297	10-2560-415-00-74-150-13	Cafe Food Conley	05/01/2025	7,000.00	10-2560-415-00-74-150-13
25051307	10-2560-415-00-74-210-13	Cafe Food Heineman	05/01/2025	22,000.00	10-2560-415-00-74-210-13
25051217	10-2560-410-00-74-150-13	Cafe Supplies Conley	05/01/2025	900.00	10-2560-410-00-74-150-13
25051207	10-2560-410-00-74-140-13	Cafe Supplies Mackeben	05/01/2025	800.00	10-2560-410-00-74-140-13
<b>Total</b>				<b>\$157,800.00</b>	
<b>GSF USA Inc</b>					
25050217	20-2542-320-00-79-605-14	Contractual Overtime	05/01/2025	2,200.00	20-2542-320-00-79-605-14
25050227	20-2542-319-00-79-605-14	Contractual Cust. Replacement	05/01/2025	1,250.00	20-2542-319-00-79-605-14
25050187	40-2550-321-00-79	Bus Sanitation	05/01/2025	3,627.06	40-2550-321-00-79



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25050207	20-2542-310-00-79	Custodial Contract Service	05/01/2025	195,170.63	20-2542-310-00-79
				<b>Total</b>	\$202,247.69
<b>Guttenberg, Kathy</b>					
20252790	10-2310-318-00-74-500-14	Legal Board	05/07/2025	174.00	10-2310-318-00-74-500-14
20252791	10-2310-318-00-74-500-14	Legal Board	05/07/2025	174.00	10-2310-318-00-74-500-14
20252790	10-2310-318-00-74-500-14	Legal Board	05/07/2025	174.00	10-2310-318-00-74-500-14
				<b>Total</b>	\$522.00
<b>Hershey Creamery Company</b>					
25051807	10-2560-415-00-72-220-13	Cafe Food Marlowe	05/01/2025	2,000.00	10-2560-415-00-72-220-13
25051817	10-2560-415-00-74-210-13	Cafe Food Heineman	05/01/2025	2,000.00	10-2560-415-00-74-210-13
25051797	10-2560-415-00-71-300-13	Cafe Food HS	05/01/2025	2,000.00	10-2560-415-00-71-300-13
				<b>Total</b>	\$6,000.00
<b>Home Depot Credit Services</b>					
20252792	10-1125-490-00-79-600-14	Supplies Preschool	05/07/2025	112.00	10-1125-490-00-79-600-14
20252792			05/07/2025	0.00	
25050067	20-2542-410-00-79	Supplies B & G	05/01/2025	1,500.00	20-2542-410-00-79
20252792	10-1125-490-00-79-600-14	Supplies Preschool	05/07/2025	1,014.00	10-1125-490-00-79-600-14
				<b>Total</b>	\$2,626.00
<b>Home Juice Corp</b>					
25051787	10-2560-415-00-74-210-13	Cafe Food Heineman	05/01/2025	500.00	10-2560-415-00-74-210-13
				<b>Total</b>	\$500.00
<b>Huntley Park District</b>					
25051737	10-1200-310-66-71-300-13	STEP Purchased Services	05/01/2025	1,500.00	10-1200-310-66-71-300-13
				<b>Total</b>	\$1,500.00
<b>Hyperstitch Inc</b>					
20252801	10-2546-490-00-79-600-14	Security Officer Supplies	05/08/2025	15.00	10-2546-490-00-79-600-14

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P.O. #	Account Number	Account# Description	P.O. Date	Original Amount	State Account Number
20252716	10-2546-490-00-79-600-14	Security Officer Supplies	04/25/2025	399.00	10-2546-490-00-79-600-14
20252716	10-2546-490-00-79-600-14	Security Officer Supplies	04/25/2025	60.00	10-2546-490-00-79-600-14
20252716	10-2546-490-00-79-600-14	Security Officer Supplies	04/25/2025	97.90	10-2546-490-00-79-600-14
20252716			04/25/2025	0.00	
20252801	10-2546-490-00-79-600-14	Security Officer Supplies	05/08/2025	932.00	10-2546-490-00-79-600-14
20252801			05/08/2025	0.00	
			<b>Total</b>	<b>\$1,503.90</b>	
<b>IASB</b>					
20252809	10-2310-640-00-74-500-14	Dues & Fees Board	05/08/2025	12,734.00	10-2310-640-00-74-500-14
			<b>Total</b>	<b>\$12,734.00</b>	<b>187</b>
<b>IHSA</b>					
20252735	10-1543-332-00-71-305-13	Activities Travel	04/30/2025	280.00	10-1543-332-00-71-305-13
			<b>Total</b>	<b>\$280.00</b>	
<b>Illinois School For The Deaf</b>					
25051057	40-2552-331-00-79	Contracted Transportation	05/01/2025	500.00	40-2552-331-00-79
			<b>Total</b>	<b>\$500.00</b>	
<b>Illinois Science &amp; Technology Inst</b>					
20252807	10-1100-310-65-79-600-14	AMP-IT Purchased Services	05/08/2025	2,000.00	10-1100-310-65-79-600-14
			<b>Total</b>	<b>\$2,000.00</b>	
<b>Illinois State Police</b>					
20252717			04/25/2025	0.00	
20252717	10-2310-390-00-74-500-14	Purchased Service Board	04/25/2025	5,000.00	10-2310-390-00-74-500-14
			<b>Total</b>	<b>\$5,000.00</b>	
<b>IMRF</b>					
20252722	50454	IMRF & SS (Board)	04/25/2025	88,978.20	50-481
			<b>Total</b>	<b>\$88,978.20</b>	



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P.O. #	Account Number	Account# Description	P.O. Date	Original Amount	State Account Number
<b>Interstate Battery Center</b>					
25050077	20-2542-410-00-79	Supplies B & G	05/01/2025	200.00	20-2542-410-00-79
			<b>Total</b>	<b>\$200.00</b>	
<b>Jostens</b>					
20252793	10-1120-360-00-74-210-13	Printing Heineman	05/07/2025	32.95	10-1120-360-00-74-210-13
20252793	10-1120-360-00-74-210-13	Printing Heineman	05/07/2025	881.01	10-1120-360-00-74-210-13
20252736	10-1120-360-00-72-220-13	Printing Marlowe	04/30/2025	40.95	10-1120-360-00-72-220-13
20252736	10-1120-360-00-72-220-13	Printing Marlowe	04/30/2025	1,273.60	10-1120-360-00-72-220-13
			<b>Total</b>	<b>\$2,228.51</b>	
<b>188</b>					
<b>Leach Enterprises Inc</b>					
25050787	40-2554-410-00-79	Fleet Supplies	05/01/2025	20,000.00	40-2554-410-00-79
			<b>Total</b>	<b>\$20,000.00</b>	
<b>Lighthouse Guidance LLC</b>					
20252750	10-2210-314-92-79-605-14	IDEA Impr of Instr-Staff Dev	05/05/2025	300.00	10-2210-314-92-79-605-14
			<b>Total</b>	<b>\$300.00</b>	
<b>Little City Foundation</b>					
25050587	10-4220-670-00-79-600-14	Sp Ed Private Tuition	05/01/2025	26,000.00	10-4220-670-00-79-600-14
			<b>Total</b>	<b>\$26,000.00</b>	
<b>Lowe's Pro Supply</b>					
25050107	20-2542-410-00-79	Supplies B & G	05/01/2025	1,000.00	20-2542-410-00-79
			<b>Total</b>	<b>\$1,000.00</b>	
<b>Marklund Children's Home</b>					
25050507	10-4220-670-00-79-600-14	Sp Ed Private Tuition	05/01/2025	31,500.00	10-4220-670-00-79-600-14
25050507	10-4220-670-00-79-600-14	Sp Ed Private Tuition	05/01/2025	0.00	10-4220-670-00-79-600-14
25050507	10-4220-670-00-79-600-14	Sp Ed Private Tuition	05/01/2025	0.00	10-4220-670-00-79-600-14
25050507	10-4220-670-00-79-600-14	Sp Ed Private Tuition	05/01/2025	0.00	10-4220-670-00-79-600-14



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25050507	10-4220-670-00-79-600-14	Sp Ed Private Tuition	05/01/2025	0.00	10-4220-670-00-79-600-14
				<b>Total</b>	\$31,500.00
<b>McHenry County College</b>					
20252714	10-1400-310-00-74-305-13	Voc Ed Tuition	04/25/2025	15,199.99	10-1400-310-00-74-305-13
20252714	10-1400-310-00-74-305-13	Voc Ed Tuition	04/25/2025	(303.48)	10-1400-310-00-74-305-13
				<b>Total</b>	\$14,896.51
<b>McHenry Specialties</b>					
20252724	10-1130-410-33-71-305-13	Academies Supplies	04/28/2025	85.00	10-1130-410-33-71-305-13
20252725	10-1130-410-33-71-305-13	Academies Supplies	04/28/2025	259.50	10-1130-410-33-71-305-13
				<b>Total</b>	\$344.50
<b>McMaster Carr Supply Co</b>					
25050287	20-2542-410-00-79	Supplies B & G	05/01/2025	700.00	20-2542-410-00-79
				<b>Total</b>	\$700.00
<b>MDC Environmental Serv</b>					
25050117	20-2542-321-00-79	Sanitation/Exterminating	05/01/2025	3,522.69	20-2542-321-00-79
20252810	20-2542-321-00-79	Sanitation/Exterminating	05/08/2025	361.40	20-2542-321-00-79
20252810			05/08/2025	0.00	
				<b>Total</b>	\$3,884.09
<b>Menards Inc</b>					
25050127	20-2542-410-00-79	Supplies B & G	05/01/2025	1,000.00	20-2542-410-00-79
				<b>Total</b>	\$1,000.00
<b>Mesirow Insurance Services Inc</b>					
25050467	10-1100-220-00-79-600-14	Regular Programs Insurance	05/01/2025	17,500.00	10-1100-220-00-79-600-14
				<b>Total</b>	\$17,500.00
<b>Metlife</b>					

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P.O. #	Account Number	Account# Description	P.O. Date	Original Amount	State Account Number
25050447	10-2310-220-00-79-600-14	Support Serv-Gen Adm Insurance	05/01/2025	30,000.00	10-2310-220-00-79-600-14
25051597	10-1100-220-00-79-600-14	Regular Programs Insurance	05/01/2025	75,000.00	10-1100-220-00-79-600-14
		<b>Total</b>		<b>\$105,000.00</b>	
<b>Midwest Transit Equip Kankakee</b>					
25050697	40-2550-323-00-79	Repairs and Maintenance	05/01/2025	5,000.00	40-2550-323-00-79
		<b>Total</b>		<b>\$5,000.00</b>	
<b>Miller Hall &amp; Triggs LLC</b>					
25051527	10-2310-318-00-74-500-14	Legal Board	05/01/2025	5,000.00	10-2310-318-00-74-500-14
		<b>Total</b>		<b>\$5,000.00</b>	190
<b>Naperville Psychiatric Ventures</b>					
20252794	10-4210-670-00-79-600-14	Dist Hospital Instruct./Safe School	05/07/2025	624.00	10-4210-670-00-79-600-14
		<b>Total</b>		<b>\$624.00</b>	
<b>Net World Sports Ltd</b>					
20252726	10-1500-410-00-71-300-13	Training/Athletic Supplies HS	04/28/2025	235.34	10-1500-410-00-71-300-13
		<b>Total</b>		<b>\$235.34</b>	
<b>Neuco</b>					
25050147	20-2542-410-00-79	Supplies B & G	05/01/2025	1,000.00	20-2542-410-00-79
		<b>Total</b>		<b>\$1,000.00</b>	
<b>New Connections Academy</b>					
25050397	10-4220-670-00-79-600-14	Sp Ed Private Tuition	05/01/2025	12,000.00	10-4220-670-00-79-600-14
		<b>Total</b>		<b>\$12,000.00</b>	
<b>New Leader Academy</b>					
20252795	10-4220-670-00-79-600-14	Sp Ed Private Tuition	05/07/2025	7,011.04	10-4220-670-00-79-600-14
		<b>Total</b>		<b>\$7,011.04</b>	



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P.O. #	Account Number	Account# Description	P.O. Date	Original Amount	State Account Number
<b>North American Corporation</b>					
25050017	20-2542-410-00-79	Supplies B & G	05/01/2025	12,000.00	20-2542-410-00-79
			<b>Total</b>	<b>\$12,000.00</b>	
<b>Northwestern Medicine Huntley</b>					
25050527	10-1200-310-66-71-300-13	STEP Purchased Services	05/01/2025	800.00	10-1200-310-66-71-300-13
			<b>Total</b>	<b>\$800.00</b>	
<b>Northwestern Medicine</b>					
25051547	10-2130-220-00-79-600-14	Health Services Insurance	05/01/2025	2,000.00	10-2130-220-00-79-600-14
25051547	10-2642-390-00-74-500-14	Purchased Service Human Res	05/01/2025	250.00	10-2642-390-00-74-500-14
			<b>Total</b>	<b>\$2,250.00</b>	191
<b>Northwestern Memorial HealthCare</b>					
20252802			05/08/2025	0.00	
20252802	10-2546-490-00-79-600-14	Security Officer Supplies	05/08/2025	78.00	10-2546-490-00-79-600-14
			<b>Total</b>	<b>\$78.00</b>	
<b>Omni Commercial Lighting Service</b>					
25050177	20-2542-323-00-79	Repairs & Maint Buildings	05/01/2025	1,000.00	20-2542-323-00-79
			<b>Total</b>	<b>\$1,000.00</b>	
<b>Ottosen DiNolfo Hasenbalg &amp; Castaldo Ltd</b>					
25050797	10-2310-318-00-74-500-14	Legal Board	05/01/2025	3,000.00	10-2310-318-00-74-500-14
			<b>Total</b>	<b>\$3,000.00</b>	
<b>P &amp; M Distributors Inc</b>					
20252731	10-2560-415-00-72-220-13	Cafe Food Marlowe	04/29/2025	481.18	10-2560-415-00-72-220-13
			<b>Total</b>	<b>\$481.18</b>	
<b>Parkland Preparatory Academy Inc</b>					



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P.O. #	Account Number	Account# Description	P.O. Date	Original Amount	State Account Number
25051960	10-4220-670-00-79-600-14	Sp Ed Private Tuition	05/01/2025	21,000.00	10-4220-670-00-79-600-14
			<b>Total</b>	<b>\$21,000.00</b>	
<b>Partnering for Prevention LLC</b>					
25051777	10-3600-390-82-79-605-14	Community Svcs Purchased Svcs	05/01/2025	8,000.00	10-3600-390-82-79-605-14
			<b>Total</b>	<b>\$8,000.00</b>	
<b>Pepsi-Cola Gen Bot Inc</b>					
25051487	10-2560-415-00-71-300-13	Cafe Food HS	05/01/2025	7,500.00	10-2560-415-00-71-300-13
			<b>Total</b>	<b>\$7,500.00</b>	
<b>Perspectives Ltd</b>					
25050277	10-2510-220-00-79-600-14	Direction of Business Serv Ins	05/01/2025	1,326.00	10-2510-220-00-79-600-14
			<b>Total</b>	<b>\$1,326.00</b>	
<b>Pioneer Center for Human Services</b>					
20252780	10-1200-310-66-71-300-13	STEP Purchased Services	05/06/2025	765.00	10-1200-310-66-71-300-13
			<b>Total</b>	<b>\$765.00</b>	
<b>Pioneer Manufacturing - Athletics</b>					
20252737	20-2543-410-00-79	Grounds Supplies	04/30/2025	425.30	20-2543-410-00-79
20252745			05/02/2025	0.00	
20252737			04/30/2025	0.00	
20252745	20-2543-410-00-79	Grounds Supplies	05/02/2025	786.00	20-2543-410-00-79
			<b>Total</b>	<b>\$1,211.30</b>	
<b>Pomps Tire Service Inc</b>					
25050837	40-2554-410-00-79	Fleet Supplies	05/01/2025	5,000.00	40-2554-410-00-79
			<b>Total</b>	<b>\$5,000.00</b>	
<b>Prairie Farms Rockford</b>					
25051317	10-2560-415-00-71-100-13	Cafe Food Leggee	05/01/2025	6,000.00	10-2560-415-00-71-100-13

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25051327	10-2560-415-00-71-300-13	Cafe Food HS	05/01/2025	7,000.00	10-2560-415-00-71-300-13
25051373	10-2560-415-00-72-110-13	Cafe Food Chesak	05/01/2025	8,000.00	10-2560-415-00-72-110-13
25051374	10-2560-415-00-72-120-13	Cafe Food Martin	05/01/2025	8,000.00	10-2560-415-00-72-120-13
25051375	10-2560-415-00-72-220-13	Cafe Food Marlowe	05/01/2025	4,000.00	10-2560-415-00-72-220-13
25051377	10-2560-415-00-74-150-13	Cafe Food Conley	05/01/2025	5,000.00	10-2560-415-00-74-150-13
25051387	10-2560-415-00-74-210-13	Cafe Food Heineman	05/01/2025	4,000.00	10-2560-415-00-74-210-13
25051397	10-2560-415-97-79-600-14	All Children Snacks	05/01/2025	150.00	10-2560-415-97-79-600-14
25051367	10-2560-415-00-74-140-13	Cafe Food Mackeben	05/01/2025	5,000.00	10-2560-415-00-74-140-13
				<b>Total</b>	<b>\$47,150.00</b>
<b>Pro Com Systems Inc</b>					
193					
20252804			05/08/2025	0.00	
20252804	10-2546-323-00-79-600-14	Security Officer Repairs	05/08/2025	319.00	10-2546-323-00-79-600-14
20252803			05/08/2025	0.00	
20252803	10-2546-323-00-79-600-14	Security Officer Repairs	05/08/2025	392.72	10-2546-323-00-79-600-14
				<b>Total</b>	<b>\$711.72</b>
<b>Quinlan &amp; Fabish Music Co</b>					
20252751	10-1120-490-02-72-220-13	Marlowe Fine Arts Supplies	05/05/2025	5,227.98	10-1120-490-02-72-220-13
20252752	10-1120-410-12-72-220-13	Chorus/Band Supplies Marlowe	05/05/2025	107.68	10-1120-410-12-72-220-13
20252752	10-1120-410-12-72-220-13	Chorus/Band Supplies Marlowe	05/05/2025	1,240.85	10-1120-410-12-72-220-13
20252751	10-1120-490-02-72-220-13	Marlowe Fine Arts Supplies	05/05/2025	2,573.39	10-1120-490-02-72-220-13
				<b>Total</b>	<b>\$9,149.90</b>
<b>Read Naturally Inc</b>					
20252786	10-2212-310-00-79-505-14	Curriculum Gen Pur Svc 6-12	05/07/2025	4,290.00	10-2212-310-00-79-505-14
				<b>Total</b>	<b>\$4,290.00</b>
<b>Regional Office of Education</b>					
20252796	10-4210-670-00-79-600-14	Dist Hospital Instruct./Safe School	05/07/2025	945.00	10-4210-670-00-79-600-14
20252796	10-4210-670-00-79-600-14	Dist Hospital Instruct./Safe School	05/07/2025	720.00	10-4210-670-00-79-600-14
20252796	10-4210-670-00-79-600-14	Dist Hospital Instruct./Safe School	05/07/2025	945.00	10-4210-670-00-79-600-14
				<b>Total</b>	<b>\$2,610.00</b>



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<b>Revtrak, Inc.</b>					
25050487	10-2523-319-00-79-600-14	Banking Fees	05/01/2025	10,000.00	10-2523-319-00-79-600-14
			<b>Total</b>	<b>\$10,000.00</b>	
<b>Robles, Noel</b>					
20252728	10-2210-390-82-79-605-14	T Bilingual Impr Inst Services	04/28/2025	400.00	10-2210-390-82-79-605-14
			<b>Total</b>	<b>\$400.00</b>	
<b>Rush Truck Center Huntley</b>					
25050747	40-2554-410-00-79	Fleet Supplies	05/01/2025	20,000.00	40-2554-410-00-79
			<b>Total</b>	<b>\$20,000.00</b>	194
<b>Savage Pro Audio Inc</b>					
20252799	10-1500-410-00-71-300-13	Training/Athletic Supplies HS	05/07/2025	300.00	10-1500-410-00-71-300-13
			<b>Total</b>	<b>\$300.00</b>	
<b>School Specialty LLC</b>					
20252746	10-1120-710-00-72-220-13	Marlowe Non-Capitalized Eqpt	05/02/2025	352.46	10-1120-710-00-72-220-13
20252746	10-1120-710-00-72-220-13	Marlowe Non-Capitalized Eqpt	05/02/2025	2,260.42	10-1120-710-00-72-220-13
20252746	10-1120-710-00-72-220-13	Marlowe Non-Capitalized Eqpt	05/02/2025	882.71	10-1120-710-00-72-220-13
20252746	10-1120-710-00-72-220-13	Marlowe Non-Capitalized Eqpt	05/02/2025	3,623.92	10-1120-710-00-72-220-13
20252746	10-1120-710-00-72-220-13	Marlowe Non-Capitalized Eqpt	05/02/2025	2,023.46	10-1120-710-00-72-220-13
20252746	10-1120-710-00-72-220-13	Marlowe Non-Capitalized Eqpt	05/02/2025	1,828.59	10-1120-710-00-72-220-13
			<b>Total</b>	<b>\$10,971.56</b>	
<b>Schoolbells Ltd</b>					
25050657	40-2552-331-00-79	Contracted Transportation	05/01/2025	55,000.00	40-2552-331-00-79
			<b>Total</b>	<b>\$55,000.00</b>	
<b>Secretary of State 12</b>					
25050957	40-2550-310-00-79	Prof & Tech Service Trans	05/01/2025	4.00	40-2550-310-00-79



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				<b>Total</b>	\$4.00
<b>Secretary of State 10</b>					
25050937	40-2550-310-00-79	Prof & Tech Service Trans	05/01/2025	4.00	40-2550-310-00-79
				<b>Total</b>	\$4.00
<b>Secretary of State 11</b>					
25050947	40-2550-310-00-79	Prof & Tech Service Trans	05/01/2025	4.00	40-2550-310-00-79
				<b>Total</b>	\$4.00
<b>Secretary of State 13</b>					
25050967	40-2550-310-00-79	Prof & Tech Service Trans	05/01/2025	4.00	40-2550-310-00-79
				<b>Total</b>	\$4.00
<b>Secretary of State 1</b>					
25050847	40-2550-310-00-79	Prof & Tech Service Trans	05/01/2025	4.00	40-2550-310-00-79
				<b>Total</b>	\$4.00
<b>Secretary of State 14</b>					
25050977	40-2550-310-00-79	Prof & Tech Service Trans	05/01/2025	4.00	40-2550-310-00-79
				<b>Total</b>	\$4.00
<b>Secretary of State 15</b>					
25050987	40-2550-310-00-79	Prof & Tech Service Trans	05/01/2025	4.00	40-2550-310-00-79
				<b>Total</b>	\$4.00
<b>Secretary of State 16</b>					
25050997	40-2550-310-00-79	Prof & Tech Service Trans	05/01/2025	4.00	40-2550-310-00-79
				<b>Total</b>	\$4.00
<b>Secretary of State 17</b>					
25051007	40-2550-310-00-79	Prof & Tech Service Trans	05/01/2025	4.00	40-2550-310-00-79

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# Huntley Community School District 158

## P.O. Summary by Vendor (Custom)

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P.O. #	Account Number	Account# Description	P.O. Date	Original Amount	State Account Number
				<b>Total</b>	\$4.00
<b>Secretary of State 18</b>					
25051017	40-2550-310-00-79	Prof & Tech Service Trans	05/01/2025	4.00	40-2550-310-00-79
				<b>Total</b>	\$4.00
<b>Secretary of State 19</b>					
25051027	40-2550-310-00-79	Prof & Tech Service Trans	05/01/2025	4.00	40-2550-310-00-79
				<b>Total</b>	\$4.00
<b>Secretary of State 20</b>					
25051037	40-2550-310-00-79	Prof & Tech Service Trans	05/01/2025	4.00	40-2550-310-00-79
				<b>Total</b>	\$4.00
<b>Secretary of State 2</b>					
25050857	40-2550-310-00-79	Prof & Tech Service Trans	05/01/2025	4.00	40-2550-310-00-79
				<b>Total</b>	\$4.00
<b>Secretary of State 3</b>					
25050867	40-2550-310-00-79	Prof & Tech Service Trans	05/01/2025	4.00	40-2550-310-00-79
				<b>Total</b>	\$4.00
<b>Secretary of State 4</b>					
25050877	40-2550-310-00-79	Prof & Tech Service Trans	05/01/2025	4.00	40-2550-310-00-79
				<b>Total</b>	\$4.00
<b>Secretary of State 5</b>					
25050887	40-2550-310-00-79	Prof & Tech Service Trans	05/01/2025	4.00	40-2550-310-00-79
				<b>Total</b>	\$4.00
<b>Secretary of State 6</b>					
25050897	40-2550-310-00-79	Prof & Tech Service Trans	05/01/2025	4.00	40-2550-310-00-79

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# Huntley Community School District 158

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P.O. #	Account Number	Account# Description	P.O. Date	Original Amount	State Account Number
				<b>Total</b>	\$4.00
<b>Secretary of State 7</b>					
25050907	40-2550-310-00-79	Prof & Tech Service Trans	05/01/2025	4.00	40-2550-310-00-79
				<b>Total</b>	\$4.00
<b>Secretary of State 8</b>					
25050917	40-2550-310-00-79	Prof & Tech Service Trans	05/01/2025	4.00	40-2550-310-00-79
				<b>Total</b>	\$4.00
<b>Secretary of State 9</b>					
25050927	40-2550-310-00-79	Prof & Tech Service Trans	05/01/2025	4.00	40-2550-310-00-79
				<b>Total</b>	\$4.00
<b>Select Savvy LLC</b>					
25050667	10-1101-310-00-79-605-14	Substitute Teacher-Contracted	05/01/2025	6,500.00	10-1101-310-00-79-605-14
				<b>Total</b>	\$6,500.00
<b>Senase, Judith</b>					
20252753	10-2150-310-92-79-600-14	IDEA Sp Path & Audiology Serv	05/05/2025	925.00	10-2150-310-92-79-600-14
				<b>Total</b>	\$925.00
<b>Service Printing Corporation</b>					
20252805			05/08/2025	0.00	
20252805	10-2546-490-00-79-600-14	Security Officer Supplies	05/08/2025	968.00	10-2546-490-00-79-600-14
20252800	10-2190-410-00-71-300-12	Graduation Supplies HHS	05/07/2025	2,124.00	10-2190-410-00-71-300-12
				<b>Total</b>	\$3,092.00
<b>Service Sanitation Inc</b>					
20252754	10-1500-320-00-71-300-13	HHS Athletics Grounds Svcs	05/05/2025	766.37	10-1500-320-00-71-300-13
				<b>Total</b>	\$766.37

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# Huntley Community School District 158

## P.O. Summary by Vendor (Custom)

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P.O. #	Account Number	Account# Description	P.O. Date	Original Amount	State Account Number
<b>SNA Depository</b>					
20252732	10-2561-640-00-79-600-14	Dir Food Service Dues & Fees	04/29/2025	178.00	10-2561-640-00-79-600-14
			<b>Total</b>	<b>\$178.00</b>	
<b>Sodexo Live @ Northern Illinois U</b>					
20252811	10-2190-410-00-71-300-12	Graduation Supplies HHS	05/08/2025	1,976.50	10-2190-410-00-71-300-12
			<b>Total</b>	<b>\$1,976.50</b>	
<b>South Campus</b>					
25051961	10-4220-670-00-79-600-14	Sp Ed Private Tuition	05/01/2025	15,000.00	10-4220-670-00-79-600-14
			<b>Total</b>	<b>\$15,000.00</b>	198
<b>Special Education Services</b>					
20252797	10-4220-670-00-79-600-14	Sp Ed Private Tuition	05/07/2025	2,896.74	10-4220-670-00-79-600-14
			<b>Total</b>	<b>\$2,896.74</b>	
<b>Stark &amp; Son Trenching Inc</b>					
20252813	20-2543-323-00-79	Repairs-Grounds	05/08/2025	6,108.00	20-2543-323-00-79
20252813			05/08/2025	0.00	
			<b>Total</b>	<b>\$6,108.00</b>	
<b>Steiner Electric Company</b>					
25051637	20-2542-410-00-79	Supplies B & G	05/01/2025	1,000.00	20-2542-410-00-79
			<b>Total</b>	<b>\$1,000.00</b>	
<b>Summit School Inc</b>					
25051962	10-4220-670-00-79-600-14	Sp Ed Private Tuition	05/01/2025	20,000.00	10-4220-670-00-79-600-14
			<b>Total</b>	<b>\$20,000.00</b>	
<b>Superior Overhead Door</b>					
20252798			05/07/2025	0.00	



# Huntley Community School District 158

## P.O. Summary by Vendor (Custom)

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P.O. #	Account Number	Account# Description	P.O. Date	Original Amount	State Account Number
20252798	20-2542-329-00-79	Buildings - Small Projects	05/07/2025	4,299.00	20-2542-329-00-79
				<b>Total</b>	\$4,299.00
<b>Talerico Martin Corp</b>					
25050377	10-2560-415-00-74-210-13	Cafe Food Heineman	05/01/2025	2,500.00	10-2560-415-00-74-210-13
25050378	10-2560-415-00-71-300-13	Cafe Food HS	05/01/2025	20,000.00	10-2560-415-00-71-300-13
25050387	10-2560-415-00-72-220-13	Cafe Food Marlowe	05/01/2025	1,000.00	10-2560-415-00-72-220-13
				<b>Total</b>	\$23,500.00
<b>Thermosystems Building System</b>					
20252740			05/01/2025	0.00	199
20252740	20-2542-390-00-79	Other Purchased Service	05/01/2025	4,888.00	20-2542-390-00-79
20252740			05/01/2025	0.00	
20252781	20-2542-390-00-79	Other Purchased Service	05/06/2025	(5,234.00)	20-2542-390-00-79
20252781	20-2542-390-00-79	Other Purchased Service	05/06/2025	6,669.75	20-2542-390-00-79
				<b>Total</b>	\$6,323.75
<b>Thomson Reuters</b>					
25050307	10-2660-319-61-79-600-14	Software Maintenance	05/01/2025	1,066.12	10-2660-319-61-79-600-14
				<b>Total</b>	\$1,066.12
<b>Trane</b>					
20252739	20-2542-323-00-79	Repairs & Maint Buildings	05/01/2025	1,400.00	20-2542-323-00-79
20252738			05/01/2025	0.00	
20252739			05/01/2025	0.00	
20252738	20-2542-390-00-79	Other Purchased Service	05/01/2025	2,762.73	20-2542-390-00-79
				<b>Total</b>	\$4,162.73
<b>Tremco/Weatherproofing Tech Inc</b>					
20252782	20-2542-323-00-79	Repairs & Maint Buildings	05/06/2025	1,490.00	20-2542-323-00-79
20252782			05/06/2025	0.00	
				<b>Total</b>	\$1,490.00



# Huntley Community School District 158

## P.O. Summary by Vendor (Custom)

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P.O. #	Account Number	Account# Description	P.O. Date	Original Amount	State Account Number
<b>Tribe Country Farms Inc</b>					
20252733	10-2560-415-00-72-220-13	Cafe Food Marlowe	04/29/2025	74.25	10-2560-415-00-72-220-13
20252808	10-2560-415-00-72-220-13	Cafe Food Marlowe	05/08/2025	74.25	10-2560-415-00-72-220-13
20252733	10-2560-415-00-74-210-13	Cafe Food Heineman	04/29/2025	60.75	10-2560-415-00-74-210-13
20252808	10-2560-415-00-74-210-13	Cafe Food Heineman	05/08/2025	60.75	10-2560-415-00-74-210-13
20252808	10-2560-415-00-71-300-13	Cafe Food HS	05/08/2025	108.00	10-2560-415-00-71-300-13
20252733	10-2560-415-00-71-300-13	Cafe Food HS	04/29/2025	108.00	10-2560-415-00-71-300-13
			<b>Total</b>	<b>\$486.00</b>	
<b>Uline</b>					
20252718			04/25/2025	0.00	200
20252718	10-2546-490-00-79-600-14	Security Officer Supplies	04/25/2025	555.00	10-2546-490-00-79-600-14
20252718	10-2546-490-00-79-600-14	Security Officer Supplies	04/25/2025	75.13	10-2546-490-00-79-600-14
			<b>Total</b>	<b>\$630.13</b>	
<b>Verizon Wireless</b>					
25051607	20-2540-340-00-79	Telephone - Districtwide	05/01/2025	5,500.00	20-2540-340-00-79
			<b>Total</b>	<b>\$5,500.00</b>	
<b>VILLAGE OF ALGONQUIN</b>					
25050137	20-2546-310-00-71-305	Resource Officer	05/01/2025	9,807.48	20-2546-310-00-71-305
			<b>Total</b>	<b>\$9,807.48</b>	
<b>Village of Huntley</b>					
25051517	20-2546-310-00-71-305	Resource Officer	05/01/2025	7,228.43	20-2546-310-00-71-305
20252719	20-2546-310-00-71-305	Resource Officer	04/25/2025	292.50	20-2546-310-00-71-305
20252719			04/25/2025	0.00	
20252720	20-2546-310-00-71-305	Resource Officer	04/25/2025	276.25	20-2546-310-00-71-305
20252720			04/25/2025	0.00	
20252721			04/25/2025	0.00	
20252721	20-2546-310-00-71-305	Resource Officer	04/25/2025	520.00	20-2546-310-00-71-305
			<b>Total</b>	<b>\$8,317.18</b>	



# Huntley Community School District 158

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P.O. #	Account Number	Account# Description	P.O. Date	Original Amount	State Account Number
<b>Village of Lake in the Hills</b>					
25050687	20-2546-310-00-71-305	Resource Officer	05/01/2025	6,527.00	20-2546-310-00-71-305
			<b>Total</b>	<b>\$6,527.00</b>	
<b>Virtual Connections Academy</b>					
25051757	10-4220-670-00-79-600-14	Sp Ed Private Tuition	05/01/2025	23,000.00	10-4220-670-00-79-600-14
			<b>Total</b>	<b>\$23,000.00</b>	
<b>VSP of Illinois NFP</b>					
25050457	10-2310-220-00-79-600-14	Support Serv-Gen Adm Insurance	05/01/2025	10,000.00	10-2310-220-00-79-600-14
			<b>Total</b>	<b>\$10,000.00</b>	201
<b>WEX BANK</b>					
25050777	10-1700-464-21-71-300-13	Driver Education Gasoline	05/01/2025	2,000.00	10-1700-464-21-71-300-13
25050777	10-1500-332-00-71-300-13	Athletic Trips HS	05/01/2025	500.00	10-1500-332-00-71-300-13
25050767	40-2552-464-00-79	Diesel/Gasoline	05/01/2025	300.00	40-2552-464-00-79
			<b>Total</b>	<b>\$2,800.00</b>	
<b>Wold Architects and Engineers Inc</b>					
20252783	10-2520-390-00-74-500-14	Purch Serv Fiscal	05/06/2025	7,362.39	10-2520-390-00-74-500-14
			<b>Total</b>	<b>\$7,362.39</b>	
<b>Zero Card</b>					
25050477	10-1100-220-00-79-600-14	Regular Programs Insurance	05/01/2025	2,500.00	10-1100-220-00-79-600-14
			<b>Total</b>	<b>\$2,500.00</b>	
<b>Zieglers Ace Hardware</b>					
25050267	20-2542-410-00-79	Supplies B & G	05/01/2025	300.00	20-2542-410-00-79
			<b>Total</b>	<b>\$300.00</b>	
<b>Zones of Regulation</b>					



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<i>P.O. #</i>	<i>Account Number</i>	<i>Account# Description</i>	<i>P.O. Date</i>	<i>Original Amount</i>	<i>State Account Number</i>
20252747	10-2140-310-92-79-600-14	IDEA Psychological Services	05/05/2025	2,700.00	10-2140-310-92-79-600-14
			<b>Total</b>	<u>\$2,700.00</u>	
			<b>Total</b>	<u><u>\$3,062,747.21</u></u>	



# Huntley Community School District 158

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

To: Board of Education and Administration  
From: Mark Altmayer, Chief Financial Officer  
Date: May 15, 2025  
Subject: **Supplemental Accounts Payable Report**  
Board of Education Meeting, May 15, 2025  
Action Items

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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	\$	21,901.78
Operations & Maintenance Fund		206.64
Debt Service Fund		0.00
Transporation Fund		0.00
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	\$	<u><u>22,108.42</u></u>

## RECOMMENDATION

Administration recommends the Board of Education approve the Supplemental Accounts Payable Report at the May 15, 2025 Regular Board meeting.



# Huntley Community School District 158

## Accounts Payable Report

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Vendor Name	Account Number	Description	Check Date	Amount	State Account Number
Alarcon, Herbert - 1233401065	10-2520-332-00-74-500-14	Travel Fiscal-December 2024		50.25	10-2520-332-00-74-500-14
	10-2520-332-00-74-500-14	Travel Fiscal-February 2025		63.00	10-2520-332-00-74-500-14
	10-2520-332-00-74-500-14	Travel Fiscal-March 2025		56.00	10-2520-332-00-74-500-14
	10-2520-332-00-74-500-14	Travel Fiscal-April 2025		70.00	10-2520-332-00-74-500-14
	10-2520-332-00-74-500-14	Travel Fiscal-January 2025		63.00	10-2520-332-00-74-500-14
					<u>\$302.25</u>
Allen, Jackelyn - 1233397138	10-1200-332-00-79-600-14	Travel Sp Ed		32.20	10-1200-332-00-79-600-14
	10-1200-332-00-79-600-14	Travel Sp Ed		64.68	10-1200-332-00-79-600-14
	10-2210-314-92-79-605-14	LRP Conf, Airfaire, Bag Fee & Hotel for JA & Keri		4,047.52	10-2210-314-92-79-605-14
				<u>\$4,144.40</u>	
Altmayer, Mark - 123335471	10-2520-410-00-74-500-14	Taylor Street Pizza - Board/HESPA negotiations		74.22	10-2520-410-00-74-500-14
				<u>\$74.22</u>	
Ani, Liz - 1233401094	10-1200-332-00-79-600-14	Travel Sp Ed		43.40	10-1200-332-00-79-600-14
				<u>\$43.40</u>	
Baird, Brianna - 1233400985	10-1200-410-92-79-600-14	Walmart & Amazon Cooking & Science Instruct		142.52	10-1200-410-92-79-600-14
				<u>\$142.52</u>	
Basargin, Beth - 1233398634	10-1200-332-00-79-600-14	Travel Sp Ed		126.14	10-1200-332-00-79-600-14
				<u>\$126.14</u>	
Benja, Kiley - 1233401188	10-2310-230-00-74-500-14	Tuition Reimb-Assessment Strategies		420.00	10-2310-230-00-74-500-14
	10-2310-230-00-74-500-14	Tuition Reimb-Research Methods		420.00	10-2310-230-00-74-500-14
	10-2310-230-00-74-500-14	Tuition Reimb-Responsible Technology Change		420.00	10-2310-230-00-74-500-14
	10-2310-230-00-74-500-14	Tuition Reimb-Design of Learning Environments		420.00	10-2310-230-00-74-500-14
				<u>\$1,680.00</u>	
Bergren, Elizabeth - 1233399022					

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# Huntley Community School District 158

## Accounts Payable Report

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Vendor Name	Account Number	Description	Check Date	Amount	State Account Number
	10-2310-230-00-74-500-14	Tuition Reimb-Education & Diag Assmt in SPE		420.00	10-2310-230-00-74-500-14
				<u>\$420.00</u>	
Bertelsman, Benjamin - 123335283	10-1500-335-00-71-300-13	Conference Travel HS		79.80	10-1500-335-00-71-300-13
				<u>\$79.80</u>	
Brinkman, Amanda - 123339411	10-1100-410-98-79-600-14	Culturally and Liguistically Responsive Book		21.79	10-1100-410-98-79-600-14
				<u>\$21.79</u>	
Calder, Emily - 1233398430	10-2310-230-00-74-500-14	Tuition Reimb-Research Methods		420.00	10-2310-230-00-74-500-14
				<u>\$420.00</u>	205
Cornett, Brenda - 1233400062	10-1200-332-00-79-600-14	Travel Sp Ed-April 2025 Mileage		128.59	10-1200-332-00-79-600-14
				<u>\$128.59</u>	
Czerniawski, Wioleta - 1233401193	10-2560-410-00-72-220-13	Sneakers, socks and pants		99.98	10-2560-410-00-72-220-13
				<u>\$99.98</u>	
Davis, Graham - 1233400971	10-2310-230-00-74-500-14	Tuition Reimb-ADHD Understanding the ADHD Brain		140.00	10-2310-230-00-74-500-14
	10-2310-230-00-74-500-14	Tuition Reimb-Leadership Theories		140.00	10-2310-230-00-74-500-14
	10-2310-230-00-74-500-14	Tuition Reimb-Effective Leadership for Admin		135.00	10-2310-230-00-74-500-14
				<u>\$415.00</u>	
Diedrich, Julia - 1233401191	10-2210-314-92-79-605-14	ASHA SLP Application Certificate & Membership		490.00	10-2210-314-92-79-605-14
				<u>\$490.00</u>	
Duncan, Chris - 123334368	10-2310-230-00-74-500-14	Tuition Reimb-Trauma Informed Classroom		165.00	10-2310-230-00-74-500-14
	10-2310-230-00-74-500-14	Tuition Reimb-Emotional Intelligence		165.00	10-2310-230-00-74-500-14
				<u>\$330.00</u>	
Feinstein, Kate - 33567	10-1200-332-00-79-600-14	Travel Sp Ed		4.48	10-1200-332-00-79-600-14



# Huntley Community School District 158

## Accounts Payable Report

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Vendor Name	Account Number	Description	Check Date	Amount	State Account Number
	10-1200-332-00-79-600-14	Travel Sp Ed		6.58	10-1200-332-00-79-600-14
	10-1200-332-00-79-600-14	Travel Sp Ed-HB Tutor to Library 3/31/25		4.48	10-1200-332-00-79-600-14
	10-1200-332-00-79-600-14	HB Tutor to Hernandez Home 4/03/25		6.58	10-1200-332-00-79-600-14
	10-1200-332-00-79-600-14	HB Tutor to Library 4/14/25		4.48	10-1200-332-00-79-600-14
	10-1200-332-00-79-600-14	HB Tutor to Library 4/21/25		4.48	10-1200-332-00-79-600-14
	10-1200-332-00-79-600-14	Travel Sp Ed		6.16	10-1200-332-00-79-600-14
				<u>\$37.24</u>	
Fleck, Sydney - 1233401192					
	10-2210-314-92-79-605-14	ASHA SLP Application Certificate & Membership		490.00	10-2210-314-92-79-605-14
				<u>\$490.00</u>	
Frederick, Ryan - 25795					206
	10-1120-410-50-72-220-13	Amazon - Chalk		19.99	10-1120-410-50-72-220-13
				<u>\$19.99</u>	
Fusco, Kelly - 27967					
	10-2310-230-00-74-500-14	Tuition Reimb-Classroom Mgmt Strategies for the Ev		140.00	10-2310-230-00-74-500-14
	10-2310-230-00-74-500-14	Tuition Reimb-Trauma Informed Classroom		140.00	10-2310-230-00-74-500-14
	10-2310-230-00-74-500-14	Tuition Reimb-Mastering Basic Facts (Math)		140.00	10-2310-230-00-74-500-14
				<u>\$420.00</u>	
Gill, Dede - 1233400425					
	10-1200-332-00-79-600-14	Travel Sp Ed		254.80	10-1200-332-00-79-600-14
	10-1200-332-00-79-600-14	Travel Sp Ed		47.60	10-1200-332-00-79-600-14
				<u>\$302.40</u>	
Ginczycki, Michael - 123336875					
	10-1110-332-00-71-100-13	Teacher Travel Leggee		208.60	10-1110-332-00-71-100-13
				<u>\$208.60</u>	
Gullifor, Kateri - 123339409					
	10-1200-332-00-79-600-14	Travel Sp Ed		153.65	10-1200-332-00-79-600-14
				<u>\$153.65</u>	
Havisto, Amy - 1233399056					
	10-1100-410-98-79-600-14	Culturally and Liguistically Responsive Book		21.79	10-1100-410-98-79-600-14
				<u>\$21.79</u>	



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Vendor Name	Account Number	Description	Check Date	Amount	State Account Number
Henricksen, Clayton - 1233396241	10-2310-230-00-74-500-14	Tuition Reimb-Creating Safe Sport & PE Activity, 1		165.00	10-2310-230-00-74-500-14
	10-2310-230-00-74-500-14	Tuition Reimb-Creating Safe Sport & PE Activity, 2		165.00	10-2310-230-00-74-500-14
	10-2310-230-00-74-500-14	Tuition Reimb-Creating Safe Sport & PE Activity, 3		165.00	10-2310-230-00-74-500-14
				<u>\$495.00</u>	
Henricksen, Erin - 1233398065	10-2310-230-00-74-500-14	Tuition Reimb-Sports Training for Woman		420.00	10-2310-230-00-74-500-14
	10-2310-230-00-74-500-14	Motivating Athletes		420.00	10-2310-230-00-74-500-14
				<u>\$840.00</u>	
Jensen, Julie - 1233399616	10-1200-332-00-79-600-14	Travel Sp Ed		287.28	10-1200-332-00-79-600-14
				<u>\$287.28</u>	
Johnson, Samantha - 1233396854	10-1200-332-00-79-600-14	Travel Sp Ed		6.30	10-1200-332-00-79-600-14
				<u>\$6.30</u>	
Kempf, Thomas - 123335290	10-2410-332-00-71-300-13	Prin Travel HS		224.00	10-2410-332-00-71-300-13
				<u>\$224.00</u>	
Kenefick, Michelle - 32746	10-1120-332-00-72-220-13	Teacher Travel Marlowe		56.34	10-1120-332-00-72-220-13
				<u>\$56.34</u>	
Komos, Laura - 32508	10-2310-230-00-74-500-14	Tuition Reimb-English Language Learners Struggles		420.00	10-2310-230-00-74-500-14
				<u>\$420.00</u>	
Krebs, Patricia - 1233397899	10-1200-332-00-79-600-14	Travel Sp Ed		6.86	10-1200-332-00-79-600-14
	10-1200-332-00-79-600-14	Travel Sp Ed		4.48	10-1200-332-00-79-600-14
	10-1200-332-00-79-600-14	Travel Sp Ed		11.34	10-1200-332-00-79-600-14
	10-1200-332-00-79-600-14	Travel Sp Ed		11.34	10-1200-332-00-79-600-14
	10-1200-332-00-79-600-14	RT Travel from HHS To Library 4/3/25		4.48	10-1200-332-00-79-600-14
	10-1200-332-00-79-600-14	RT for student HHS to Library 4/23/25		4.48	10-1200-332-00-79-600-14

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Vendor Name	Account Number	Description	Check Date	Amount	State Account Number
	10-1200-332-00-79-600-14	RT HHS to 9834 Kelley Lane, Huntley		6.58	10-1200-332-00-79-600-14
				<u>\$49.56</u>	
Landvick, Matthew - 1233396232	10-1543-332-00-71-305-13	Activities Travel		125.30	10-1543-332-00-71-305-13
				<u>\$125.30</u>	
Lanham, Kimberly - 123335066	10-2310-230-00-74-500-14	Tuition Reimb-How the Brain Learns to Read: Decodi		420.00	10-2310-230-00-74-500-14
				<u>\$420.00</u>	
Lombard, Jessica - 32232	10-2321-332-00-74-500-14	March & April 2025 Mileage		164.43	10-2321-332-00-74-500-14
				<u>\$164.43</u>	208
McConnell, Paige - 1233396935	10-2310-230-00-74-500-14	Tuition Reimb-Dylexia: Reading & Writing Topics		165.00	10-2310-230-00-74-500-14
	10-2310-230-00-74-500-14	Tuition Reimb-Getting Started with AI		165.00	10-2310-230-00-74-500-14
	10-2310-230-00-74-500-14	Tuition Reimb-Foundational Reading Skills		165.00	10-2310-230-00-74-500-14
				<u>\$495.00</u>	
Meyer, Sara - 1233396297	10-1100-410-98-79-600-14	Book Assessing Students w/Special Needs		50.94	10-1100-410-98-79-600-14
				<u>\$50.94</u>	
Miller, Kerry - 32910	10-1120-332-00-72-220-13	Teacher Travel Marlowe		32.88	10-1120-332-00-72-220-13
				<u>\$32.88</u>	
Murphy, Cynthia - 1233399148	10-1200-332-00-79-600-14	Travel Sp Ed		4.20	10-1200-332-00-79-600-14
	10-1200-332-00-79-600-14	Travel Sp Ed		4.02	10-1200-332-00-79-600-14
				<u>\$8.22</u>	
Murphy, Kathy - 1233398370	10-2130-410-92-79-605-14	Occupational Therapy Staff Incentives - April 2025		348.66	10-2130-410-92-79-605-14
				<u>\$348.66</u>	
Owensby, Donna - 123334783	10-1110-332-00-74-150-13	Teacher Travel Conley		35.00	10-1110-332-00-74-150-13



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				<u>\$35.00</u>	
Palmer, Jessica - 1233399901	10-1200-332-00-79-600-14	Travel Sp Ed		23.10	10-1200-332-00-79-600-14
				<u>\$23.10</u>	
Panke, Keith - 123337962	10-1200-332-00-79-600-14	Travel Sp Ed		254.80	10-1200-332-00-79-600-14
				<u>\$254.80</u>	
Pauwels, Sheryl - 32640	10-1125-332-00-79-600-14	Hotel for PFA Admin Conf in Champaign 3/31-4/1/25		151.42	10-1125-332-00-79-600-14
	10-1125-332-00-79-600-14	Travel Preschool		252.28	10-1125-332-00-79-600-14
				<u>\$403.70</u>	209
Perry, Jessica - 1233399071	10-2310-230-00-74-500-14	Tuition Reimb-Holocaust: Never to be Forgotten		420.00	10-2310-230-00-74-500-14
				<u>\$420.00</u>	
Peterson, Kristin - 123338962	10-1200-332-00-79-600-14	Travel Sp Ed		144.55	10-1200-332-00-79-600-14
				<u>\$144.55</u>	
Primus, Mike - 1233400590	10-2660-332-00-79-600-14	Travel Technology		22.12	10-2660-332-00-79-600-14
				<u>\$22.12</u>	
Purkeypile, Amanda - 1233400739	10-2520-332-00-74-500-14	Travel Fiscal		63.00	10-2520-332-00-74-500-14
	10-2520-332-00-74-500-14	Mileage HHS to MMS - March 2025		45.50	10-2520-332-00-74-500-14
				<u>\$108.50</u>	
Randazzo, Deborah - 1233396641	10-1200-332-00-79-600-14	Travel Sp Ed		13.72	10-1200-332-00-79-600-14
	10-1200-332-00-79-600-14	Travel Sp Ed		13.72	10-1200-332-00-79-600-14
				<u>\$27.44</u>	
Redden, Scott - 1233399930	20-2540-332-00-79	Travel		164.64	20-2540-332-00-79
	20-2540-332-00-79	Travel		14.14	20-2540-332-00-79



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Vendor Name	Account Number	Description	Check Date	Amount	State Account Number
	20-2540-332-00-79	Travel		27.86	20-2540-332-00-79
				<u>\$206.64</u>	
Rodriguez, Tom - 123335286	10-2520-332-00-74-500-14	Travel Fiscal		34.30	10-2520-332-00-74-500-14
				<u>\$34.30</u>	
Rollins, Kennedy - 1233400122	10-2310-230-00-74-500-14	Tuition Reimb-Movement & Music		165.00	10-2310-230-00-74-500-14
	10-2310-230-00-74-500-14	Tuition Reimb-Tools for Assessment		110.00	10-2310-230-00-74-500-14
				<u>\$275.00</u>	
Roskopf, Jake - 1233401036	10-2210-670-98-79-600-14	National Louis Univ Winter Term 2025		2,645.00	10-2210-670-98-79-600-14
	10-1100-410-98-79-600-14	Textbooks for NLU Coursework		62.64	10-1100-410-98-79-600-14
				<u>\$2,707.64</u>	
Ryan, Debra - 123336268	10-1200-410-00-79-600-14	Cookies for SLP team from Crumble 4/16/25		89.97	10-1200-410-00-79-600-14
	10-1200-410-00-79-600-14	Speech Therapy Tote Bags (8)		109.12	10-1200-410-00-79-600-14
				<u>\$199.09</u>	
Sara, Lindsay - 1233396237	10-1200-332-00-79-600-14	Mileage January - March 2025		214.41	10-1200-332-00-79-600-14
	10-1200-332-00-79-600-14	December 2025 Mileage		59.90	10-1200-332-00-79-600-14
				<u>\$274.31</u>	
Schwerzler, Therese - 123338008	10-2410-332-00-71-300-13	Prin Travel HS		31.36	10-2410-332-00-71-300-13
				<u>\$31.36</u>	
Severin, Nicole - 1233400441	10-1200-332-00-79-600-14	Travel Sp Ed		53.20	10-1200-332-00-79-600-14
				<u>\$53.20</u>	
Shadel, Jill - 1233399288	10-1200-332-00-79-600-14	Travel to Champaign, Parking for 3 days		321.08	10-1200-332-00-79-600-14
	10-2210-314-92-79-605-14	Dinner while at ICTW conference		20.20	10-2210-314-92-79-605-14
				<u>\$341.28</u>	

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Vendor Name	Account Number	Description	Check Date	Amount	State Account Number
Sparks, Alyse - 1233401030	10-1120-332-00-72-220-13	Teacher Travel Marlowe		110.53	10-1120-332-00-72-220-13
	10-1200-332-00-79-600-14	March 2025 Mileage		51.59	10-1200-332-00-79-600-14
				<u>\$162.12</u>	
Starnes, Sara - 123338276	10-2310-230-00-74-500-14	Tuition Reimb-ABC's of Effective Main Streaming		420.00	10-2310-230-00-74-500-14
				<u>\$420.00</u>	
Steiner, Dawn N - 1233396853	10-2310-230-00-74-500-14	Tuition Reimb-Legal Issues in Sport Admin		165.00	10-2310-230-00-74-500-14
	10-2310-230-00-74-500-14	Tuition Reimb-Care & Prevention of Athletic Injuri		165.00	10-2310-230-00-74-500-14
				<u>\$330.00</u>	
Swartzloff, Todd - 123335363	10-1130-332-00-71-300-13	Teacher Travel HS		29.40	10-1130-332-00-71-300-13
				<u>\$29.40</u>	
Syslo, Brianna - 1233400994	10-1100-410-98-79-600-14	Culturally and Liguistically Responsive Book		21.79	10-1100-410-98-79-600-14
				<u>\$21.79</u>	
Tanke, Amanda - 1233401040	10-2310-230-00-74-500-14	Tuition Reimb-A Comp Look at School Law		420.00	10-2310-230-00-74-500-14
				<u>\$420.00</u>	
Taylor, Nicole - 1233400789	10-1200-332-00-79-600-14	Travel Sp Ed		13.44	10-1200-332-00-79-600-14
				<u>\$13.44</u>	
Viers, Lora - 1233401034	10-2520-332-00-74-500-14	January 8- April 7, 2025 Mileage		70.00	10-2520-332-00-74-500-14
				<u>\$70.00</u>	
Watt, Jason - 1233400778	10-2310-230-00-74-500-14	Tuition Reimb-Developing Student Self Mgmt Skills		420.00	10-2310-230-00-74-500-14
				<u>\$420.00</u>	
Zastrow, Kieran - 32717					

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Vendor Name	Account Number	Description	Check_Date	Amount	State Account Number
	10-1110-410-00-71-100-13	Jewel snacks for meeting on 4/16/25		63.97	10-1110-410-00-71-100-13
				<u>\$63.97</u>	
			<b>Report Total</b>	<u><u>\$22,108.42</u></u>	